ARKANSAS

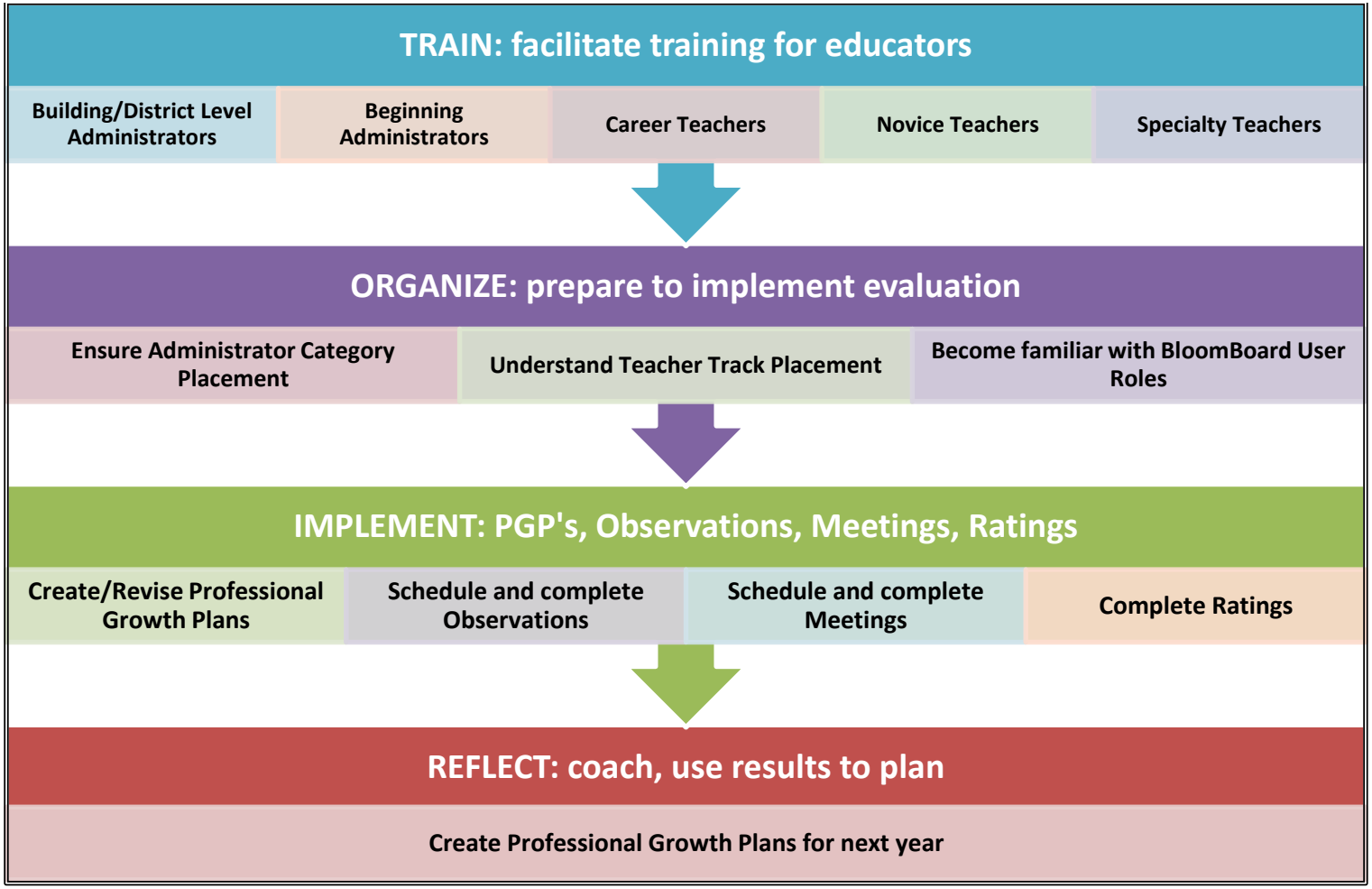
TESS

and

LEADS

Resources

2014-2015
Office of Educator Effectiveness
Arkansas Department of Education
Little Rock AR 72201



Arkansas TESS & LEADS Annual Implementation Plan

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Purpose and Format of this publication:

This collection of files is the documents and forms that have been created and used during the pilot year (2013-2014) and initial year (2014-2015) of implementation of the Arkansas Teacher Evaluation System, Teacher Excellence and Support System (TESS), and the Leader Evaluation System, Leader Excellence and Development System (LEADS).

During the statewide pilot, educators used paper and electronic copies for training and evaluation forms. During the initial implementation year, educators are using an online data management platform, BloomBoard.

For easy access, the table of contents has been created in user-friendly language. Please note that the title of the file listed in the Table of Contents may not be the title on the document. In addition, all files have been bookmarked in this publication. Once opened in Adobe Reader, clicking on the ribbon in the left-hand icon menu will open links to every file included.

For all those times when a hard copy will serve to enhance or promote effective implementation of instruction for Arkansas students, these documents are provided in this format.

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Arkansas TESS & LEADS Law and Process Training Resources

TESS

TEACHER EXCELLENCE AND SUPPORT SYSTEM

ARKANSAS LEADS

Leader Excellence and Development System

TESS and LEADS History

The ADE is pleased to provide information on upcoming TESS and LEADS trainings for all levels of teachers and leaders to continually improve their understanding and implementation of the state's evaluation and support systems. Since January of 2013, currently employed teachers and administrators have been trained on the Danielson *Framework for Teaching*, which is the foundation of TESS, and have attended face-to-face trainings on the law and process components for TESS and LEADS. These trainings were necessary to ensure consistent, accurate information for a statewide implementation of TESS and LEADS. In addition, teachers and administrators have had access to training materials through the ADE website and to Teachscape FOCUS accounts for evaluator training and credentialing. Arkansas IDEAS modules were developed to deepen the understanding of the systems by which teachers and leaders are evaluated.

Educator Preparation

As the state has transitioned from the pilot of TESS and LEADS to the first full year of implementation, the training and support needed for continued work has changed. Educator preparation programs have re-shaped their efforts to train and qualify educators for effectiveness by incorporating the current TESS and LEADS evaluation rubrics and processes into programs of study. Individual institutions of higher education and non-traditional preparation programs have redesigned educator training to embed TESS and LEADS into their programs and prepare candidates to be successful when they enter Arkansas public schools. Therefore, the training requirements for schools and districts to ensure their current educators and new hires are ready to practice the effective teaching and leading components as outlined in the TESS and LEADS rubrics, have changed since the pilot and implementation began.

Training for 2015-16: Current Educators
For the 2015-16 school year, currently employed teachers and administrators will complete the following training:

Audience:	Date:	Description:	Content
Currently Employed Teachers and Administrators	Beginning June 1, 2015 available on the ADE website	A one (1) hour online video update	• A data overview on the first year of implementation • Changes to the system based on new legislative requirements • Recommendations based on teacher and administrator feedback • Information on summer and fall support trainings • Goals for the 2015-16 SY

The ADE highly recommends that each teacher and administrator watch this update, which will be available on the ADE website beginning June 1, 2015. **A Commissioner Memo will announce the availability of the update and provide the link for access.** *Districts should document teacher and administrator participation in this update.*

Training for 2015-16: Novice Teachers

Audience:	Date:	Description:	Content:
Novice Teachers	Beginning June 1, 2015 available on the ADE website	**Required:** A one (1) hour online video update	• A data overview on the first year of implementation • Changes to the system based on new legislative requirements • Recommendations based on teacher and administrator feedback, and • Information on summer and fall support trainings • Goals for 2015-16 SY
Novice Teachers	Account login information will be sent after July 1, 2015 when paired with mentor	Optional support: The Framework for Teaching using *Teachscape* FOCUS for Teachers	• Master-scored videos • Reflective exercises • Rubric modules

Several co-ops have indicated they will provide this training for newly hired teachers, or districts may wish to include this **required** training as part of their new teacher orientation. This is the same update that currently employed educators will review. **A Commissioner Memo will announce the availability of the update and provide the link for access.** *Districts should document teacher and administrator participation in this update.*

Training for 2015-16: Beginning Administrators

Audience:	Date:	Description:	Content:
Beginning Administrators (BAs)	• Summer and Fall Beginning Administrator Induction and AAEA Conference(s) • ***(see attached calendar)***	**Required:** 3 hour law and process training (face-to-face)	Overview of the legislation, rules and components for TESS and LEADS
Beginning Administrators (BAs)	• Accounts available upon notification of employment as an administrator (Commissioner Memo LIC-15-023) • ***(see attached calendar)***	**Required:** Teachscape FOCUS for Administrators Training and Credentialing Assessment Optional Teachscape Face-to-Face training	The optional face-to-face training will assist administrators preparing to take the assessment. The training focuses on the structure of the assessment, strategies for training and preparation, and allows attendees to practice with real-time feedback from the trainer and peers.
Beginning Administrators (BAs)	• ***(see attached calendar)***	Optional BloomBoard training	This training will prepare administrators to conduct observations, collect and analyze evidence, and provide ratings. Assistance will also focus on the administrative navigation side of BloomBoard

The law and process trainings will be part of the BAs required induction and mentoring requirements. The ADE will have additional trainings for administrators hired after the August or September induction trainings. The ADE may provide this training through Arkansas IDEAS at a later date; however, administrators who are hired prior to these training dates should plan to attend either the August or September training.

The three (3) hour law and process training is the only face-to-face training requirement for BAs; however, all administrators who participate in the summative evaluation of teachers must also complete the Teachscape FOCUS for Administrators training and pass the proficiency assessment. For more information, please review Commissioner's Memo (LIC-15-023), which can be accessed at: http://adesharepoint2.arkansas.gov/memos/Lists/Approved%20Memos/DispForm2.aspx?ID=1508&Source=http%3A%2F%2Fadesharepoint2%2Earkansas%2Egov%2Fmemos%2Fdefault%2Easpx

Training for 2015-16: Out-of-State Administrators and Administrators Returning to Workforce

Audience:	Date:	Description:	Content:
Administrators from Out-of-State and returning to workforce	***(see attached calendar)***	**Required:** 3 hour law and process training (face-to-face)	Overview of the legislation, rules and components for TESS and LEADS
Administrators from Out-of-State and returning to workforce	Accounts available upon notification of employment as an administrator (Commissioner Memo LIC-15-023) ***(see attached calendar)***	**Required:** Teachscape FOCUS for Administrators Training and Credentialing Assessment Optional Teachscape Face-to-Face training	The optional face-to-face training will assist administrators preparing to take the assessment. The training focuses on the structure of the assessment, strategies for training and preparation, and allows attendees to practice with real-time feedback from the trainer and peers.
Administrators from Out-of-State and returning to workforce	***(see attached calendar)***	**Required:** BloomBoard training	This training will prepare administrators to conduct observations, collect and analyze evidence, and provide ratings. The training will also focus on the administrative navigation side of BloomBoard

The three (3) hour law and process and BloomBoard training are both required for administrators who have no prior experience with TESS. All administrators who participate in the summative evaluation of teachers must also complete the Teachscape FOCUS for Administrators training and pass the proficiency assessment. For more information, please review Commissioner's Memo (LIC-15-023), which can be accessed at: http://adesharepoint2.arkansas.gov/memos/Lists/Approved%20Memos/DispForm2.aspx?ID=1508&Source=http%3A%2F%2Fadesharepoint2%2Earkansas%2Egov%2Fmemos%2Fdefault%2Easpx

Training for 2015-16: Out-of-State Teachers and Teachers Returning to Workforce

Remember that teachers who are coming from out-of-state and also teachers who may have been out of the profession for a few years have not had the benefit of TESS training through updates in a current educator preparation program and **must** be trained on:

- ✓ TESS Law and Process
- ✓ The Framework for Teaching

Audience:	Date:	Description:	Content:
Out-of-State and Educators returning to workforce	Online training available after May 1, 2015 at: http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system/tess-training-materials-and-resources-for-teachers	**Required:** 3 hour law and process update training	• Detailed presentation of law, rules and process • Presentation with facilitation guide • Suggested activities for meeting • Materials and resources for application
Out-of-State and Educators returning to workforce	After July 1, 2015 upon request from ADE	**Required:** The Framework for Teaching using *Teachscape* FOCUS for Teachers	• Master-scored videos • Reflective exercises • Rubric modules

The ADE is updating the three (3) hour law and process training that has been provided in the past and will have the updated training materials and training facilitation guide posted after May 1, 2015. This training is more extensive than the update for currently employed educators or those coming from current training programs that have knowledge and experience with the current system. This training must be delivered face-to-face to new hires that meet the requirements specified above.

Additional Support- FOCUS for Teachers

In addition to the law and process support, all novice teachers and their mentors will receive a Teachscape FOCUS for Teachers account. These accounts will also be made available to a new hire from out-of-state or returning to the workforce who is not required to be mentored. This account provides a self-paced, online solution for training teachers on the value, structure, and content of the *Framework for Teaching* and guides teachers as they apply the framework to their teaching practice. This resource includes master-scored videos illustrating effective teaching, reflective exercises that reinforce instructional strategies, and modules covering each component of the evaluation rubric. The accounts will be automatically created with login information sent to novices and mentors after Project Directors successfully pair them in Moodle. Building principals with new hires who have not had training on the Framework for Teaching (out-of-state or returning educators) may request a Teachscape FOCUS for Teachers account from Sandra Hurst, Director of Educator Effectiveness at sandra.hurst@arkansas.gov. The ADE does not set a minimum number of required hours that teachers must complete for training on the evaluation framework but are cautioned against omitting training components. Districts need to ensure that each teacher has the opportunity and support necessary to be fully trained on TESS.

Extending Learning

Because we also know that mentoring and support continues beyond the completion of the first year of employment, all educators will have access to resource modules through Arkansas IDEAS. These modules previously were only accessible by novice teachers; however, feedback from teachers and administrators advocated for the availability of modules to provide targeted professional development content for all

educators. As educators develop professional growth plans or note areas for continued growth and development, these resource modules, aligned with all of the components of TESS and LEADS, will extend support well beyond the novice year and also assist veteran teachers' development.

Educators will also have TESS and LEADS implementation support through face-to-face professional development opportunities during the summer. Each co-op will host a:

- "**Calibration and Coaching**" training for administrators, and
- "**BloomBoard for Teachers**" training.

Both trainings are designed to focus on the use of our current effectiveness data and utilize the data to support educators, encouraging them to become reflective, continuous learners who understand the positive impact that effective educators have on student growth and achievement. Please see your co-op for the training details, dates, and times. Training is also planned at co-ops for the fall of 2015, focusing on TESS and LEADS as a system and culture of educator support.
Dylan William from the University of London recently posted this on Twitter: "If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve."

Thank you for working with the Department to achieve this goal.

Arkansas Teacher Excellence and Support System (TESS) Overview

Quality teaching begins with a teacher's formal education, but it grows through a process of continuous improvement gained through experience, targeted professional development and the insights and direction provided through thoughtful, objective feedback about the teacher's effectiveness. Arkansas took a critical step toward ensuring high quality instruction and instructional leadership through the passage of the Teacher Excellence and Support System (TESS) that defines a system to support effective teaching and leading in Arkansas's schools (Ark. Code Ann. § 6-17-2802). The 2011 Arkansas General Assembly introduced and passed this legislation to standardize comprehensive evaluation and support for licensed educators and non- licensed teachers employed in public charter schools under a waiver of teacher licensure requirements granted by the State Board of Education in the schools' charters.

The passage of TESS culminated the early work of Arkansas educators seeking to reform the educator evaluation system. A teacher evaluation task force was formed in the spring of 2009 with the purpose of researching, evaluating and recommending a framework for summative evaluation that would include valid assessment of educator practice and professionalism, as well as evidence of educator impact on student growth and performance. A diverse group of 36 stakeholders met over a two-year period to accomplish this work collaborating with Charlotte Danielson, author of *A Framework for Teaching*. Stakeholders included teachers, principals and representatives from the Arkansas Department of

Education, regional educational cooperatives, college deans of education, businesses, legislators, school boards, superintendents and school and district human resource professionals. Many of the recommendations from the task force were incorporated into TESS.

Research revealed almost 90 percent of Arkansas school districts were using some type of checklist as their evaluation instrument in the prior evaluation system. Because there were no descriptors or rubrics, expectations were not clear. This lack of clarity provided little targeted feedback for teachers in improving their professional practice and improving student learning. The prior evaluation system relied on a vague checklist of classroom practices. Teachers did not have a clear sense of what the principal was looking for, so they played it safe and taught a familiar lesson – one they knew would go well but did not improve teaching.

Using Charlotte Danielson's *Framework for Teaching,* Arkansas found a more in-depth process for measuring teacher practice performance. . The state's new evaluation system has requires principals to spend more time in the classrooms observing and analyzing instruction, then following up with teachers to provide feedback.

It requires more time from the administrator and teacher but leads to a much more valuable conversation about improving instruction in the classroom.

The Arkansas Teacher Excellence and Support System provides statutory direction for reform of teacher and leader evaluation systems. Rules and regulations promulgated as a result of this legislation provides school districts and public charter schools with an initial blueprint to operationalize standardized, valid and reliable evaluation and support systems which focus on

the professional growth of educators as measured by professional practice, as well as student growth. This evaluation and support system, coupled with Arkansas's longitudinal data system teacher/student link, provides critical information to state, district and school educators in the form of essential data and feedback to ensure College and Career Readiness leading to access and achievement for all Arkansas students.

As stated in Arkansas's Annotated Code Section 6-17-2802, the Arkansas General Assembly intended to promote the following objectives through TESS.

- Provide school districts a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;
- Provide feedback and a support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;
- Provide a basis for making teacher employment decisions;
- Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;
- Encourage highly effective teachers to undertake challenging assignments;
- Support teachers' roles in improving students' educational achievements;
- Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and
- Increase the awareness of parents and guardians of students concerning the effectiveness of teachers.

The intent of this legislation is to support effective instruction and leadership. The objectives of this legislation are congruent with the requirements in Principle 3 of the Arkansas ESEA Flexibility Plan. They provide a comprehensive approach to accountability for high quality instruction and instructional leadership. Teacher and leader evaluation is a critical area for reform if educational systems are to improve the quality of instruction to

ultimately close achievement gaps and ensure access to College and Career Readiness Standards for all students. TESS is a significant part of a comprehensive and coherent differentiated system for accountability, recognition and tiered support.

T.E.S.S. Law

Ark. Code Ann. § 6-17-2801 et seq.

*As amended by Act 1091 of 2015 (effective July 22, 2015)**

6-17-2801. Title.

This subchapter shall be known and may be cited as the "Teacher Excellence and Support System".

6-17-2802. Legislative intent.

It is the intent of the General Assembly to:

(1) Provide a program affording public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;

(2) Provide an evaluation, feedback, and support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;

(3) Provide a basis for making teacher employment decisions;

(4) Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;

(5) Encourage highly effective teachers to undertake challenging assignments;

(6) Support teachers' roles in improving students' educational achievements;

(7) Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and

(8) Increase the awareness of parents and guardians of public school students concerning the effectiveness of public school teachers.

6-17-2803. Definitions.

As used in this subchapter:

(1) "Artifact" means a documented piece of evidence chosen by the teacher being evaluated, the evaluator, or both, that:

(A) Relates to the evaluation rubric; and

(B) Represents output from one (1) or more of the following, without limitation:

**Note: For the official compilation of this law see the Arkansas Code Annotated, as published by LexisNexis later in 2015.*

(i) Lesson plans or pacing guides aligned with the state standards;

(ii) Self-directed or collaborative research approved by an evaluator;

(iii) Participation in professional development;

(iv) Contributions to parent, community, or professional meetings;

(v) Classroom assessments, including:

(a) Unit tests;

(b) Samples of student work, portfolios, writing, and projects;

(c) Pre-assessments and post-assessments; and

(d) Classroom-based formative assessments;

(vi) District-level assessments, including:

(a) Formative assessments;

(b) Grade or subject level assessments;

(c) Department-level assessments; and

(d) Common assessments;

(vii) State-level assessments, including:

(a) End-of-course assessments;

(b) Statewide assessments of student achievement; and

(c) Career and technical assessments; and

(viii) National assessments, including:

(a) Advanced placement assessments;

(b) Norm-referenced assessments; and

(c) Career and technical assessments;

(2)(A) "Evaluation" means the process under this subchapter used to:

(i) Assess with evidence what a teacher should know and be able to do as measured by the domains and performance ratings of an evaluation framework; and

(ii) Promote teacher growth through professional learning.

**Note: For the official compilation of this law see the Arkansas Code Annotated, as published by LexisNexis later in 2015.*

(B) "Evaluation" does not include a teacher's performance relating to competitive athletics and competitive extracurricular activities;

(3) "Evaluation framework" means a standardized set of teacher evaluation domains that provide the overall basis for an evaluation;

(4) "Evaluation rubric" means a set of performance components for each teacher evaluation domain in the evaluation framework;

(5) "Evaluator" means a person licensed by the State Board of Education as an administrator who is designated as the person responsible for evaluating teachers and who is an employee of the school district in which the evaluations are performed;

(6) "External assessment measure" means a measure of student achievement or growth that is administered, developed, and scored by a person or entity other than the teacher being evaluated, except that the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator;

(7) "Formal classroom observation" means an announced visit to a classroom that:

(A) Is preceded by a pre-observation conference to discuss the lesson plan and objectives;

(B)(i) Is conducted by an evaluator for at least seventy-five percent (75%) of the class period either by observing the teacher:

(a) In the classroom;
(b) Through the use of three-hundred-sixty-degree video technology; or
(c) For a teacher in a digital learning environment, through the use of other appropriate technology.

(ii) The length of time for a formal classroom observation of a teacher teaching in a block schedule or in a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher's class period;

(C) Facilitates a professional dialogue for the teacher and evaluator; and

(D) Provides essential evidence of the teacher's classroom practices;

(8) "Formative assessment" means an evaluation of a student's learning that is given before the student completes a course of instruction to foster the student's development and improvement on a specific strand within the course of instruction;

(9) "Informal classroom observation" means an observation conducted by an evaluator for the same purpose as a formal classroom observation but may be:

(A) Unannounced; or

(B) For a shorter period of time than a formal classroom observation;

(10) "Intensive support status" means the employment status administered under this

**Note: For the official compilation of this law see the Arkansas Code Annotated, as published by LexisNexis later in 2015.*

subchapter that is assigned to a teacher under § 6-17-2807;

(11) "Interim teacher appraisal" means a form of evaluation, other than a summative evaluation, that:

(A) Provides support for teaching practices; and

(B) Uses standards for teacher growth and performance that are consistent with the evaluation rubrics for the teacher evaluation domains of a summative evaluation;

(12) "Novice teacher" means a teacher having less than one (1) school year of public school classroom teaching experience;

(13) "Post-observation conference" means a conference between the teacher and evaluator following a formal classroom observation to discuss:

(A) The evaluator's observations; and

(B) Artifacts presented by the teacher after the formal classroom observation;

(14) "Pre-observation conference" means a conference between the teacher and evaluator to discuss goals and planned outcomes for a classroom lesson before a formal classroom observation;

(15) "Probationary teacher" means the same as probationary teacher under § 6-17-1502;

(16) “Professional development plan” means the professional development plan under § 6-17-704 that encompasses all professional development required by rule, under law, and by a school district, public school, or education service cooperative for a teacher;

(17) “Professional growth plan” means the component of a professional development plan that is designed to meet the specific growth needs of a teacher identified under the Teacher Excellence and Support System, § 6-17-2801 et seq.

(18) "Statewide assessment of student achievement" means a statewide benchmark exam, end-of-course assessment, or a summative assessment of student achievement administered through:

(A) The Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq.; or

(B) A program of common core assessments administered under rules of the State Board of Education;

(19) "Summative assessment" means an evaluation of student achievement given at the completion of a course of instruction that cumulatively measures whether the student met long-term learning goals for the course;

(20) "Summative evaluation" means an evaluation of a teacher's performance that evaluates all domains of the evaluation framework that supports:

**Note: For the official compilation of this law see the Arkansas Code Annotated, as published by LexisNexis later in 2015.*

(A) Improvement in the teacher's teaching practices and student achievement; and

(B) A school district's employment decision concerning the teacher;

(21)(A) "Teacher" means a person who is:

(i) Required to hold and holds a teaching license from the state board as a condition of employment; and

(ii) Employed in a public school as a:

(a) Classroom teacher engaged directly in instruction with students in a classroom setting;

(b) Guidance counselor;

(c) Library media specialist;

(d) Special education teacher; or

(e) Teacher in another position identified by the state board.

(B) "Teacher" also includes a nonlicensed classroom teacher employed at a public charter school under a waiver of teacher licensure requirements granted by the state board in the charter.

(C) "Teacher" does not include a person who is employed full time by a school district or public school solely as a superintendent or administrator; and

(22) "Tested content area" means a teaching content area that is tested under a statewide assessment of student achievement.

6-17-2804. Administrative agency responsibilities.

(a) The State Board of Education shall promulgate rules for the Teacher Excellence and Support System consistent with this subchapter.

(b) The rules shall without limitation:

(1) Recognize that student learning is the foundation of teacher effectiveness, that many factors impact student learning not all of which are under the control of the teacher or the school, and that evidence of student learning includes trend data and is not limited to a single assessment;

(2) Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;

(3) Reflect evidence-based or proven practices that improve student learning;

**Note: For the official compilation of this law see the Arkansas Code Annotated, as published by LexisNexis later in 2015.*

(4) Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;

(5) Recognize that evidence of student growth is a significant part of the Teacher Excellence and Support System;

(6) Ensure that student growth is analyzed at every phase of the evaluation system to illustrate teacher effectiveness;

(7) Require annual evidence of student growth from artifacts and external assessment measures;

(8) Include clearly defined teacher evaluation domains, performance ratings, and evaluation rubric components for the evaluation framework;

(9) Include procedures for implementing each component of the Teacher Excellence and Support System; and

(10) Include the professional development requirements for all superintendents, administrators, evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement a Teacher Excellence and Support System under this subchapter.

6-17-2805. Summative evaluations.

(a) The evaluation framework for a summative evaluation for a classroom teacher shall include:

(1) The following teacher evaluation domains:

(A) Planning and preparation;

(B) Classroom environment;

(C) Instruction; and

(D) Professional responsibilities; and

(2) An evaluation rubric using nationally accepted components that consists of the following four (4) performance ratings:

(A) Distinguished;

(B) Proficient;

(C) Basic; and

(D) Unsatisfactory.

(b) A summative evaluation shall result in a written:

**Note: For the official compilation of this law see the Arkansas Code Annotated, as published by LexisNexis later in 2015.*

(1) Evaluation determination for the teacher's performance rating on each teacher evaluation domain; and

(2) Summative evaluation determination of the teacher's performance rating on all teacher evaluation domains as a whole.

(c) A summative evaluation shall use an appropriate evaluation framework, evaluation rubric, and external assessment measurements for a teacher who is not a classroom teacher, including without limitation:

(1) A guidance counselor;

(2) A library media specialist;

(3) A special education teacher; or

(4) Other teacher as identified by the State Board of Education.

(d) A summative evaluation process shall include:

(1) A pre-observation conference and post-observation conference;

(2) A formal classroom observation and may also include an informal classroom observation;

(3) Presentations of artifacts chosen by the teacher, the evaluator, or both;

(4) An opportunity for the evaluator and teacher to discuss the review of external assessment measures used in the evaluation;

(5) A written evaluation determination for each teacher evaluation domain and a written summative evaluation determination;

(6) Feedback based on the evaluation rubric that the teacher can use to improve teaching skills and student learning; and

(7) Feedback from the teacher concerning the evaluation process and evaluator.

6-17-2806. Teacher support components.

(a)(1) Except as provided in subdivision (a)(3) of this section, a teacher being evaluated and the evaluator, working together, shall develop a professional growth plan for the teacher that:

(A) Identifies professional growth outcomes to advance the teacher's professional skills; and

(B) Clearly links professional development activities and the teacher's individual professional growth needs identified through the Teacher Excellence and Support System.

(2) The professional growth plan shall require that at least one-half (1/2) of the

**Note: For the official compilation of this law see the Arkansas Code Annotated, as published by LexisNexis later in 2015.*

professional development hours required by law or rule for teacher licensure are directly related to one (1) or more of:

(A) The teacher's content area;

(B) Instructional strategies applicable to the teacher's content area; or

(C) The teacher's identified needs.

(3) If a teacher and evaluator cannot agree on a professional growth plan, the evaluator's decision shall be final.

(4)(A) For a teacher in intensive support status, the evaluator or an administrator designated by the evaluator shall have final approval of the teacher's professional growth plan.

(B) Until the teacher is removed from intensive support status, the teacher's professional growth plan shall require that all professional development, except professional development that is required by law, shall be directly related to the individual teacher's needs.

(b)(1) Interim teacher appraisals shall be used to support teachers on an ongoing basis throughout the school year and:

(A) Provide a teacher with immediate feedback about the teacher's teaching practices;

(B) Engage the teacher in a collaborative, supportive learning process; and

(C) Help the teacher use formative assessments to inform the teacher of student progress and adapt teaching practices based on the formative assessments.

(2) The interim teacher appraisal process may be guided in whole or in part by an evaluator or by one (1) or more of the following persons designated by the evaluator:

(A) A teacher designated by an administrator as a leader for the teaching content area of a teacher who is being evaluated;

(B) An instructional facilitator;

(C) A curriculum specialist; or

(D) An academic coach for the teacher's content area.

(c) The Teacher Excellence and Support System also shall include novice teacher mentoring and induction for each novice teacher employed at the public school that:

(1) Provides training, support, and follow-up to novice teachers to increase teacher retention;

(2) Establishes norms of professionalism; and

**Note: For the official compilation of this law see the Arkansas Code Annotated, as published by LexisNexis later in 2015.*

(3) Leads to improved student achievement by increasing effective teacher performance.

6-17-2807. Intensive support status.

(a)(1) An evaluator shall place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" in any one (1) entire teacher evaluation domain of the evaluation framework.

(2) An evaluator may place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" or "Basic" in a majority of components in a teacher evaluation domain.

(b) If a teacher is placed in intensive support status, the evaluator shall:

(A) Establish the time period for the intensive support status; and

(B)(i) Provide a written notice to the teacher that the teacher is placed in intensive support status.

(ii) The notice shall state that if the teacher's contract is renewed while the teacher is in intensive support status, the fulfillment of the contract term is subject to the teacher's accomplishment of the goals established and completion of the tasks assigned in the intensive support status.

(c)(1) The period of time specified by the evaluator for intensive support status shall afford the teacher an opportunity to accomplish the goals of and complete the tasks assigned in the intensive support status.

(2) Intensive support status shall not last for more than two (2) consecutive semesters unless the teacher has substantially progressed and the evaluator elects to extend the intensive support status for up to two (2) additional consecutive semesters.

(d) The evaluator shall work with the teacher to:

(1) Develop a clear set of goals and tasks that correlate to:

(A) The professional growth plan; and

(B) Evidence-based research concerning the evaluation domain that forms the basis for the intensive support status; and

(2) Ensure the teacher is offered the support that the evaluator deems necessary for the teacher to accomplish the goals developed and to complete the tasks assigned while the teacher is in intensive support status.

(e)(1) If the intensive support status is related to student performance, the teacher shall use formative assessments to gauge student progress throughout the period of intensive support status.

(2) The teacher shall be offered the support necessary to use formative assessments

**Note: For the official compilation of this law see the Arkansas Code Annotated, as published by LexisNexis later in 2015.*

under this subsection during the intensive support status.

(f) At the end of the specified period of time for intensive support status, the evaluator shall:

(1) Evaluate whether the teacher has met the goals developed and completed the tasks assigned for the intensive support status; and

(2) Provide written notice to the teacher that the teacher either:

(A) Is removed from intensive support status; or

(B) Has failed to meet the goals and complete the tasks of the intensive support status.

(g)(1) If a teacher does not accomplish the goals and complete the tasks established for the intensive support status during the period of intensive support status, the evaluator shall notify the superintendent of the school district where the teacher is employed and provide the superintendent with documentation of the intensive support status.

(2)(A) Upon review and approval of the documentation, the superintendent shall recommend termination or nonrenewal of the teacher's contract.

(B) A recommendation for termination or nonrenewal of a teacher's contract under this section shall be made pursuant to the authority granted to a superintendent for recommending termination or nonrenewal under The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

(3) When a superintendent makes a recommendation for termination or nonrenewal of a teacher's contract under subdivision (g)(2) of this section, the public school:

(A) Shall provide the notice required under The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq., but is exempt from the provisions of § 6-17-1504(b); and

(B)(i) If the public school has substantially complied with the requirements of this section, is entitled to a rebuttable presumption that the public school has a substantive basis for the termination or nonrenewal of the teacher's contract under the applicable standard for termination or nonrenewal under The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

(ii) The presumption may be rebutted by the teacher during an appeal under The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

(4) This section does not preclude a public school superintendent from:

(A) Making a recommendation for the termination or nonrenewal of a teacher's contract for any lawful reason under The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.; or

(B) Including in a recommendation for termination or nonrenewal of a teacher's contract under this section any other lawful reason for termination or nonrenewal under The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

**Note: For the official compilation of this law see the Arkansas Code Annotated, as published by LexisNexis later in 2015.*

6-17-2808. Implementation -- Applicability.

(a) Beginning in the 2014-2015 school year, a public school shall implement the Teacher Excellence and Support System for all teachers employed at the public school under the rules established by the State Board of Education.

(b)(1) Annually during a school year, a public school shall conduct a summative evaluation for every teacher employed in the public school who is a:

(A) Novice teacher;

(B) Probationary teacher; or

(C) Teacher who successfully completed intensive support status within the current or immediately preceding school year.

(2)(A) At least one (1) time every four (4) school years, a public school shall conduct a summative evaluation for a teacher who is not in a status under subdivision (b)(1) of this section.

(B) In a school year in which a summative evaluation is not required for a teacher under this subdivision (b)(2), the teacher:

(i) Shall focus on elements of the teacher's professional growth plan as approved by the evaluator that are designed to help the teacher improve his or her teaching practices; and

(ii) With the evaluator's approval may:

(a) Collaborate with a team of teachers on a shared plan that benefits the whole school, a content area, or a grade level; or

(b) Conduct self-directed research related to the teacher's professional growth plan under § 6-17-2806.

(C) During the two (2) years in which a summative evaluation is not required, a public school may conduct an evaluation that is lesser in scope than a summative evaluation but uses the portions of the evaluation framework and evaluation rubrics that are relevant to the teacher's professional growth plan.

(c)(1) A teacher shall:

(A) Participate in the Teacher Excellence and Support System under this subchapter, including without limitation in:

(i) Classroom observations; and

(ii) Pre-observation and post-observation conferences; and

(B)(i) Collaborate in good faith with the evaluator to develop the teacher's

**Note: For the official compilation of this law see the Arkansas Code Annotated, as published by LexisNexis later in 2015.*

professional growth plan under § 6-17-2806(a).

(ii) If a teacher and evaluator cannot agree on the professional learning plan, the evaluator's decision shall be final.

(2) A failure to comply with this subsection may be reflected in the teacher's evaluation.

(3) Annually, a public school shall assign each teacher employed by the school an annual overall rating that is based on:

(A) The teacher's professional practice, as evidenced by the performance rating for a summative evaluation or for an interim appraisal; and

(B) Student growth, as determined by rules promulgated by the State Board of Education.

(4)(A) A teacher shall submit artifacts agreed upon by the teacher and evaluator or by the evaluator if the teacher and evaluator cannot agree, as evidence of professional practice in determining the performance rating for a summative evaluation or for an interim appraisal.

(B) External assessment measures may be among the artifacts submitted.

(d) Every teacher contract renewed or entered into after July 27, 2011 is subject to and shall reference this subchapter.

(e) A public school that in the 2012-2013 and 2013-2014 school years uses a nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System may continue to use that system and is deemed to have met the requirements of this section.

6-17-2809. Administrator evaluations.

(a) The Department of Education may develop and implement an administrator evaluation system for school districts to evaluate administrators that weighs an administrator evaluation on student performance and growth to the same extent as provided for teachers under the Teacher Excellence and Support System, § 6-17-2801 et seq.

(b) The State Board of Education may promulgate rules as necessary for the administration of this section.

**Note: For the official compilation of this law see the Arkansas Code Annotated, as published by LexisNexis later in 2015.*

The following rules are the current Rules Governing the Teacher Excellence and Support System, before the law was amended in 2015 by Act 1091. The changes in law are effective on July 22, 2015, but the rules changes will not be in effect until later in the year. This copy of the rules contains comments about the changes in the law.

Act 1091 amends all references to "professional learning plan" to read "professional growth plan".

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE TEACHER EXCELLENCE AND SUPPORT SYSTEM
November 1, 2014

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1.0 PURPOSE

1.01 Under Ark. Code Ann. § 6-17-2801 et seq., each public school shall implement the Teacher Excellence and Support System for all teachers employed at the public school under rules established by the State Board of Education. The purpose of these rules is to establish the requirements and procedures concerning the Teacher Excellence and Support System.

1.02 Building- or district-level leaders are referred to the current ADE Rules Governing the Leader Excellence and Development System for the Department's building- and district-level leader evaluation system.

2.0 REGULATORY AUTHORITY

2.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.

2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-13-1305, 6-15-1004, 6-15-1402, 6-17-704, 6-17-705, 6-17-1504, 6-17-2801 through 6-17-2809, 6-20-2305, 25-15-201 et seq. and Act 709 of 2013.

3.0 LEGISLATIVE INTENT AND PURPOSE

3.01 The State Board of Education notes that, with regard to the Teacher Excellence and Support System, it is the intent of the Arkansas General Assembly to:

3.01.1 Provide a program affording public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;

3.01.2 Provide an evaluation, feedback, and support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;

3.01.3 Provide a basis for making teacher employment decisions;

3.01.4 Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;

3.01.5 Encourage highly effective teachers to undertake challenging assignments;

3.01.6 Support teachers' roles in improving students' educational achievements;

3.01.7 Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and

3.01.8 Increase the awareness of parents and guardians of public school students concerning the effectiveness of public school teachers.

3.02 The purposes of these rules are, without limitation, to:

3.02.1 Recognize that student learning is the foundation of teacher effectiveness and many factors impact student learning, not all of which are under the control of the teacher or the school, and that evidence of student learning includes trend data and is not limited to a single assessment;

3.02.2 Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;

3.02.3 Reflect evidence-based or proven practices that improve student learning. Nothing in these rules should be construed to prohibit teachers from using innovative approaches in the classroom;

3.02.4 Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;

3.02.5 Recognize that evidence of student growth is a significant part of the Teacher Excellence and Support System;

3.02.6 Ensure that student growth is analyzed at every phase of the evaluation system to illustrate teacher effectiveness. The purpose of requirement is to ensure that student growth is taken into account during all phases of the teacher evaluation system;

3.02.7 Require annual evidence of student growth from artifacts and external assessment measures;

3.02.8 Include clearly defined teacher evaluation domains, performance ratings, and evaluation rubric components for the evaluation framework;

3.02.9 Include procedures for implementing each component of the Teacher Excellence and Support System; and

3.02.10 Include the professional development requirements for all superintendents, administrators, evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement the Teacher Excellence and Support System.

Source: Ark. Code Ann. § 6-17-2802 and § 6-17-2804

4.0 DEFINITIONS

4.01 "Annual overall rating" means the annual rating based on professional practice (performance rating) and student growth.

4.02 "Artifact" means a documented piece of evidence chosen by the teacher being evaluated, the evaluator, or both, that:

4.02.1 Relates to the evaluation rubric; and

4.02.2 Represents output from one (1) or more of the following, without limitation:

4.02.2.1 Lesson plans or pacing guides aligned with the state standards;

4.02.2.2 Self-directed or collaborative research approved by an evaluator;

4.02.2.3 Participation in professional development;

4.02.2.4 Contributions to parent, community, or professional meetings;

4.02.2.5 Classroom assessments including:

4.02.2.5.1 Unit tests;

4.02.2.5.2 Samples of student work, portfolios, writing, and projects;

4.02.2.5.3 Pre-assessments and post-assessments; and

4.02.2.5.4 Classroom-based formative assessments;

4.02.2.6 District-level assessments including:

4.02.2.6.1 Formative assessments;

4.02.2.6.2 Grade or subject level assessments;

4.02.2.6.3 Department-level assessments; and

4.02.2.6.4 Common assessments;

4.02.2.7 State-level assessments including:

4.02.2.7.1 End-of-course assessments;

4.02.2.7.2 Statewide assessments of student achievement; and

4.02.2.7.3 Career and technical assessments;

4.02.2.8 National assessments including:

4.02.2.8.1 Advanced placement assessments;

4.02.2.8.2 Norm-referenced assessments; and

4.02.2.8.3 Career and technical assessments; and

4.02.2.9 Evidence of student growth other than the SOAR value attributed to a teacher under Section 6.03 of these rules.

4.03 "Contributing professional" means an individual who has been assigned the responsibility to provide additional services that support and increase a student's learning and/or access to learning.

4.03.1 "Contributing professional" includes a:

4.03.1.2 Classroom teacher, other than the teacher of record, who is engaged directly in instruction with students in a classroom setting;

4.03.1.2 Guidance counselor;

4.03.1.3 Library media specialist;

4.03.1.4 Instructional facilitator or instructional coach; and

4.03.1.5 Teacher employed by an education service cooperative who instructs public school students.

4.03.1.6 Speech language pathologist;

4.03.1.7 Gifted and talented coordinator;

4.03.1.8 School psychologist;

4.03.1.9 English language learner instructor; or

4.03.1.10 Person in another position identified by the Department.

4.04 "Evaluation" means the process under these rules used to:

4.04.1 Assess with evidence what a teacher should know and be able to do as measured by the domains and performance ratings of an evaluation framework; and

4.04.2 Promote teacher growth through professional learning.

4.04.3 "Evaluation" does not include a teacher's performance relating to competitive athletics and competitive extracurricular activities.

4.05 "Evaluation framework" means a standardized set of teacher evaluation domains that provide the overall basis for an evaluation.

4.06 "Evaluation rubric" means a set of performance components for each teacher evaluation domain in the evaluation framework.

4.07 "Evaluator" means a person licensed by the State Board of Education as an administrator who is designated as the person responsible for evaluating teachers and who is an employee of the school district or open enrollment public charter school in which the evaluations are performed.

Act 1091, Sec. 2 requires superintendents to assure that evaluators are trained and credentialled.

4.07.1 "Evaluator" also includes public charter school administrators who are designated by their public charter schools as evaluators, even if the public charter school administrators do not hold an administrator's license. While these rules allow for other school personnel to guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations of teachers and assigning the annual overall ratings.

4.07.2 Before conducting summative evaluations of teachers and before assigning annual overall ratings pursuant to these rules, a designated evaluator must successfully complete all training and certification requirements for evaluators as set forth by the Arkansas Department of Education. Prior to conducting summative evaluations of teachers pursuant to these rules, public charter school administrators who are designated evaluators must also successfully complete all training and certification requirements for evaluators as set forth by the Arkansas Department of Education, even if the public charter school administrators do not hold an administrator's

license. Public charter schools are nevertheless encouraged to employ or contract with licensed administrators who serve as evaluators under the Teacher Excellence and Support System.

4.08 "External assessment measure" means a measure of student achievement or growth that is administered, developed, and scored by a person or entity other than the teacher being evaluated, except that the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator. For public charter schools, the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator or, if no licensed individuals are employed by the public charter school, a degreed teacher employed by the public charter school and designated by the evaluator.

4.09 "Formal classroom observation" means an announced visit to a classroom by an evaluator that:

4.09.1 Is preceded by a pre-observation conference to discuss the lesson plan and objectives;

Act 1091 Sec. 5 allows for the use of appropriate technology for these observations when the classroom is a digital learning environment.

4.09.2 Is conducted by an evaluator for at least seventy-five percent (75%) of the class period either by observing the teacher in the classroom or through the use of three-hundred-sixty-degree video technology. The length of time for a formal classroom observation of a teacher teaching in a block schedule or in a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher's class period;

4.09.3 Facilitates a professional dialogue for the teacher and evaluator; and

4.09.4 Provides essential evidence of the teacher's classroom practices.

4.10 "Formative assessment" means an evaluation of a student's learning that is given before the student completes a course of instruction to foster the student's development and improvement on a specific strand within the course of instruction.

4.11 "Informal classroom observation" means an observation conducted by an evaluator for the same purpose as a formal classroom observation but may be:

4.11.1 Unannounced; or

4.11.2 For a shorter period of time than a formal classroom observation.

4.12 "Intensive support status" means the employment status administered under this subchapter that is assigned to a teacher under Ark. Code Ann. § 6-17-2807 and Section 11.0 of these rules.

4.13 "Interim appraisal" means a form of evaluation, other than a summative evaluation, that:

4.13.1 Provides support for teaching practices; and

4.13.2 Uses standards for teacher growth and performance that are consistent with the evaluation rubrics for the teacher evaluation domains of a summative evaluation that are identified in the teacher's professional growth plan.

4.14 "Novice teacher" means a teacher having less than one (1) school year of public school classroom teaching experience.

4.15 "Post-observation conference" means a conference between the teacher and evaluator following a formal classroom observation to discuss:

4.15.1 The evaluator's observations; and

4.15.2 Artifacts presented by the teacher after the formal classroom observation.

Act 1091, Sec. 6 adds new definitions for Professional Development Plan and Professional Growth Plan

4.16 "Pre-observation conference" means a conference between the teacher and evaluator to discuss goals and planned outcomes for a classroom lesson before a formal classroom observation.

4.17 "Probationary teacher" means the same as probationary teacher under Ark. Code Ann. § 6-17-1502.

4.18 "Statewide assessment of student achievement" means a statewide benchmark exam, end-of-course assessment, or a summative assessment of student achievement administered through:

4.18.1 A program of Common Core assessments administered under rules of the State Board of Education; or

4.18.2 If a Common Core assessment is not available, the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq.

4.19 "Student-Ordered Assessment Rank (SOAR)" is the method used to calculate a percentile value of student growth between the immediately preceding school year and the current school year, and that compares students only to other students of the same prior achievement level.

4.20 "Summative assessment" means an evaluation of student achievement given at the completion of a course of instruction that cumulatively measures whether the student met long-term learning goals for the course.

4.21 "Summative evaluation" means an evaluation of a teacher's performance that evaluates all domains and components of the evaluation framework that supports:

4.21.1 Improvement in the teacher's teaching practices and student achievement; and

4.21.2 A school district's employment decision concerning the teacher.

4.22 "Teacher" means a person who is:

4.22.1 Required to hold and holds a teaching license from the State Board of Education as a condition of employment; and

4.22.2 Employed as a:

4.22.2.1 Teacher of record in a public school;

4.22.2.2 Contributing professional;

4.22.2.3 One of the following teachers who instruct public school students:

4.22.2.3.1 Distance learning teacher;

4.22.2.3.2 Virtual charter school teacher;

4.22.2.3.3 Teacher at the Arkansas School for the Blind;

4.22.2.3.4 Teacher at the Arkansas School for the Deaf; or

4.22.2.3.5 Teacher at the Arkansas Correctional School.

4.22.3 "Teacher" also includes a nonlicensed classroom teacher or contributing professional employed at a public charter school under a waiver of teacher licensure requirements granted by the State Board of Education in the charter.

4.22.4 "Teacher" does not include a person who is employed full time by a school district or public school solely as a superintendent or administrator.

4.23 "Teacher of record" is an individual or individuals in a teaching or co-teaching assignment who is/are assigned the lead responsibility for student learning in a subject or course with aligned curriculum standards. A teacher of record plans instruction, delivers instruction, assesses student learning, and assigns grades.

4.24 "Teacher Excellence and Support System" means a statewide teacher evaluation system that provides support, collaboration, feedback and targeted professional development opportunities aimed at ensuring effective teaching and improving student learning.

4.25 "Tested content area" means a teaching content area that is tested under a statewide assessment of student achievement.

Source: Ark. Code Ann. § 6-17-2803 as modified

5.0 GENERAL REQUIREMENTS AND IMPLEMENTATION

5.01 Each teacher employed by the board of directors of a school district shall be evaluated in writing under the Teacher Excellence and Support System.

5.02 A teacher shall:

5.02.1 Participate in the Teacher Excellence and Support System, including without limitation in:

5.02.1.1 Classroom observations; and

5.02.1.2 Pre-observation and post-observation conferences; and

5.02.2 Collaborate in good faith with the evaluator to develop the teacher's professional growth plan under Ark. Code Ann. § 6-17-2806(a) and Section 10.0 of these rules. If a teacher and evaluator cannot agree on the professional growth plan, the evaluator's decision shall be final.

5.03 A failure to comply with Section 5.02 of these rules may be reflected in the teacher's evaluation.

5.04 At a time other than an evaluation conducted under the Teacher Excellence and Support System, if a superintendent or other school administrator charged with the supervision of a teacher believes or has reason to believe that the teacher is having difficulties or problems meeting the expectations of the school district or its administration and the administrator believes or has reason to believe that the problems could lead to termination or nonrenewal of contract, the superintendent or other school administrator shall:

5.04.1 Bring in writing the problems or difficulties to the attention of the teacher involved; and

5.04.2 Document the efforts that have been undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal.

5.05 A public school is deemed to have met the requirements of Section 1.01 of these rules if the school obtained permission from the Department to continue to use a nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System and that the school district used in the 2012-2013 and 2013-2014 school years. The Department granted permission to certain school districts that qualified by providing evidence to the Department of Education, Assistant Commissioner for Human Resources and Licensure by December 31, 2012, of:

5.05.1 The name of the alternate, nationally recognized system of teacher evaluation and support; and

5.05.2 A brief description of the alternate, nationally recognized system of teacher evaluation and support, including an explanation of how it is substantially similar to the Teacher Excellence and Support System.

5.06 If the Arkansas Department of Education Assistant Commissioner for Human Resources and Licensure denied the application of a school district for the continued use of the alternate, nationally recognized system of teacher evaluation and support beyond the 2013-2014 school year, the school district shall use the Teacher Excellence and Support System as prescribed by these rules.

5.07 Schools shall use the electronic platform provided by the Department for conducting evaluations and assigning ratings as required under these rules.

Source: Ark. Code Ann. § 6-17-1504 and § 6-17-2808

6.0 ANNUAL OVERALL RATING

Act 1091, Sec. 7 repeals earlier language concerning the external assessment measures, and in Sec. 12 adds new language concerning the overall rating. The new law states that student growth will be a part of the overall rating "as determined by rules ..."

6.01 To determine a teacher's annual overall rating, a school district shall use both the teacher's performance rating and student growth measure.

6.02 Performance rating -

6.02.1 In a summative evaluation year, a Domain Average is derived from the average of all component scores in each domain of the evaluation framework. Each Domain Average is 25% of the Overall Weighted Score. Based on the Overall Weighted Score, the teacher is assigned a performance rating.

6.02.2 In an interim appraisal year, the performance rating used in the annual overall rating is derived only from the average of the components that align to the educator's professional growth plan. There is no Overall Weighted Score associated with an interim appraisal.

6.03 Student growth measure –

6.03.1 Annually, a Student-Ordered Assessment Rank (SOAR) value that reflects whether the teacher's summary growth statistics meet or exceed a threshold of student growth among all teachers in the state.

6.03.1.1 The applicable growth thresholds used for all growth determinations necessary for compliance with these rules and the Teacher Excellence and Support System will be based upon a Student Growth Percentile Model with the threshold percentile determined by the Department annually with input from the Teacher Evaluation Advisory Committee and published on the Department's website.

6.03.1.2 For teachers teaching grades 4 through 11, the 2014-2015 school year PARCC assessments will provide baseline data. Beginning with the 2015-2016 school year, PARCC assessments will be used as the external assessment measure required by these rules and the Teacher Excellence and Support System.

6.03.1.3 For teachers teaching kindergarten through grade 3, special education teachers, and teachers who only teach seniors, during the 2014-2015 school year, the Department will conduct a study to determine the appropriate assessments to be used to measure student growth. The 2015-2016 school year will provide baseline data using the assessments. Beginning with the 2016-2017 school year, the assessments will be used as the external assessment measure required by these rules and the Teacher Excellence and Support System.

6.03.1.4 The SOAR value for a contributing professional is the school's SOAR value.

6.03.2 A teacher's SOAR value will be applied to the performance rating to determine the annual overall rating.

6.03.2.1 Schools shall use the roster verification system developed by the Department to ensure that the student growth measure is accurately calculated and attributed to the teacher.

6.03.2.2 A teacher may have multiple SOAR values.

6.03.2.3 If the teacher meets or exceeds the student growth threshold, the annual overall rating is the same as the performance rating under Section 7.04.2 of these rules.

6.03.2.4 A teacher will not be designated as Distinguished unless that teacher's summary growth statistics meet or exceed the student growth threshold.

6.03.2.4.1 If the teacher has multiple SOAR values, all SOAR values must meet or exceed the student growth threshold before the teacher may be designated as Distinguished.

6.03.2.5 If a teacher's summary growth statistics do not meet the applicable threshold of growth for two (2) consecutive years the teacher's summative performance rating or annual overall rating based on an interim appraisal shall be lowered by one performance rating level.

7.0 SUMMATIVE EVALUATIONS

7.01 Annually during a school year, a public school shall conduct a summative evaluation for every teacher employed in the public school who is a:

7.01.1 Novice teacher;

7.01.2 Probationary teacher; or

7.01.3 Teacher who successfully completed intensive support status within the current or immediately preceding school year.

Act 1091, Sec. 11 amends this requirement to every four (4) years.

7.02 At least one (1) time every three (3) school years, a public school shall conduct a summative evaluation for a teacher who is not in a status under Section 7.01 of these rules.

7.03 Nothing in this rule shall be construed to prevent a public school from conducting a summative evaluation of a teacher more often than one (1) time every three (3) school years.

7.04 The evaluation framework for a summative evaluation for a classroom teacher shall include:

7.04.1 The following teacher evaluation domains:

7.04.1.1 Planning and preparation;

7.04.1.2 Classroom environment;

7.04.1.3 Instruction; and

7.04.1.4 Professional responsibilities; and

7.04.2 An evaluation rubric using nationally accepted components that consists of the following four (4) performance ratings:

7.04.2.1 Distinguished;

7.04.2.2 Proficient;

7.04.2.3 Basic; and

7.04.2.4 Unsatisfactory.

7.05 A summative evaluation shall result in a written:

7.05.1 Evaluation determination for the teacher's performance rating on each teacher evaluation domain; and

7.05.2 Summative evaluation determination of the teacher's performance rating on all teacher evaluation domains as a whole.

7.06 A summative evaluation shall use an evaluation framework, evaluation rubric, and external assessment measures that are appropriate for a teacher who is not a classroom teacher, including without limitation:

7.06.1 A guidance counselor;

7.06.2 A library media specialist;

7.06.3 A special education teacher; or

7.06.4 The following teachers:

7.06.4.1 Distance learning teachers;

7.06.4.2 Virtual charter school teachers;

7.06.4.3 Teachers at the Arkansas School for the Blind;

7.06.4.4 Teachers at the Arkansas School for the Deaf;

7.06.4.5 Teachers at the Arkansas Correctional School;

7.06.4.6 Instructional facilitators and instructional coaches; and

7.06.4.7 Teachers employed by education service cooperatives who instruct public school students.

7.07 The external assessment measure required to be considered by law for a summative evaluation is the student growth measure under Section 6.03 of these rules.

7.08 The artifacts considered by the teacher and evaluator in a summative evaluation for the performance rating shall consist of evidence related to each teacher evaluation domain and the respective components and may include:

7.08.1 External assessment measures that are not the student growth measure under Section 6.03 of these rules;

7.08.2 Knowledge measures, including without limitation, pre-tests, post-tests, or other written tests;

7.08.3 Performance measures used to evaluate student improvement in a particular subject matter during a semester or school year;

7.08.4 Attitude/behavior measures used to evaluate student improvement during a semester or school year as reflected in parental and/or student surveys;

7.08.5 Student performance in group projects or project-based learning activities; and

7.08.6 Schoolwide measures, including without limitation:

7.08.6.1 Attendance rate;

7.08.6.2 Graduation rate; and

7.08.6.3 Literacy scores.

7.09 A summative evaluation process shall include:

Act 1091 Sec. 8 makes the informal classroom observation permissive instead of mandatory.

7.09.1 A pre-observation conference and post-observation conference;

7.09.2 A formal classroom observation and informal classroom observation;

7.09.3 Presentations of artifacts chosen by the teacher, the evaluator, or both;

7.09.4 An opportunity for the evaluator and teacher to discuss the review of external assessment measures used in the evaluation;

7.09.5 A written evaluation determination for each teacher evaluation domain and a written summative evaluation determination.

7.09.6 Feedback based on the evaluation rubric that the teacher can use to improve teaching skills and student learning; and

7.09.7 Feedback from the teacher concerning the evaluation process and evaluator.

7.10 In a school year in which a summative evaluation is not required under these rules, the teacher:

7.10.1 Shall focus on elements of the teacher's professional growth plan as approved by the evaluator that are designed to help the teacher improve his or her teaching practices; and

7.10.2 With the evaluator's approval may:

7.10.2.1 Collaborate with a team of teachers on a shared plan that benefits the whole school, a content area, or a grade level; or

7.10.2.2 Conduct self-directed research related to the teacher's professional growth plan under Ark. Code Ann. § 6-17-2806 and Section 10.0 of these rules.

Source: Ark. Code Ann. § 6-17-2805

8.0 INTERIM APPRAISALS

8.01 Interim appraisals shall be used to:

8.01.1 Support teachers on an ongoing basis throughout the school year;

8.01.2 Provide a teacher with immediate feedback about the teacher's teaching practices;

8.01.3 Engage the teacher in a collaborative, supportive learning process;

8.01.4 Help the teacher use formative assessments to inform the teacher of student progress and adapt teaching practices based on the formative assessments; and

8.01.5 Provide a performance rating that is included in the annual overall rating.

8.02 The interim appraisal process may be guided in whole or in part by an evaluator or by one (1) or more of the following persons designated by the evaluator:

8.02.1 A teacher designated by an administrator as a leader for the teaching content area of a teacher who is being evaluated;

8.02.2 An instructional facilitator;

8.02.3 A curriculum specialist; or

8.02.4 An academic coach for the teacher's content area.

8.03 While other school personnel may guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations and assigning annual overall ratings of teachers.

Source: Ark. Code Ann. § 6-17-2806

9.0 MENTORING AND INDUCTION

9.01 The Teacher Excellence and Support System also shall include novice teacher mentoring and induction for each novice teacher employed at the public school that:

9.01.1 Provides training, support, and follow-up to novice teachers to increase teacher retention;

9.01.2 Establishes norms of professionalism; and

9.01.3 Leads to improved student achievement by increasing effective teacher performance.

9.02 Novice teachers shall undergo mentoring and induction as otherwise set forth by Arkansas law and the ADE Rules Governing Educator Licensure.

Source: Ark. Code Ann. § 6-17-2806

10.0 PROFESSIONAL GROWTH PLAN

10.01 Except as provided in Section 10.03 of these rules, a teacher being evaluated and the evaluator, working together, shall develop a professional growth plan for the teacher that:

10.01.1 Identifies professional learning outcomes to advance the teacher's professional skills; and

10.01.2 Clearly links professional development activities and the teacher's individual professional learning needs identified through the Teacher Excellence and Support System.

10.02 The professional growth plan for a teacher shall require that at least one-half (1/2) of the professional development hours required by law or rule for teacher licensure are directly related to one (1) or more of:

10.02.1 The teacher's content area;

10.02.2 Instructional strategies applicable to the teacher's content area; or

10.02.3 The teacher's identified needs.

10.03 If a teacher and evaluator cannot agree on a professional growth plan, the evaluator's decision shall be final.

10.04 For a teacher in intensive support status, the evaluator or an administrator designated by the evaluator shall have final approval of the teacher's professional growth plan.

10.05 Until the teacher is removed from intensive support status, all professional development identified in the professional growth plan, except professional development that is required by law or by the public school where the teacher is employed, shall be directly related to the individual teacher's needs.

Source: Ark. Code Ann. § 6-17-2806

11.0 INTENSIVE SUPPORT STATUS

11.01 An evaluator shall place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" in any one (1) entire teacher evaluation domain of the evaluation framework.

11.02 An evaluator may place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" or "Basic" in a majority of components in a teacher evaluation domain.

11.03 If a teacher is placed in intensive support status, the evaluator shall:

11.03.1 Establish the time period for the intensive support status; and

11.03.2 Provide a written notice to the teacher that the teacher is placed in intensive support status. The notice shall state that if the teacher's contract is renewed while the teacher is in intensive support status, the fulfillment of the contract term is subject to the teacher's accomplishment of the goals established and completion of the tasks assigned in the intensive support status.

11.04 The period of time specified by the evaluator for intensive support status shall afford the teacher an opportunity to accomplish the goals of and complete the tasks assigned in the intensive support status.

11.05 Intensive support status shall not last for more than two (2) consecutive semesters unless the teacher has substantially progressed and the evaluator elects to extend the intensive support status for up to two (2) additional consecutive semesters.

11.06 The evaluator shall work with the teacher to:

11.06.1 Develop a clear set of goals and tasks that correlate to:

11.06.1.1 The professional growth plan; and

11.06.1.2 Evidence-based research concerning the evaluation domain that forms the basis for the intensive support status; and

11.06.2 Ensure the teacher is offered the support that the evaluator deems necessary for the teacher to accomplish the goals developed and complete the tasks assigned while the teacher is in intensive support status.

11.07 If the intensive support status is related to student performance, the teacher shall use formative assessments to gauge student progress throughout the period of intensive support status. The teacher shall be offered the support necessary to use formative assessments under these rules during the intensive support status.

11.08 At the end of the specified period of time for intensive support status, the evaluator shall:

11.08.1 Evaluate whether the teacher has met the goals developed and completed the tasks assigned for the intensive support status; and

11.08.2 Provide written notice to the teacher that the teacher either:

11.08.2.1 Is removed from intensive support status; or

11.08.2.2 Has failed to meet the goals and complete the tasks of the intensive support status.

11.09 If a teacher does not accomplish the goals and complete the tasks established for the intensive support status during the period of intensive support status, the evaluator shall notify the superintendent of the school district where the teacher is employed and provide the superintendent with documentation of the intensive support status.

11.10 Upon review and approval of the documentation, the superintendent shall recommend termination or nonrenewal of the teacher’s contract.

11.10.1 A recommendation for termination or nonrenewal of a teacher's contract under these rules shall be made pursuant to the authority granted to a superintendent for recommending termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

11.10.2 When a superintendent makes a recommendation for termination or nonrenewal of a teacher's contract under Section 11.10 of these rules, the public school:

11.10.2.1 Shall provide the notice required under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., but is exempt from the provisions of Ark. Code Ann. § 6-17-1504(b); and

11.10.2.2 If the public school has substantially complied with the requirements of Section 11.10 of these rules, is entitled to a rebuttable presumption that the public school has a substantive basis for the termination or nonrenewal of the teacher's contract under the applicable standard for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq. The presumption may be rebutted by the teacher during an appeal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

11.11 These rules do not preclude a public school superintendent from:

11.11.1 Making a recommendation for the termination or nonrenewal of a teacher's contract for any lawful reason under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.; or

11.11.2 Including in a recommendation for termination or nonrenewal of a teacher's contract under this section any other lawful reason for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. Ark. Code Ann. § 6-17-1501 et seq.

Source: Ark. Code Ann. § 6-17-2807

12.0 INCORPORATION INTO SCHOOL DISTRICT CONTRACTS AND POLICIES

12.01 Pursuant to Ark. Code Ann. § 6-13-1305, the policy adopted by local school district boards of directors to implement site-based decision making shall address teacher evaluations, professional growth plans, and teacher support under the Teacher Excellence and Support System, Ark. Code Ann. § 6-17-2801 et seq.

12.02 Every teacher contract renewed or entered into after July 27, 2011 is subject to and shall reference Title 6, Chapter 17, Subchapter 28 of the Arkansas Code.

Source: Ark. Code Ann. § 6-13-1305 and § 6-17-2808

13.0 SCHOOL PERFORMANCE REPORT

Beginning with the 2017-2018 school year, for the school year covered by a school performance report pursuant to Ark. Code Ann. § 6-15-1402, the school performance report shall include:

13.01 The total number of teachers who are employed in the public school; and

13.02 Of that total, the number who meet each of the following criteria:

13.02.1 Highly qualified teacher;

13.02.2 Identified as proficient or above under the Teacher Excellence and Support System for the school; and

13.02.3 Certified by the National Board for Professional Teaching Standards.

Source: Ark. Code Ann. § 6-15-1402

TESS

ACA §6-17-2801 - 6-17-2809

Summative Tracks

Tracks 1, 2A, and 3

Required by Statute or Rules	District Options
• **Use TESS Role-Specific Framework and Rubric**	
• **Develop PGP**	Number of Goals and Components
• **One (1) Formal Observation** -Announced -Pre-conference to discuss lesson plans and objectives -Observe 75% of the class period (The length of time for a formal classroom observation of a teacher teaching in a block schedule or in a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher's class period.) -Post conference for discussion and feedback -Ensure documented evidence of practice (BloomBoard)	Additional Formal Observations Informal Observations may be conducted.
• **Collect Evidence** -Observation documentation -Artifacts	Number of Artifacts
• **Provide a Performance Rating that is included in the Annual Overall Rating* (BloomBoard)** -Rating for Each Domain -Summative Rating for All Domains [*Annual Overall Rating will include Student Growth In the future subject to state and federal requirements.]	

TESS

ACA §6-17-2801 - 6-17-2809

Non-Summative Tracks

Tracks 2B1, 2B2 and 2B3

Required by Statute or Rules	District Options
• **Use TESS Role-Specific Framework and Rubric**	
• **Develop PGP**	Number of Goals and Components
• **Consider Appropriate Artifacts and Evidence**	Number of Artifacts
• **Provide a Performance Rating that is included in the Annual Overall Rating*(BloomBoard)** -Rating should be based on evidence collected for components aligned with PGP Goals	
• **Provide Ongoing Support**	Types of support
[*Annual Overall Rating will include Student Growth in the future subject to state and federal requirements.]	

TESS

ACA §6-17-2801 - 6-17-2809

Intensive Support Track and Arkansas Teacher Fair Dismissal

Required by Statute or Rules	District Options	Teacher Fair Dismissal Act ACA § 6-17-1501 et seq.
• **Teacher is Rated "Unsatisfactory" in any Domain**	Teacher has "Basic" or "Unsatisfactory" rating in a majority of components in any one (1) domain	Evaluation required ACA § 6-17-1504(a)
• **Evaluator Provides Written Notice** -Placement -Time Period -Notify Superintendent	Up to Two (2) Consecutive Semesters	Notice (aligned with ISS Plan) ACA § 6-17-1504(b)(1)
• **Develop Intensive Growth Plan** -Clear Goals and Tasks -Related to Intensive Growth Plan -Evidence Based Research -If Goals are related to Student Growth, use Formative Assessment -Ensure Necessary Support	Use IGP posted on ADE website or the BloomBoard PGP Process Number of Goals and Tasks Types of Assessment Types of Support	**Documentation of :** *"the efforts that have been undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal"* ACA § 6-17-1504(b)(2)
• **Documentation** • **Intensive Growth Plan Evaluation** -Goals & Tasks Completed Written Notice Issued Removal From Intensive Support -Goals & Tasks Not Completed Time-line Extended Notify Superintendent Provide documentation to Superintendent	Two Additional Consecutive Semesters may be added if substantial progress is noted	
• **Superintendent Recommendation** -Recommendation for Non-renewal of Contract Pursuant to the Arkansas Teacher Fair Dismissal Act Code [Ann. 6-17-1501 et seq.]		Notice (aligned with ISS Plan) ACA § 6-17-1506(b)(2)

TESS

ACA §6-17-2801 - 6-17-2809

Professional Growth Plan - PGP

Required by Statute or Rules		District Options
• **Evaluator and Educator Will Collaboratively develop a PGP**		Self-Assessment and other types of data: demographic, program, achievement and perceptual
• **Set Goals and Align to Appropriate Evaluation Framework Component(s)**		Number of Goals and Components
• **Link Professional Development Activities with identified Needs According to the Rubric**		
• **At least one-half (1/2) of the professional development hours required by law or rule for teacher licensure are directly related to one (1) or more of:** **-Teacher's Content Area** **-Instructional Strategies for Content Area** **-Teacher's Identified Needs** **-**		PGP Review and Revision Frequency
• **Evaluator has Final Approval of PGP**		

ARKANSAS TEACHER EXCELLENCE AND SUPPORT SYSTEM (TESS) GLOSSARY

Artifact - documented piece of evidence chosen by the teacher being evaluated, the evaluator, or both, that relates to the evaluation rubric

Component – part of a domain that defines a distinct aspect of the domain from the evaluation framework; what professional educators should know and be able to do

Credentialed Evaluator - person who has successfully completed LEADS Law and Process training and the observer proficiency assessment

Domain – clusters of distinct aspects (components) of professional instructional implementation practice

Element – description of a specific feature of rubric components

Evaluation – assess with evidence what a teacher should know and be able to do as measured by the domains and ratings of an evaluation framework and promote teacher growth through professional learning

Evaluation Framework/Rubric – standardized set of teaching domains and components that provide an overall basis for an evaluation

Evaluator – a person licensed by the State Board of Education as an administrator who is designated as the person responsible for evaluating teachers and who is an employee of the school district or open enrollment public charter school in which the evaluations are performed; also includes public charter school administrators who are designated by their public charter schools as evaluators, even if the public charter school administrators do not hold an administrator's license

External Assessment Measure – measure of student achievement or growth that is administered, developed, and scored by a person or entity other than the teacher being evaluated; the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator.

Formal Classroom Observation – announced visit to a classroom by an evaluator that is preceded by a pre-observation conference to discuss the lesson plans and objectives; conducted by the evaluator for at least seventy-five percent (75%) of the class period (for a teacher teaching in a block schedule or a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher's class period) either by observing the teacher in the classroom or through the use of three-hundred- sixty-degree (360°) video technology or for a distance learning instructor using appropriate technology

Formative Assessment – evaluation of a student's learning before the student completes a course of instruction to foster the student's development and improvement on a specific strand within the course of instruction

ARKANSAS TEACHER EXCELLENCE AND SUPPORT SYSTEM (TESS) GLOSSARY

Formative Evaluation – evaluation of a teacher's performance, based on a formal or informal observation that may include all or some of the components of the framework. Multiple formative evaluations provide input for the summative evaluation

Formative Observation – informal observation conducted by support personnel, such as, instructional facilitators, instructional coaches, etc., to provide feedback to teachers on instructional practices based on targeted areas

Framework – outline of identified documented teacher's practices promote effective practices to improve student learning

Informal Classroom Observation – visit to a classroom by an evaluator that may be unannounced or for a shorter period of time than a formal classroom observation

Intensive Support Status – status of a teacher who has a rating of "Unsatisfactory" in any one entire domain of the framework or if the teacher has a rating of "Unsatisfactory" or "Basic" in the majority of components of a domain

Interim Teacher Appraisal (Track 2B) – form of evaluation, other than a summative evaluation that provides support for teaching practices and uses standards for teacher growth and performance that are consistent with the evaluation rubric for the teacher evaluation components of a summative evaluation

Novice Teacher – teacher having less than one school year of public school classroom teaching experience

Performance Ratings – four identified levels, Distinguished, Proficient, Basic, and Unsatisfactory, describing a teacher's performance level on components and domains

Pre-Observation Conference – conference between the teacher and evaluator to discuss goals and planned outcomes for a classroom lesson before a formal classroom observation

Post Observation Conference – conference between the teacher and evaluator to discuss the outcomes of an observed lesson after a formal classroom observation

Probationary Teacher - teacher who has not completed three (3) successive years of employment in the school district in which the teacher is currently employed. A teacher employed in a school district in Arkansas for three (3) years will complete the probationary period. An employing school district may, by a majority vote of its directors, provide for one (1) additional year of probationary status – District Policy is required to place all new employees incoming to the district from another district /state on a one-year probationary status

ARKANSAS TEACHER EXCELLENCE AND SUPPORT SYSTEM (TESS) GLOSSARY

Professional Growth Plan (PGP) – plan of study, when completed, results in the acquisition and application of knowledge, skills, practices, and behaviors that improve professional practice of the person implementing the plan for the purpose of improving student achievement

Reflective Practice – paying critical attention to previous actions to determine their effectiveness and changing behaviors and practices, if necessary, based on what is determined concerning the effectiveness of those practices

Summative Assessment – comprehensive measurement of attainment of standards of student learning

Summative Evaluation - evaluation of a teacher's performance over all components, domains, and an overall rating of the evaluation framework, based on multiple observations, that support improvement in the teacher's instructional practices, student achievement and for a school district's employment decision concerning the teacher

Summative Evaluation Conference – conference between the teacher and evaluator to discuss the summative evaluation, identify strengths, and areas of growth to be included in the next year's PGP, or if necessary, to implement an intensive support plan for the next school year

Track 1 – teachers in the novice/probationary status (see novice teacher and probationary teacher definitions); teachers in this track must have a summative evaluation

Track 2 – teachers who complete the probationary status and are not in an intensive support status must have a summative evaluation at least once every four years; during the other two years, the teacher is evaluated under the interim appraisal process (see interim appraisal timeline)

Track 3 – teachers in the intensive support status must have a summative evaluation; evaluators must follow a descriptive plan of interventions found in the law (see intensive support status timeline)

Arkansas Leader Excellence and Development System (LEADS) Overview

History

During the 87th General Assembly, the Arkansas State Legislature passed Act 222 of 2009, Arkansas Code Annotated 6-1-400 Et. Seq. that states:

> *The purpose of the School Leadership Coordinating Council is to: Aid in the development of model evaluation tools for use in the evaluation of school administrators.*

Act 222 created the School Leadership Coordinating Council that established the formation of the Principal Evaluation Task Force to develop a model Principal Evaluation System for use with principals and assistant principals. The members of the Task Force were representative of many stakeholder groups throughout Arkansas: superintendents, principals, teachers, educational cooperatives, institutions of higher education, school boards, and other education associations. The Task Force officially convened on September 21, 2010. To begin their work, the Task Force established a vision and purpose. The vision of the system is to enhance teaching and learning by expanding the knowledge and skills of educational leaders.

Purpose

The purpose of the Arkansas Principal Evaluation System is to:

- Provide a cohesive process that includes clear expectations to guide principal preparation, induction, and continued professional development.

- Guide and sustain excellent leadership performance that ensures the improvement of teaching and learning.
- Assist higher education programs in developing the content and requirements of degree programs that prepare prospective principals.
- Provide a process that includes instruments to be used by reflective practitioners to promote their professional growth.

Structure

The Task Force established a framework for the Principal Evaluation System that is designed to align with The Interstate School Leaders' Licensure Consortium (ISLLC) Standards. These standards were adopted by the National Policy Board for Educational Administration (NPBEA) and are used as the framework for leadership development throughout Arkansas. The Arkansas Principal Evaluation System is designed to incorporate the six major ISSLC standards comprised of thirty-one functions. Additional descriptors have been added to define levels of performance with credit given to *The Leadership and Learning Center* and the work of Dr. Connie Kamm.

Legal Foundation

In support of the implementation of the Arkansas Principal Evaluation System, the 88th General Assembly passed Act 1209 of 2011 and reaffirmed that system support through passage of Act 709 of 2013. Feedback from piloting the Arkansas Principal Evaluation System provided for an expansion to include all building-level and district-level administrators. Known as Arkansas Leadership Excellence and Development System

(LEADS), administrators have opportunities to experience professional learning and growth leading to increased student academic growth.

Additional work by administrators in other school and district positions served to create an evaluation system appropriate for positions other than principal and assistant principal. In addition to the LEADS principal rubric (Form A) and the assistant principal rubric (Form A1) a LEADS Rubric for School/ District administrators (Form A2) outlines the leadership expectations for administrators serving a school or district in additional leadership capacities. Positions of Assistant, Deputy, or Associate Superintendents may be evaluated using this rubric. The LEADS rubric for School/ District leaders is also based on the ISLLC standards and functions.

LEADS Levels of Performance

The following categories represent the various performance levels in the Arkansas LEADS Evaluation System: Exemplary, Proficient, Progressing, and Not Meeting Standards. The purpose of the levels of performance is to consistently represent expertise and effectiveness in the work of building- and district-level leaders. This is especially useful in supporting the work of professional growth though common language and concepts.

Exemplary

Leaders performing at the exemplary level make a contribution to the profession both in and outside their school system. Exemplary performance not only meets the requirements for the proficient level but goes beyond and thus creates a model to which other leaders can aspire. Leaders at the exemplary level assume considerable responsibility for their own

learning. They routinely share their ideas, mentor other leaders, and see their role as agents of system-wide improvement.

Proficient

The *proficient* leader's performance meets the organization's needs. At a *proficient* level, the leader fully meets the expectation of the standard and function. Attaining the proficient level is challenging and may take years. A leader performing at the proficient level clearly understands the concepts underlying the function of each standard and implements those functions well. Proficiency is a rigorous level of achievement. Leaders performing at this level are alert to practices that promote strong teaching and learning and serve as a resource to everyone in their building or district. In addition, they are continuously looking for ways to improve their leadership capabilities.

Progressing

Leaders with a *progressing* rating may reference the rubric to understand what they must do to become proficient. A *progressing* leader is minimally or partially meeting the expectations of the standard and function. Although their current performance may be sporadic and only somewhat successful, they are motivated to take the actions necessary to become proficient. To help this person improve, additional reading, mentoring/coaching, And specific leadership trainings may be required. In addition, visitations to observe and learn from a proficient or exemplary leader may be included in the improvement process.

Leaders early in their careers are often at the progressing level, but improvement is likely to occur as they gain the experience leading to expertise.

Not Meeting Standards

Leaders who do not demonstrate the necessary skills to be rated as *progressing* or *proficient* are designated as *not meeting standards*. When performance is at this level on any of the six (6) standards or on the majority of functions in any of the standards which are part of the LEADS Summative Evaluation Rubric, effective organizations identify and document inadequate performance and prescribe intense intervention. If improvement is not made within a prescribed length of time, a recommendation for non-renewal of employment results.

LEADS Leadership Categories

Levels of leadership performance are divided into three categories: novice/probationary, inquiry and intensive.

The Novice/Probationary Category is for individuals who are new to a building or district leadership position. A first-time administrator is placed in the Novice Category as the building-level leader for three (3) years. The Novice Category is for building- or district-level leaders who either hold an administrator's license or are under an approved Administrator Licensure Completion Plan (ALCP). This placement remains until the ALCP is completed. A building- or district-level leader is placed in the Probationary Category, if required under an educational agency's policy for one (1) year if the leader has transitioned to the educational agency from another educational agency with previous leadership experience.

Or has transitioned within a school from one building- or district-level leadership position to another.

The Inquiry Category is for leaders who model life-long learning and consistently demonstrate progressing, proficient, and/or exemplary performance on standards and functions in the Arkansas LEADS Evaluation Rubric.

The Intensive Category is for leaders who receive a rating of not-meeting-standards on the Summative Evaluation Rubric (Form A, A1, or A2) according to the following guidelines:

- The building- or district-level leader receives an overall rating of not meeting standards on any of the six (6) standards and/or
- The building- or district-level leader receives a rating of not meeting standards and/or not progressing on the majority of functions in any of the standards.

The evaluator may also place the leader in the intensive category if at a time other than an evaluation, the evaluator believes, or has reason to believe, that a building-or district-level leader is having difficulties or problems meeting the expectations of the educational agency or its administration and that the problems could lead to termination or nonrenewal of contract.

When a leader is placed in the intensive category, the superintendent/designee and leader develop a LEADS Intensive Growth Plan (Form C). If progress is made in two (2) consecutive semesters, a leader may remain in the Intensive Category for up to two (2)

additional consecutive semesters; however, if there is limited or no progress in two (2) consecutive semesters, recommendation for non-renewal of employment occurs.

Recommendations for LEADS Evaluation Procedures

The LEADS Evaluation Process may include the following steps:

Step1: Orientation

The superintendent/designee may conduct a group orientation with building- and district-level leaders. The orientation provides information on the forms and processes of the LEADS evaluation system. Providing a complete set of LEADS forms ensures understanding of the basis for leadership evaluations. The superintendent/designee may elect to identify administrator's evaluation categories and schedule initial conferences at this time.

Step 2: Collection of Relevant Data

The building-or district-level leader begins the evaluation process with the collection of relevant data to determine a building or district problem of practice which will be used for the creation or revision of a LEADS Professional Growth Plan (Form B or Form C for Intensive). Appropriate data are not limited in format but may be school and/or district data, demographic data, achievement data, or perceptual data. The LEADS Evaluation Rubric (Form A, A1 or A2) may be used by the administrator for Self-Assessment. The leader may choose to gather input from the LEADS Staff Leadership Survey (Form E) for perceptual data. The information from this survey is intended to provide information for the leader's

self-reflection. The reflection process determines which standards and functions are the foci of the LEADS Professional Growth Plan (Form B or Form C for Intensive).

The superintendent/designee completes the LEADS Evaluation Rubric (Form A, A1, or A2) for an Initial Assessment prior to the Initial meeting (Step 3).

Step 3: Initial Meeting with Superintendent/Designee

The leader meets with the district superintendent/designee to discuss data collected for the creation or revision of a LEADS Professional Growth Plan (Form B or Form C for Intensive). The building- or district-level leader collaborates in good faith with the evaluator to develop his/her growth plan.

Step 4: LEADS Professional Growth Plan (Form B or Form C for Intensive)

The building- or district-level leader completes the LEADS Professional Growth Plan (Form B or Form C for Intensive) based on the standards and functions determined during Step 3 in the initial meeting with the superintendent/designee. The Leader's Professional Growth Plan (Form B or Form C for Intensive) indicates the school's or educational agency's problem of practice and goal(s): the leadership strategies to address the identified problem; results indicators (staff and students); and source of data to be monitored. In addition, the leader determines the action steps needed to implement the strategies. A copy of the leader's completed LEADS Professional Growth Plan (Form B or Form C for Intensive) is submitted to the superintendent/designee.

Step 5: Formative Assessment Conferences

During the Formative Assessment Conferences, the building-or district-level leader meets with the superintendent/designee to revisit the LEADS Evaluation Rubric and to discuss the leader's progress on the Professional Growth Plan (Form B or Form C for Intensive).

The leader provides data from the results indicators for teachers and students included in the Professional Growth Plan (Form B or Form C for Intensive). The superintendent/designee may ask for additional artifacts. The superintendent/designee also provides documentation from school visits, notes from observations, feedback received about the leader, and/or data informing results of the leader's implementation of selected leadership strategies. During this Formative Assessment Conference, the leader and the superintendent/designee may revise the Professional Growth Plan (Form B or Form C for Intensive) to make necessary mid-course corrections based on data from the results indicators. The frequency of Formative Assessment Conferences is based upon the building- or district-level leader's individual needs; however, a suggestion for scheduling Formative Conferences is to realize that Novice, Probationary or Intensive Category administrators benefit from more frequent visits than those in the Inquiry Category.

Step 6: Summative Evaluation

The superintendent/designee completes a LEADS Summative Evaluation at the end of each year for leaders who are in the Novice/Probationary or Intensive Categories and minimally once every four years for leaders in the Inquiry Category. The Summative

Evaluation results in a performance rating for the administrator in each required function and standard on the appropriate LEADS Rubric.

The LEADS Evaluation Rubric (Form A, A1, or A2) for Summative Evaluation is placed yearly in the personnel file of leaders in the Novice/Probationary and Intensive Categories. An overall rating is also given during the Interim Appraisal years. The ratings for these leaders are based on the functions, which are the focus of the leader's Professional Growth Plan (Form B).

Based on the performance levels of the rubric, the evidence of student growth, and progression on the LEADS Professional Growth Plan (Form B or Form C for Intensive), the superintendent/designee makes a recommendation concerning the leader's commendations, areas for improvement, and final rating decisions.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE LEADER EXCELLENCE AND DEVELOPMENT SYSTEM

July 1, 2014

1.0 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures concerning the evaluation and development of public school building and district-level leader performance.

2.0 REGULATORY AUTHORITY

2.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Leader Excellence and Development System.

2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-15-1402, 6-17-704, 6-17-705, 6-17-2801 through 6-17-2809, 6-20-2305, 25-15-201 et seq. and Act 709 of 2013.

3.0 LEGISLATIVE INTENT AND PURPOSE

3.01 The State Board of Education notes that it is the intent of the Arkansas General Assembly to provide a system for school districts to evaluate public school and school district administrators that weights an evaluation on student performance and growth to the same extent as provided for teachers under the Teacher Excellence and Support System.

3.02 The purposes of these rules are, without limitation, to:

3.01.1 Provide a cohesive process that includes clear expectations to guide building- or district-level leader preparation, induction, and continued professional development in Arkansas school districts, open-enrollment public charter schools, and the Arkansas Correctional School;

3.01.2 Guide and sustain excellent leadership performance that ensures the improvement of teaching and learning;

3.01.3 Assist higher education programs in developing the content and requirements of degree programs that prepare prospective building- or district-level leaders; and

3.01.4 Provide a process that includes instruments to be used by reflective practitioners to promote their professional growth.

4.0 DEFINITIONS

4.01 "Artifact" means a documented piece of evidence chosen by the building- or district-level leader being evaluated, the evaluator, or both, that relates to the evaluation rubric.

4.02 "Building- or district-level leader" means an individual employed by an educational agency who performs the role of a building- or district-level administrator or an equivalent role, including an administrator licensed by the State Board of Education, an unlicensed administrator, or an individual on an Administrator Licensure Completion Plan. "Building- or district-level leader does not include:

4.02.1 A superintendent; or

4.02.2 Unless the school district, open-enrollment public charter school, or Arkansas Correctional Schools elects to include them in LEADS, deputy superintendents, associate superintendents, and assistant superintendents.

4.03 "District-level" means agency-wide level when used in reference to an open-enrollment public charter school or the Arkansas Correctional School.

4.04 "Educational agency" means an Arkansas public school district, an open-enrollment public charter school, or the Arkansas Correctional School.

4.05 "Evaluation" means the process under these rules used to:

4.05.1 Assess with evidence what a building- or district-level leader should know and be able to do as measured by the standards and functions of an evaluation framework; and

4.05.2 Promote building- or district-level leader's professional growth.

4.06 "Evaluation framework" means a standardized set of building- or district-level leader evaluation standards and functions that provide the overall basis for an evaluation.

4.07 "Evaluation rubric" means a set of performance functions for each building- or district-level leader evaluation standards in the evaluation framework.

4.08 "Inquiry Category" is a category in which the building- or district-level leader consistently demonstrates progressing, proficient, and/or exemplary performance on standards and functions in the LEADS rubric.

4.09 "Intensive Category" is a category in which a building- or district-level leader receives a rating of not meeting standards on the summative evaluation rubric according to the following guidelines:

4.09.1 The building- or district-level leader receives an overall rating of not meeting standards on any of the six (6) standards identified in Appendix A to these rules; and/or

4.09.2 The building- or district-level leader receives a rating of not meeting standards and/or not progressing on the majority of functions in any of the standards.

4.10 "LEADS" means the Arkansas Leadership Excellence and Development System.

4.11 "Novice Category" is a category in which a building-level leader will be placed for three (3) years if the building-level leader is a first-time administrator.

4.12 "Probationary" is a category in which the building- or district-level leader will be placed if required under an educational agency's policy adopted under the Teacher Fair Dismissal Act, Ark. Code Ann. § 6-17-1501 et seq., for one (1) year if the building- or district-level leader:

4.12.1.1 Has transitioned to the educational agency from another educational agency where he or she had previous building- or district-level leadership experience; or

4.12.1.2 Has transitioned within a school from one building- or district-level leader position to another;

4.13 "Problem of practice" is identified in a professional growth plan as a gap between current performance and desired performance of a school or educational agency based on a review of school or district data.

4.14 "Statewide assessment of student achievement" means a statewide benchmark exam, end-of-course assessment, or a summative assessment of student achievement administered through:

4.14.1 The Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq.; or

4.14.2 A program of Common Core assessments administered under rules of the State Board of Education.

4.15 "Summative evaluation" means an evaluation of a building- or district-level leader's performance that evaluates all applicable standards and functions of the evaluation framework that supports:

4.15.1 Improvement in the building- or district-level leader's leadership practices, student learning, and teacher growth; and

4.15.2 An educational agency's employment decision concerning the building- or district-level leader.

4.16 "Superintendent" includes a position in an educational agency that is equivalent to the position of superintendent in a school district.

5.0 GENERAL REQUIREMENTS AND IMPLEMENTATION

5.01 Beginning in the 2014-2015 school year, an educational agency, as defined in these rules, shall implement the Arkansas Leader Excellence and Development System (LEADS) for building- or district-level leaders employed by it.

5.02 Each evaluation under LEADS shall be in writing.

5.03 A building- or district-level leader shall participate in LEADS and collaborate in good faith with the evaluator to develop the building- or district-level leader's professional growth plan.

5.03.1 A failure to comply with Section 5.03 of these rules may be reflected in the building- or district-level leader's evaluation.

5.04 A school district or open-enrollment public charter school may be deemed to have met the requirements of Sections 5.01 and 5.02 of these rules if:

5.04.1 The school district or open-enrollment public charter school has received authority to continue to use a nationally recognized system of teacher evaluation and support other than the Teacher Excellence and Support System under Section 8 of the Rules Governing the Teacher Excellence and Support System; and

5.04.2 In the 2012-2013 and 2013-2014 school years used a nationally recognized system of building- or district-level leader evaluation and development that is substantially similar to LEADS. In order for a school district or open-enrollment public charter school to continue to use an alternate, nationally recognized system of building- or district-level leader evaluation and development that is substantially similar to LEADS beyond the 2013-2014 school year, the school district or open-enrollment public charter school shall submit the following in writing to the Arkansas Department of Education, Assistant Commissioner for Human Resources and Licensure, by April 1, 2014:

5.04.2.1 The name of the alternate, nationally recognized system of building- or district-level leader evaluation and development; and

5.04.2.2 A brief description of the alternate, nationally recognized system of building- or district-level leader evaluation and development, including an explanation of how it is substantially similar to LEADS.

5.04.2.3 The Arkansas Department of Education Assistant Commissioner for Human Resources and Licensure shall, by May 1, 2014, approve or deny the continued use of the alternate, nationally recognized system of building- or district-level leader evaluation and development beyond the 2013-2014 school year.

6.0 BUILDING OR DISTRICT-LEVEL LEADER EVALUATION PROCESS

6.01 Building or District-level Leader Professional Growth Plan

6.01.1 A building- or district-level leader shall complete or revise a professional growth plan based on the standards and functions determined during the initial meeting with the superintendent or designee under Section 6.03 of these rules.

6.01.2 The building- or district-level leader should review multiple sources of data to determine a building or district problem of practice.

6.01.3 The building- or district-level leader shall indicate in his or her professional growth plan:

6.01.3.1 The school's or educational agency's problem of practice and goal(s);

6.01.3.2 The leadership strategies to address the identified problem;

6.04.3.3 Results indicators (staff and students); and

6.01.3.4 Sources of data to be monitored.

6.01.4 The building- or district-level leader shall determine the action steps needed to implement the leadership strategies identified in his or her professional growth plan.

6.01.5 The building- or district-level leader shall submit a copy of his or her completed professional growth plan to the superintendent or designee.

6.02 Formative Assessment Conferences

Throughout the year, a superintendent or designee shall conduct formative assessment conferences with all building- and district-level leaders evaluated under the LEADS system. Formative assessments should be based on a building- or district-level leader's individual needs as shown by evidence presented from the professional growth plan and evaluation rubric.

6.03 Summative Evaluation

6.03.1 The superintendent or designee shall complete the evaluation rubric for summative evaluation at the end of each year for a building- or district-level leader who is in a novice, a probationary, or an intensive category.

6.03.2 The superintendent or designee shall complete the evaluation rubric for summative evaluation minimally once every three (3) years for a building- or district-level leader who is in an inquiry category.

6.03.3 The building- or district-level leader shall provide evidence of effective practice for each function identified on the appropriate evaluation rubric, using relevant artifacts for each standard and function on which the building- or district-level leader is evaluated as applicable to the building- or district-level leader's position.

6.03.4 The superintendent shall make a recommendation concerning a building- or district-level leader's employment based on:

6.03.4.1 The level of performance based on the performance functions and standards of the evaluation rubric;

6.03.4.2 The evidence of teacher performance and growth applicable to the building- or district-level leader; and

6.03.4.3 The building- or district-level leader's progression on his or her professional growth plan.

6.03.5 The superintendent shall place the evaluation rubric for summative evaluation in the personnel file of the building- or district-level leader:

6.03.5.1 Annually if the building- or district-level leader is in the novice, probationary, or intensive category, and

6.03.5.2 Once every three (3) years for a building- or district-level leader in the inquiry category.

6.03.6 During a period in which a summative evaluation is not required, the superintendent or designee may conduct an evaluation that is lesser in scope than a summative evaluation but uses the portions of the evaluation framework and evaluation rubrics that are relevant to the evaluation.

6.04 Intensive Support

6.04.1 If at a time other than an evaluation conducted under LEADS a superintendent believes or has reason to believe that (a) a building- or district-level leader is having difficulties or problems meeting the expectations of the educational agency or its administration and (b) that the problems could lead to termination or nonrenewal of contract, the superintendent shall:

6.04.1.1 Bring in writing the problems or difficulties to the attention of the building- or district-level leader involved; and

6.04.1.2 Document the efforts that have been undertaken to assist the building- or district-level leader to correct whatever appears to be the cause for potential termination or nonrenewal.

6.04.2 When a building- or district-level leader's performance is unsatisfactory in any one (1) standard or the building- or district-level leader is not progressing in a majority of the functions of an evaluation rubric, the superintendent shall identify and document the inadequate performance and move the building- or district-level leader into the intensive category.

6.04.3 If a building- or district-level leader is placed in the intensive category, the superintendent or designee shall:

6.04.3.1 Establish the time period for the intensive category.

6.04.3.1.1 The period of time specified by the superintendent or designee for the intensive category shall afford the building- or district-level leader an opportunity to accomplish the goals of and complete the tasks assigned in the intensive category.

6.04.3.1.2 The intensive category shall not last for more than two (2) consecutive semesters unless the building- or district-level leader has substantially progressed and the superintendent or designee elects to extend the intensive category for up to two (2)

additional consecutive semesters.

6.04.3.2 Provide a written notice to the building- or district-level leader that the building- or district-level leader is placed in the intensive category. The notice shall state that if the building- or district-level leader's contract is renewed while the building- or district-level leader is in the intensive category, the fulfillment of the contract term is subject to the building- or district-level leader's accomplishment of the goals established and completion of the tasks assigned in the intensive category;

6.04.3.3 Develop a clear set of goals and tasks that correlate to:

6.04.3.3.1 The professional growth plan; and

6.04.3.3.2 Evidence-based research concerning the evaluation function or standard that forms the basis for the intensive category; and

6.04.3.4 Ensure the building- or district-level leader is offered the support that the superintendent or designee deems necessary for the building- or district-level leader to accomplish the goals developed and complete the tasks assigned while the building- or district-level leader is in the intensive category.

6.04.4 At the end of the specified period of time for the intensive category, the superintendent or designee shall:

6.04.4.1 Evaluate whether the building- or district-level leader has met the goals developed and completed the tasks assigned for the intensive category; and

6.04.4.2 Provide written notice to the building- or district-level leader that the building- or district-level leader either:

6.04.4.2.1 Is removed from the intensive category; or

6.04.4.2.2 Has failed to meet the goals and complete the tasks of the intensive category.

6.04.5 If a building- or district-level leader does not accomplish the goals and complete the tasks established for the intensive category during the period of the intensive category, the superintendent shall review the

documentation of the intensive category.

6.04.6 Upon review and approval of the documentation, the superintendent shall recommend termination or nonrenewal of the building- or district-level leader's contract.

6.04.6.1 If the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., is applicable to the building- or district-level leader's contract, a recommendation for termination or nonrenewal of a building- or district-level leader's contract under these rules shall be made under the authority granted to a superintendent for recommending termination or nonrenewal under the Teacher Fair Dismissal Act.

6.04.6.2 These rules do not preclude a superintendent from recommending the termination or nonrenewal of a building- or district-level leader's contract that is based all or in part on any lawful reason under the Teacher Fair Dismissal Act.

7.0 INCORPORATION INTO EDUCATIONAL AGENCY CONTRACTS AND POLICIES

7.01 The policy adopted by educational agency boards of directors to implement site-based decision making under Ark. Code Ann. § 6-13-1305, shall address building- or district-level leader evaluations and development under LEADS.

7.02 Every building- or district-level leader contract renewed or entered into for the 2014-2015 school year and thereafter is subject to and shall reference these rules.

APPENDIX A

STANDARDS FOR AR Leader Excellence and Development System (LEADS)

Listed below are the Educational Leadership Policy Standards: ISLLC 2008, developed by the Interstate School Leaders Licensure Consortium (ISLLC) of the Council of Chief State School Officers (CCSSO). The Standards were adopted by the National Policy Board for Educational Administration (NPBEA) in 2008 and the Arkansas State Board of Education in 2009.

Standard 1. An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

A. Collaboratively develop and implement a shared vision and mission

B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

C. Create and implement plans to achieve goals

D. Promote continuous and sustainable improvement

E. Monitor and evaluate progress and revise plans

Standard 2. An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations

B. Create a comprehensive, rigorous, and coherent curricular program

C. Create a personalized and motivating learning environment for students

D. Supervise instruction

E. Develop assessment and accountability systems to monitor student progress

F. Develop the instructional and leadership capacity of staff

G. Maximize time spent on quality instruction

H. Promote the use of the most effective and appropriate technologies to support teaching and learning

I. Monitor and evaluate the impact of the instructional program

Additional information about the Educational Leadership Policy Standards: ISLLC 2008 can be found on the Council of Chief State School Officers (CCSSO) website.

Standard 3. An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

A. Monitor and evaluate the management and operational systems

B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

C. Promote and protect the welfare and safety of students and staff

D. Develop the capacity for distributed leadership

E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4. An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

A. Collect and analyze data and information pertinent to the educational environment

B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

C. Build and sustain positive relationships with families and caregivers

D. Build and sustain productive relationships with community partners

Standard 5. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

A. Ensure a system of accountability for every student's academic and social success

B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

C. Safeguard the values of democracy, equity, and diversity

D. Consider and evaluate the potential moral and legal consequences of decision-making

E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

A. Advocate for children, families, and caregivers

B. Act to influence local, district, state, and national decisions affecting student learning

C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Arkansas Leader Excellence and Development System Glossary

Evaluation Categories- Arkansas LEADS is divided into three categories: Probationary/ Novice, Inquiry, and Intensive.

Formative Assessment Conference- a meeting between the principal/assistant principal and the evaluator to review the professional growth plan and the evaluation rubric to discuss the principal's progress. During the academic year, the principal provides data, artifacts and other relevant documentation to update the evaluator. During the conference, the PGP may be revised to make necessary mid-course corrections based on data and outcomes.

Initial Assessment- the results of an initial meeting between the principal/assistant principal and evaluator to determine the standards and functions on which the principal will focus

Intensive Category- placement for principals who receive the rating of "not meeting standards" on two or more functions in Standard Two of the evaluation rubric and/or the principal who receives a "not meeting standards" and/or "progressing" on the majority of functions in any of the standards

Inquiry Category- placement for principals who consistently demonstrate progressing, proficient, and/or exemplary performance on standards and functions in the evaluation rubric

Functions- statements of performance for each standard which help define the work of strong school leadership. Each function has four levels of performance (see 'Levels of Performance').

Standards- broad, high-priority qualities that education leaders must address in order to promote the success of every student. AR LEADS is based on the following six standards from ISLLC (Interstate School Leaders Licensure Consortium):

1. Promoting a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth
3. Ensuring effective organizational management and operations, including a safe, secure learning environment for all students;
4. Collaborating with faculty and community members, responding to the diverse needs and interests, and mobilizing resources;
5. Acting with integrity, fairness and in an ethical manner
6. Understanding, responding to, and influencing the political, social, legal and cultural contexts that impact education.

Levels of Performance- AR LEADS has defined four designations for rating principal performance: Exemplary, Proficient, Progressing, and Not Meeting Standards

Novice Administrator– administrator with fewer than three years of administrator Experience

Arkansas Leader Excellence and Development System Glossary

Novice/Probationary Category-administrators who are new to the district, the principalship, or have transitioned from assistant principal to principal. Principals working under an Administrator Licensure Completion Plan (ALCP) to become fully licensed remain in the novice category until the ALCP is completed.

Probationary Administrator– administrator with less than three successive years of service, or if new to a district and the district has a policy designating a new administrator as probationary.

Professional Growth Plan- **(PGP)** – an outline of learning and activities that will result in the acquisition and application of knowledge, skills, practices, and behaviors that improve professional practice for improving student achievement

Reflective Practice- examining professional work with critical attention to improve personal practice

Self-Assessment- the process by which the principal rates himself or herself to determine appropriate areas of focus for the upcoming year

Summative Evaluation- determination of a principal or assistant principal's overall annual performance rating on all AR LEADS standards and functions where the rating is based on performance, evidence of student learning and teacher growth, and progression on the administrator's Professional Growth Plan.

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Arkansas TESS & LEADS Organizing Resources

TESS

TEACHER EXCELLENCE AND SUPPORT SYSTEM

ARKANSAS LEADS

Leader Excellence and Development System

AR-TESS Teacher Tracks

Track 1 Probationary/ Novice*

Year 3: SUMMATIVE EVALUATION
- FORMAL OBSERVATION –Pre and Post Conference
- INFORMAL OBSERVATIONS - *may be conducted*
- COLLABORATIVE PGP – review and/or revise
- SUMMATIVE EVALUATION MEETING - summative rating results over all components

Year 2: SUMMATIVE EVALUATION
- FORMAL OBSERVATION –Pre and Post Conference
- INFORMAL OBSERVATIONS - *may be conducted*
- COLLABORATIVE PGP – review and/or revise
- SUMMATIVE EVALUATION MEETING - summative rating results over all components

Year 1: SUMMATIVE EVALUATION
- FORMAL OBSERVATION –Pre and Post Conference
- INFORMAL OBSERVATIONS - *may be conducted*
- COLLABORATIVE PGP – Develop PGP
- SUMMATIVE EVALUATION MEETING - summative rating results over all components

Track 3 Intensive Support Status

SUMMATIVE EVALUATION
- COLLABORATIVE INTENSIVE PGP – review and/or revise often
- MAY INCLUDE INFORMAL AND FORMAL OBSERVATIONS
- FREQUENT TEACHER & EVALUATOR CONFERENCES
- ✓ Note: Teacher may remain in this track for two semesters; and two additional semesters may be added if improvement is observed.

Student growth will be a component of the educator's overall rating. Student growth data will be available after the performance rating is established each year, in both summative and interim appraisal tracks.

Track 2 Interim Teacher Appraisal Process

2A: SUMMATIVE EVALUATION
- FORMAL OBSERVATION –Pre and Post Conference
- INFORMAL OBSERVATIONS - focusing on PGP growth components
- COLLABORATIVE PGP – review and/or revise
- SUMMATIVE EVALUATION MEETING - summative rating results over all components

2B3: INTERIM APPRAISAL
- INFORMAL OBSERVATIONS - focusing on PGP growth components
- COLLABORATIVE PGP – review and/or revise
- END OF YEAR REVIEW - professional practice rating

2B2: INTERIM APPRAISAL
- INFORMAL OBSERVATIONS - focusing on PGP growth components
- COLLABORATIVE PGP – review and/or revise
- END OF YEAR REVIEW - professional practice rating

2B1: INTERIM APPRAISAL
- INFORMAL OBSERVATIONS - focusing on PGP growth components
- COLLABORATIVE PGP – review and/or revise
- END OF YEAR REVIEW - professional practice rating

***1) A first year teacher is both a novice and probationary teacher.**
2)"Probationary teacher" means a teacher who has not completed three (3) successive years of employment in the school district in which the teacher is currently employed. A teacher employed in a school district in this state for three (3) years or a teacher who has been given credit for a prior service in another school district shall be deemed to have completed the probationary period; however, an employing school district may, by a majority vote of the directors, provide for one (1) additional year of probationary status. Arkansas Code: § 6-17-1502

TESS does not conflict with, nor replace the Arkansas Teacher Fair Dismissal Act (ATFDA).

Revised 4/3/15

TESS Suggested Timeline by Track Quick Reference

Please Note: *This document is prepared for those who may be new to the Arkansas TESS Evaluation System. It is presented as a possible timeline for the evaluation process. Trained and credentialed teacher evaluators must base their work on existing Arkansas school district policies and/or protocols.*

NOVICE_PROBATIONARY TRACK

June	July	August	September	October	November	December	January	February	March	April
Step 1: June------August • New evaluators train and test • Districts/schools/co-ops provide TESS training for new teachers										
		Step 2: August—October • TESS ***Self-Assessment*** completed to inform the PGP • Teacher develops a ***PGP*** • Novice teacher mentor supports the teacher in the PGP and framework components • ***Informal observations may be*** completed prior to ***Formal Observation*** • Evaluator and teacher plan professional development or instructional changes							
			Step 3: September – December • Evaluator may conduct a ***Formal Observation*** (announced) containing a ***pre-conference***, ***observation***, and ***post conference*** resulting in actionable feedback for the teacher.							
					Step 4: November---April • Additional ***informal observations may be*** conducted based on the results of the ***formal observation*** • An additional formal observation may be conducted if needed					
						Step 5: December—January • Mid-year review (optional) of the PGP and observation(s) results with possible revisions to				
						Step 6: April—May SUMMATIVE EVALUATION MEETING • For early Basic or Unsatisfactory rating, ***pre---summative evaluation*** questions may help identify additional applicable information and artifacts • Evaluator and teacher conference to discuss all observation results and artifacts • Evaluator makes the final summative rating decision using the ***Summative Evaluation Form*** and ***Summative Evaluation Scoring Guide***. • Teacher and administrator collaborate on *PGP* for the next school year				

INTENSIVE TRACK

June	July	August	September	October	November	December	January	February	March	April
Step 1: June------August • New evaluators train and test • Districts/schools/co---ops provide TESS---focused teacher training										
			Step 2: September---April • Teacher's Intensive Growth Plan (***IGP)*** guides observations (informal) at least two times a month; feedback follows using the ***Formative Evaluation Form*** documentation with *IGP* adjusted • At least one formal observation during the fall semester; also the spring with documentation							
						Step 3: April • Evaluator completes ***summative evaluation*** over all 22 components • One occurs: 1) Goals are met and teacher is moved to either Track 2A or Track 1 (if novice) 2) Some progress made with additional goals pending – two additional semesters (maximum of four). Teacher notified in writing. 3) No progress: teacher is recommended for termination or non---renewal				

TESS Suggested Timeline by Track Quick Reference (cont.)

INTERIM APPRAISAL TRACK Track 2A: Summative Evaluation

June	July	August	September	October	November	December	January	February	March	April
Step 1: June------August • New evaluators train and test • Districts/schools/co---ops training for teachers with TESS focus										
		Step 2: August—October • The teacher's ***Professional Growth Plan (PGP***) guides work. • Artifacts and evidence are collected throughout the year. • The evaluator and teacher plan actions, professional learning, or changes in instructional practice for the year referring to the ***PGP*** • At least one informal observation based on PGP before a formal observation.							
			Step 3: September – December • Evaluator conducts at least one formal observation (announced) containing a ***pre---conference***, observation (note time required), and ***post conference***. • Evaluator completes a ***Formative Evaluation*** for each teacher based on the ***formal observation.***						
					Step 4: November---April • Additional ***informal observations*** conducted based on the results of the formal observation's findings in the ***Formative Evaluation***. • Frequency of observations based on previous observations • An additional formal observation may be conducted if needed				
						Step 5: December—January • Mid---year review of the ***PGP*** and informal observation(s) results with possible revisions			
						Step 6: April—May ***<u>SUMMATIVE EVALUATION</u>*** <u>MEETING</u> • For early Basic or Unsatisfactory rating, ***Pre---Summative Evaluation Questions*** may help identify additional applicable information and artifacts • Evaluator and teacher conference to discuss all observation results and artifacts and discuss ratings on ***Summative Evaluation Form (determined using Summative Scoring Guide)*** • Evaluator makes the final summative rating decision. • Teacher collaborates on PGP for the next school year			

INTERIM APPRAISAL: Track 2B: 2B1 and 2B2

June	July	August	September	October	November	December	January	February	March	April
Step 1: June------August • New evaluators train and test • Districts/schools/co---ops training for teachers with TESS focus										
				Step 2: September------April • Multiple ***informal observations*** based on *PGP* components • Artifacts and evidence are collected throughout the year. • Areas of concern? Administrator may move a teacher to a summative evaluation track (2A)						
						Step 3: December—January • Mid---year review of ***PGP*** with possible revisions				
							Step 4: April--- May • End---of---Year conference held on PGP progress. Discuss PGP goals for upcoming year and plan for Professional Development related to goals. • During Interim Appraisal, a modified evaluation uses components of the Framework for Teaching relevant to the PGP.			

AR TESS Artifacts and Evidence

Introduction to evidence

The Arkansas Teacher Excellence and Support System (TESS) is based on an evidence-centered design. Our rubric, the Danielson Framework for Teaching, has content that is research-based. The framework components are those proven to produce effective educator practice. The work of an educator will produce proof of what is or isn't occurring during all phases of instruction. This will be the 'evidence' of teacher evaluation.

TESS includes three sources of evidence. They are teacher inputs, observation documents and student outcomes. Strategies for gathering evidence from these sources include interviews before and after teaching, notes made during the direct observation of teaching, and the collection of instructional artifacts, including student work and assessments.

Evidence of Instructional Practice – Artifacts On-Stage and Off-Stage

Artifacts are documents, records, objects and other items that provide evidence for improving instruction. Artifacts may also be items that result from learning. Sometimes, artifacts offer the best (and maybe only) evidence of certain aspects of teaching. Artifacts are essential for teachers to demonstrate skills in the components of *Domain 1: Planning and Preparing for Instruction* and in *Domain 4: Professional Responsibilities*. Although essential for Domains 1 and 4, artifacts are not limited to supporting those domains.

The activities of an educator before and after teaching in the classroom may be referred to as 'off-stage work'. Teaching in the classroom would then be 'on-stage work'. Both are vital to instructional success. Educators are very familiar with the scenario of an evaluator taking notes while observing a lesson. While this form of "evidence collection" is the primary source of evidence for *Domain 2: Creating an Environment for learning* and *Domain 3: Instruction*, artifacts generated as part of the everyday work can also provide evidence for these domains.

Evidence of Inputs and Outcomes

The TESS rubric, known as The Danielson Framework for Teaching, describes the work of teaching by components and performance levels. As the Framework describes teacher 'inputs'; the results are 'outcomes' which are shown in terms of student learning. For this reason, documentation of student academic growth is relevant to a teacher's practice and will be part of a teacher's professional improvement documentation.

Using Artifacts in TESS

As teachers and evaluators know, the initial events in the TESS academic cycle are a self-assessment completed by the teacher and an analysis of relevant data based on the Framework for Teaching in collaboration with the evaluator to finalize the teacher's Professional Growth Plan. This plan will drive the teacher's activities and learning for the year. Artifacts begin here with an understanding of what will lead to improved practice and evidence high-quality work.

Teachers who are in the Track 1-Probationary/Novice; Track 2A- Summative; or Track 3- Intensive Support will acquire evidence, in the form of documents, records, observed

performance notes, and objects supporting all 22 components of the Framework with an emphasis on the components specified on the teacher's Professional Growth Plan. Teachers who experience both formal and informal classroom observations will find each conducive to certain artifacts. An informal classroom observation is not announced, and will not have evidence from a Pre-Conference Interview, but a lesson/unit plan will be important. Even though a Pre-Conference Interview is not held, the Reflective or Post Conference will be part of the process and may incorporate evidence and artifacts which would normally be part of the Pre-Conference. Much can be learned from student work, instructional materials and other 'on-stage' items present during an informal observation. The structure of a formal classroom observation lends to artifacts planned and provided during the Pre-Conference Interview, as well as the Post Conference Interview. **Artifacts and evidence will be acquired and reviewed throughout the year.** As they are shared with the evaluator, a common ground for professional conversations and continued feedback will be formed.

Teachers who are part of the Track 2B: Interim Appraisal Track will be focused on artifact and evidence support for chosen PGP focus components, and other components, if requested by the evaluator. These artifacts will also be acquired throughout the year as the work is completed and shared with the evaluator during the informal observation feedback meetings, the mid-year PGP review and the end-of-year conference.

The professional work of every teacher in TESS culminates in either an annual Summative Evaluation Conference or an End-of-Year Review (for teachers in Track 2B: Interim Appraisal). At this time, additional or external artifacts may be identified and become part of the teacher's overall evaluation.

<u>This is NOT an Artifact</u>
Artifacts in TESS are not pages in a portfolio which fills a three-ring binder. It is important to remember that more artifacts are not necessarily proof of better practice.

Artifacts in TESS are not objects without meaning. A clear relationship to a teacher's or student's work is required. Artifacts are created outside a classroom or produced during instruction for a definite reason which may be communicated and understood. Artifacts are not general forms or objects without intention.

Artifacts in TESS are not student or teacher busy work. They are content-centered, skill-focused and productive pieces of teaching and learning.

<u>Artifacts at Work</u>
Artifact planning and collection will be a process of 'best fit' to local practice. Either digital or hard-copy format is acceptable as each teacher and every school has systems established for successful communication.

As artifacts can provide an undeniable benefit to the work of instruction, if not planned and used properly, they may detract from the intended purpose. Mass-produced forms or items not appropriately supporting student understanding will not speak well of the instructional work of teachers or students.

Working with artifacts should lead to a teacher's increased ability to facilitate student academic growth. This will happen when the quality of artifacts is considered. A flowchart for processing this work is found at the end of this information.

Artifacts are our Future

As we recognize the importance of artifacts and include them in our practice, a consistent and dependable tool for the improvement of instructional practice and increased student growth may be found.

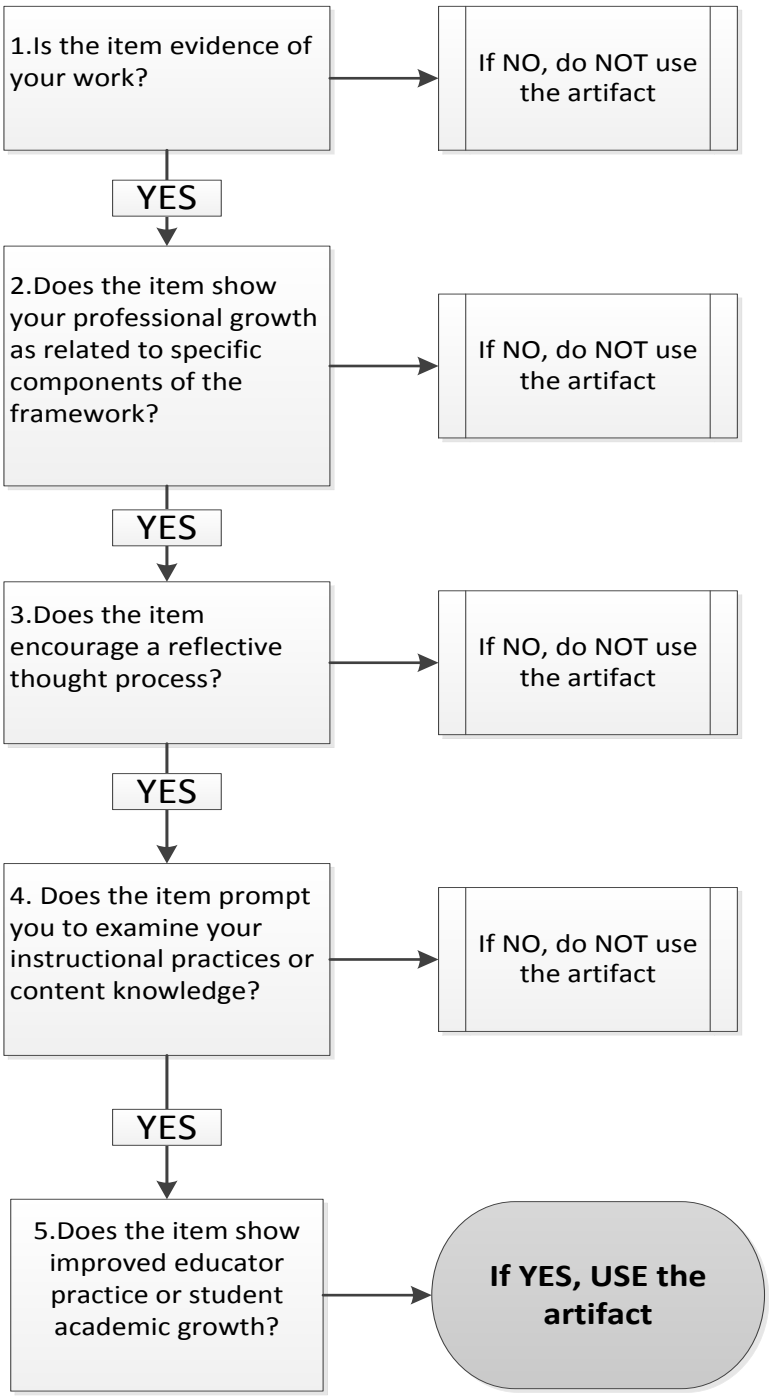
We must:

1. Plan for artifacts – remembering they are purposeful and already a part of our practice.
2. Be reasonable with requirements – for teachers new to the work and for experienced teachers. Both quality and quantity of artifacts should be considered.
3. Establish inclusion of artifacts in conferences – discussing and analyzing artifacts should be an understood part of the work of teachers and evaluators. This should be the work of learning teams and other collegial efforts.
4. Work to improve our understanding and use of artifacts – a ready focus and tool which already exists must be included in our planned professional development.

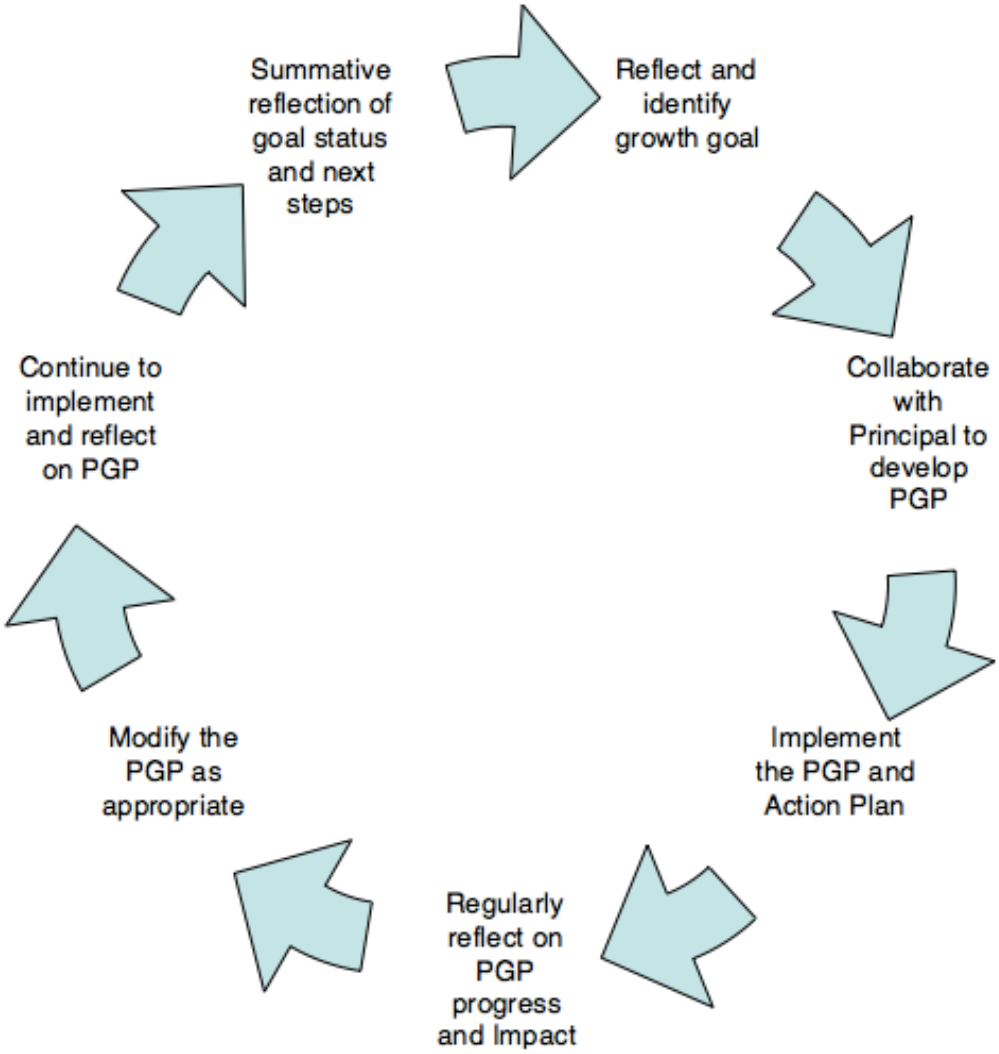
Additional details on artifacts and evidence are available to all Arkansas teachers in The Framework for Teaching component modules on Arkansas IDEAS at **http://ideas.aetn.org** . Teacher evaluators will find more on this subject when completing training in Teachscape FOCUS - **http://login.teachscape.com**

*Danielson, C. (2008). *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School.* Alexandria, VA: ASCD.

PROCESS FOR DETERMINING QUALITY ARTIFACTS AND EVIDENCE



Reflective Practice and PGP Cycle



Administrator reviews progress through focused, frequent informal observations that focus on identified areas of the PGP. Progress is also reviewed through a mid-year review of the PGP and an end-of-year conference. The PGP will be modified based on feedback from the administrator and on information from data through the PGP implementation process.

AR-LEADS Evaluation Categories

Probationary / Novice Category

Year 3

- Professional Growth Plan Monitored and Revised
- Formative Assessment Conferences
- Summative Evaluation Conference
  - Over all required functions; PGP is revised based on feedback from evaluations; Student growth Data included with professional practice rating

Year 2

- Professional Growth Plan Monitored and Revised
- Formative Assessment Conferences
- Summative Evaluation Conference
  - Over all required functions; PGP is revised based on feedback from evaluations; Student growth Data included with professional practice rating

Year 1

- Professional Growth Plan Monitored and Revised
- Formative Assessment Conferences
- Summative Evaluation Conference
  - Over all required functions; PGP is revised based on feedback from evaluations; Student growth Data included with professional practice rating

Intensive Category

- Intensive Growth Plan (IGP)
  - Develop based on identified areas of need
- Multiple Formative Assessment Conferences and Observation of PGP Progress
  - Multiple conferences between principal/supervisor to monitor progress
- Summative Evaluation
  - Conference to discuss final ratings (formative work of IGP considered)

Note: An administrator may remain in the Intensive Category for up to 2 consecutive semesters. Two additional semesters may be added if progress is observed.

Inquiry Category

Summative Evaluation Year

- Professional Growth Plan Monitored and Revised
- Formative Assessment Conferences
- Summative Evaluation Conference
  - Over all required functions; PGP is revised based on feedback from evaluations

Interim Appraisal

(Non-Summative Years)

- PGP
  - Focus on and review throughout the year
  - Collect evidence and artifacts
  - Reflect on Progress
  - Revise as needed
- Conversations
  - Focus on PGP and evidence
- End of Year Conference
  - Professional Growth Plan and performance rating results based on functions outlined in PGP

-Interim Appraisal is 3 years of the 4 Year Inquiry Category cycle
-Student Growth Data will be included in an Administrator's Yearly Rating

Revised 4.8.15

Arkansas Leader Excellence and Development System (LEADS)

Building/District-Level Leader Evaluation Suggested Timeline Quick Reference

Please Note: *This document is prepared for those who may be new to the Arkansas LEADS Evaluation System. It is presented as a possible timeline for the evaluation process. District-level, Building-Level and Specialty Educational Administrators must base their work on existing Arkansas school district policies and/or protocols.*

	June	July	August	September	October	November	December	January	February	March	April
INQUIRY CATEGORY Summative Year (Once every	Step 1: ▪ Collect artifacts (evidence) for initial reflection (June to October) and ongoing throughout the year. ▪ Evaluator and leader monitor this progress.										
	Step 2: ▪ Beginning evaluators attend LEADS Law and Process Training. ▪ Evaluator and leaders meet for LEADS overview and data review. Establish a timeline for review of standards and functions. ▪ Evaluator and building- or district-level leader (i.e., Assistant Principal, District-level Leader) review Evaluation Rubric and choose standards and functions for evaluation. Principals are evaluated on all standards and functions.			Step 3: ▪ Self-Assessment is completed. ▪ Optional - Staff survey. ▪ Evaluator and leader create or revisit/revise Professional Growth Plan.		Step 4: ▪ First formative assessment ▪ Evaluator completes BloomBoard Rating Snapshot on remaining standards (i.e., 3 and 5, etc.).		Step 5: ▪ Second formative assessment ▪ Evaluator completes BloomBoard Rating Snapshot on remaining standards (i.e., 1, 2, 4, 6, etc.).		Step 6: ▪ Evaluator completes BloomBoard Rating Snapshot. ▪ Summative conference to discuss and finalize ratings. ▪ Evaluator completes Summative Rating in BloomBoard. ▪ New PGP priorities are identified or revised for the next year. Revisions may be made after data review in the summer/fall. ▪ If a Not Meeting Standard rating is received in any overall standard rating, the leader *will be* moved to Intensive Support status. An IGP is developed to address the areas of need, OR, a leader may be moved into Intensive status if the majority of functions in any standard are Not Meeting Standard or Progressing. An IGP is developed to address the areas of need.	
INQUIRY CATEGORY Interim Appraisal Years (Three Years)	Step 1: ▪ Collect sources of data cited in the PGP ongoing and throughout the year. ▪ Evaluator and administrator monitor this progress.										
	Step 2: ▪ Beginning evaluators attend L E A D S Law and Process training. ▪ Evaluator and leader meet for LEADS overview and data review.			Step 3: ▪ Evaluator and principal review Professional Growth Plan from previous year to update PGP based on data.		Step 3: (Ongoing) ▪ Continue to review progress on PGP and revise as needed throughout the year.				Step 4: ▪ Leader Self-Assessment is completed. ▪ Evaluator completed End-of-year tasks in BloomBoard. ▪ Evaluator and leader revise or develop a PGP for the next year.	

LEADS Evaluation Suggested Timeline Quick Reference (cont'd)

	June	July	August	September	October	November	December	January	February	March	April
NOVICE/PROBATIONARY CATEGORY One to Three Years per District Policy	Step 1: (June – August) ▪ Beginning evaluators and leaders attend LEADS Law and Process training. ▪ Evaluator and leader meet for LEADS overview and data review. ▪ Evaluator and building- or district-level leader (i.e., Assistant Principal, District-level Leader) review Evaluation Rubric and choose standards and functions for evaluation and PGP development. Principals are evaluated on all standards and functions.		Step 2 : ▪ Self-Assessment in BloomBoard is completed. ▪ Optional Staff Survey ▪ Evaluator and leader create or revisit/revise Professional Growth Plan based on data.		Step 3: (Ongoing) ▪ Artifacts cited in the PGP are collected. Evaluator and leader monitor progress.	Step 4: • A first formative assessment conference is completed; it may be based on a review of relevant artifacts. • Evaluator/Observer completes the BloomBoard Rating Snapshot for identified standards (i.e., 3, 5, etc.).		Step 5: ▪ Second formative assessment conference ▪ Evaluator/Observer completes the BloomBoard Rating Snapshot for identified standards (i.e., 1, 2, 4, 6, etc.).		Step 6: ▪ Evaluator/Observer completes the Summative Rating Snapshot. ▪ Summative conference to discuss and finalize ratings. ▪ Evaluator makes final decisions on ratings (considers formative work and PGP). ▪ New PGP priorities are identified or revised for the next year. Revisions may be made after data review in the summer/fall.	
INTENSIVE CATEGORY May be two years, if progressing	Step 1: ▪ Collect artifacts and evidence cited in the Intensive Growth Plan (IGP) for initial reflection on progress ▪ Continue collecting artifacts and evidence cited in the IGP while leader and superintendent/designee monitor this progress.										
	Step 1: ▪ Beginning evaluators attend LEADS Law and Process training. ▪ Evaluator and leader meet for LEADS overview and data review.		Step 2: ▪ Optional staff survey may be administered ▪ Initial meeting between evaluator and leader to review and revise IGP		Step 3: ▪ First formative assessment conference completed with review of relevant artifacts and evidence. ▪ Evaluator completes BloomBoard Rating Snapshot for the identified standards and functions.						
					Step 4: Second formative assessment conference to review artifacts and evidence completed.	Step 5: Third formative assessment conference to review artifacts and evidence completed.	Step 6: Fourth formative assessment conference to review artifacts and evidence completed. (If required by timeline for goal completion.)	Step 7: Fourth formative assessment conference to review artifacts and evidence completed. (If required by timeline for goal completion.)	Step 8: ▪ BloomBoard Rating Snapshot is completed ▪ Summative conference to discuss evaluator's ratings. ▪ Evaluator makes final decisions on ratings (considers formative work and IGP progress). ▪ A leader may remain in this category for an additional two semesters if progress on identified standards and functions is substantial.	

TESS Summative Track Workflow Reminder

Track 1, 2A and 3

2015-2016 PGP

- ☐ Create collaboratively and document on BloomBoard homepage--goals, details, BloomList
- ☐ Use a variety of data resources [e.g., Student GPS, summative results, and self-assessment]
- ☐ Update PGP as needed

Informal Observation(s)

- ☐ May be conducted: Scheduled and documented in BloomBoard; may include artifacts and ratings

Formal Observation

- ☐ One required (may have more): w/completed pre-conference form, meeting[&]; observation*; w/completed post conference form, meeting*[&^]
- ☐ *Observation evidence for 75% of class or in block may be 45 min
- ☐ Includes Artifacts & Ratings

Mid-Year Review (optional)

- ☐ Review PGP goals, enter artifacts (can't be tagged), and refocus work

Additional Artifacts

- ☐ Observer and learner can provide further documentation (can be tagged) through file uploads

Summative Evaluation Conference (1, 2A, 3)

- ☐ Annual meeting to review goals; May produce learner reflection; opportunity to upload artifacts; and documentation of conversation focus

Final Rating Report

- ☐ End-of-Year Task Tab
- ☐ Create snapshot of PGP component ratings to populate Final Rating Report

TESS Interim Appraisal Workflow Reminder

Track 2B3, 2B2 and 2B1

2015-2016 PGP

- ☐ Create collaboratively and document in PGP Meeting--goals, details, BloomList
- ☐ Use a variety of data resources [e.g., Student GPS, summative results, and self-assessment]
- ☐ Update PGP as needed

Informal Observations

- ☐ May be conducted; number is local decision and observations may be based on PGP goals: Scheduled and documented in BloomBoard; may include artifacts and ratings

Mid-Year Review (optional)

- ☐ Review PGP goals, enter artifacts (can't be tagged), and refocus work

Additional Artifacts

- ☐ Observer and learner provide further documentation (can be tagged) through file uploads

End-of-Year Review (2B3, 2B2, 2B1)

- ☐ Annual meeting to review PGP goals and work; teacher produces learner reflection documentation; opportunity to upload artifacts (can't be tagged); rate teacher's performance on PGP goals, and documentation of conversation focus
- ☐ End-of-Year Task Tab
- ☐ Create snapshot of PGP component ratings to populate Final Rating Report

LEADS Summative Track Workflow Reminder

Novice/Probationary, Inquiry, Intensive Categories

2015-2016 PGP

- ☐ Create collaboratively and document on BloomBoard homepage--goals, details, BloomList
- ☐ Use a variety of data resources [e.g., Student GPS, summative results, and self-assessment]
- ☐ Update PGP as needed

Formative Assessment Conferences

- ☐ A minimum of two required to address a portion of the standards in each conference: Scheduled and documented in BloomBoard; may include artifacts and ratings

Mid-Year Review (optional)

- ☐ Review PGP goals, enter artifacts (can't be tagged), and refocus work

Additional Artifacts

- ☐ Observer and learner provide further documentation (can be tagged) through file uploads

Summative Review (Novice/Probationary, Inquiry, Intensive)

- ☐ Annual meeting to review goals and rate required standards and functions; produce learner reflection documentation; opportunity to upload artifacts or observation evidence (can't be tagged); and documentation of conversation focus

Final Rating Report

- ☐ End-of-Year Task Tab
- ☐ Create snapshot of PGP component ratings to populate Final Rating Report

LEADS Interim Appraisal Workflow Reminder

Interim Appraisal Category

2015-2016 PGP

- ☐ Create collaboratively and document on BloomBoard homepage--goals, details, BloomList
- ☐ Use a variety of data resources [e.g., Student GPS, summative results, and self-assessment]
- ☐ Update PGP as needed

Formative Assessment Conferences

- ☐ At least one (more based on local decision) conversation(s) are based on PGP goals: Scheduled and documented in BloomBoard; may include artifacts and ratings

Mid-Year Review (optional)

- ☐ Review PGP goals, enter artifacts (can't be tagged), and refocus work

Additional Artifacts

- ☐ Observer and learner provide further documentation (can be tagged) through file uploads

Summative Review (Interim Appraisal Category)

- ☐ Annual meeting to review PGP goals and work; leader produces learner reflection documentation; opportunity to upload artifacts (can't be tagged); rate performance on identified standards in PGP, and documentation of conversation focus
- ☐ End-of-Year Task Tab
- ☐ Create snapshot of PGP component ratings to populate Final Rating Report

Arkansas TESS & LEADS Implementation Resources

TESS

TEACHER EXCELLENCE AND SUPPORT SYSTEM

ARKANSAS LEADS

Leader Excellence and Development System

ARKANSAS EVALUATION POWERED BY BLOOMBOARD

Arkansas educators use ***BloomBoard*** (an online platform for educator development) for Educator Evaluation data collection and management. The use of ***BloomBoard*** helps schools and districts across the state to implement a sustainable system for teacher and administrator evaluation and growth. The new Arkansas Educator Evaluation Observation and Data System compiles essential learning elements into a systematic educator effectiveness framework that encompasses every facet of the teacher and principal evaluation process. The online evaluation data management system enables the success of the evaluation process by including the rubrics, evaluation forms, professional growth plans, and other supporting documents, into a digital format that can be accessed online and on multiple mobile devices.

A support network has been established statewide. Every school district and pubic charter school has a primary contact person, or Lead Contact, who has worked with an assigned ***BloomBoard*** Account Manager to ensure a user-friendly implementation of the new educator evaluation processes. Arkansas schools have participated in the ***BloomBoard*** onboarding process. Each school has a ***BloomBoard*** Super User. ***BloomBoard*** Super Users are educators trained to provide site-based support in the use of ***BloomBoard*** as needed by classroom educators.

Administrators and teachers have been trained to use the system to conduct observations, to create professional goals, and to monitor progress on Professional Growth Plans. Representatives from ***BloomBoard*** have worked with ADE trainers to demonstrate step-by-step the use of the technology platform's ability to streamline TESS and LEADS evaluation processes for both professional practice and student growth data.

BloomBoard is provided free of charge to all districts in the state. Due to the requirement for reporting teacher evaluation ratings on school performance reports, all districts are required to utilize the system.

BloomBoard

BloomBoard Arkansas Rollout

Implementation Considerations for LEA Lead Contacts & Administrators

2014 – 2015 School Year

BloomBoard Technical FAQ

Below are some commonly asked questions about the technical side of BloomBoard. Reviewing this FAQ will help ensure that your experience with using BloomBoard is a seamless one and that technical issues do not stand in the way of educator growth. If you are not responsible for the technology your staff uses, we suggest sending this FAQ and the *Application Technical Specifications* to your technology colleague to ensure that this information is considered during implementation.

What are the technical requirements for using BloomBoard?

- Steady access to internet
- Preferred browsers: Google Chrome, Mozilla Firefox, or Safari (Internet Explorer 7, 8, 9 and 10 require installation of the Chrome Frame Extension plug-in to operate BloomBoard)
- Preferred hardware: laptop, netbook or desktop computer (these devices optimize BloomBoard functionality)
- Whitelisting these email domains to allow BloomBoard email notifications: bloomboard.com, amazonses.com, cmail1.com
- Please see *Application Technical Specifications* document for specific details about technical requirements

How will I know about new features in BloomBoard?

As a quickly growing software company, we make changes to our product fairly frequently -- some big, some small. Bigger changes will always be included in BloomBoard Beats, our weekly newsletter containing updates on all things BloomBoard. Smaller changes may be included, depending on whether it will directly affect your users or not.

Your account manager will be able to field any questions you have regarding these updates. Your account manager will also let you know if there is any new functionality in BloomBoard that would help you meet the needs of your teachers and administrators.

Who can make changes to data within BloomBoard?

Basic user information (name, email address, etc.) can be managed by users granted administrative ("Org Admin") privileges within BloomBoard. All other data entered by a user is editable only by that user. In order to preserve the integrity of the system, BloomBoard does not make changes to data.

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If I find a bug in BloomBoard, how should I report it?

You can submit a support ticket at support.bloomboard.com, email us at support@bloomboard.com, or call us at 888-418-1595. Our support staff can help diagnose the issue, provide any workarounds, and report the issue to our engineering team so that they can explore it further. Our support staff will then keep you informed of any updates as our progress with resolving the issue.

The more detail you can provide in reporting a bug to us, the more readily we will be able to investigate it. Helpful pieces of information include the browser you are using and the specific steps we should take to replicate the issue.

In general, we address bugs as quickly as we can without compromising other aspects of BloomBoard. Depending on the number of users affected and the complexity of the issue, some bugs may take a while to resolve -- we thank you in advance for your patience.

If I have ideas for how the BloomBoard platform could better serve our needs, what is the best way to suggest them?

You are welcome to contact our support desk with feedback on our product. They will either ask clarifying questions to make sure they understand the suggestion, or they will pass your feedback directly along to the rest of our team.

The teachers and school leaders that use BloomBoard are at the heart of our work, and so we take user feedback very seriously. We cannot satisfy all requests (trust us, it would make for a very complicated system), so we look at requests in aggregate so that we can understand which features would best serve all of our customers.

Suggested Implementation Checklist for Lead Contacts

- ☐ Ensure that the network and hardware that your staff will be using to access BloomBoard meet the technical requirements
- ☐ Ensure that the preferred browsers are installed on hardware and are set as the default browser to open emailed links
- ☐ Ensure users whitelist the following email domains as safe senders: bloomboard.com, amazonses.com, cmail1.com
- ☐ Attend onboarding call with BloomBoard Account Manager
- ☐ Register Observers for Data Literacy Training session, and Super Users for Super User Training sessions
- ☐ Complete and return User Accounts Template to BloomBoard Account Manager
- ☐ Select desired Learner training option and develop plan for execution with BloomBoard Account Manager

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BloomBoard

BloomBoard Arkansas Rollout

Application Technical Specifications

2014 – 2015 School Year

Application System Requirements & Technical Specifications

General Information

- Entirely web-based; only modern web browser technology is required for usage
  - Users who choose to access third-party professional development content hosted in the BloomBoard Resources Marketplace may require Adobe Acrobat or plug-ins such as Shockwave or Java to view specific resources
- Support for users available through the BloomBoard Help Desk (https://support.bloomboard.com or 888-418-1595)
- Account management issues, including user account creation, will be handled by an LEA-identified contact supported by a BloomBoard Account Manager
- Notices of product changes are published in the weekly email newsletter *BloomBoard Beats*; suspected bugs should be reported to the BloomBoard Help Desk

Browser Requirements

- Recommended browsers:
  - Chrome (past versions up to v. 16)
  - Firefox (past versions to v. 5.0.5+)
  - Safari (past versions to v. 5.0.5+)
- Additional supported browsers:
  - Internet Explorer 7, 8, 9 and 10 – Chrome Frame Extension plug-in required

Network

- Broadband connection with 500+ kbps; recommended 1 mbps or higher
- Average application usage around 200-1800 kilobits per page load, with a fraction of that used for page requests/uploads

  Example: In a school with under 40 users in the system, typical usage patterns are, at maximum, 10% of users concurrently active at one particular second. That said, 10% of users at 1800 kbps is 7200 kbps, and with a dual 100 Mbps connection (200,000,000 kbps), the total amount of usage is a very small fraction (<1%). This equals the fractional amount of bandwidth needed for BloomBoard to fully operate. Similarly, for a 802.11a/b/g/n WIFI, 7200kbps usage is a very small fraction (<1%) of wireless bandwidth (for instance, 54,000,000 kbps).

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BloomBoard

BloomBoard Arkansas Rollout
Application Technical Specifications

Hardware

- Required:
  - Processor: 1 GHz or faster
  - RAM: 1 GB or greater
- Recommended:
  - Keyboard & mouse for optimum scripting and evidence collection functionality

Security

- FERPA-compliant through a variety of mechanisms including hardened, secure access to the application as detailed below:

Actor/Persona	Mechanism of Access
Web Browser Access for Principals, Teachers, etc.	HTTPS access, over 256-bit SSL encryption
District Portal SSO-based Web Browser Access for Principals, Teachers, etc.	HTTPS access with SAML, which uses 256-bit SSL encryption to transmit identities and login information. This also reduces the need for additional passwords by having a single login through the districts portal, thus removing that security weakness in the interaction.
Data Integration Access, for IT professionals at the district	SFTP AES Encrypted channels
System Administration Access, for BloomBoard Staff	SSH AES-encrypted channels over certificate-based VPN access

Action Items

- Whitelist the following email domains as safe senders:
  - bloomboard.com
  - amazonses.com
  - cmail1.com [apply AND logic to restrict to emails that contain BloomBoard in the subject and/or body]
- Ensure that compatible browsers are installed and set as the default browser to open emailed links

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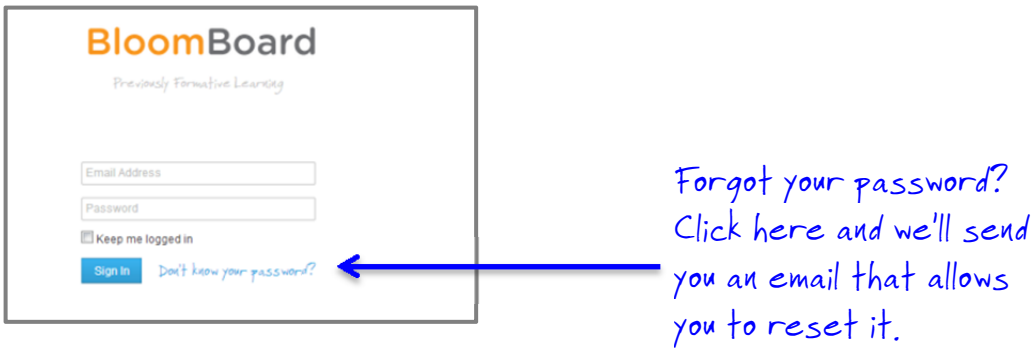
BloomBoard

The Basics

Signing In

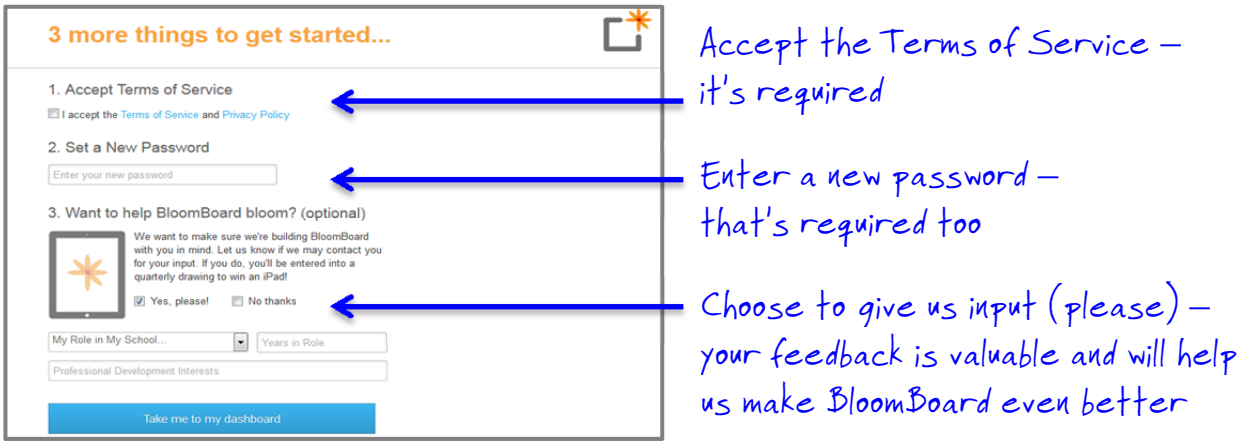
1. Open your internet browser of choice. BloomBoard is supported on Firefox, Safari, and Chrome. Internet Explorer supports BloomBoard only with the Google Chrome Frame extension.

2. Go to http://apps.bloomboard.com.

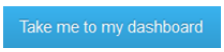


3. Enter your school email address.

4. Enter your password. Your initial password was emailed to you with the subject *Welcome to BloomBoard* when your account was created.



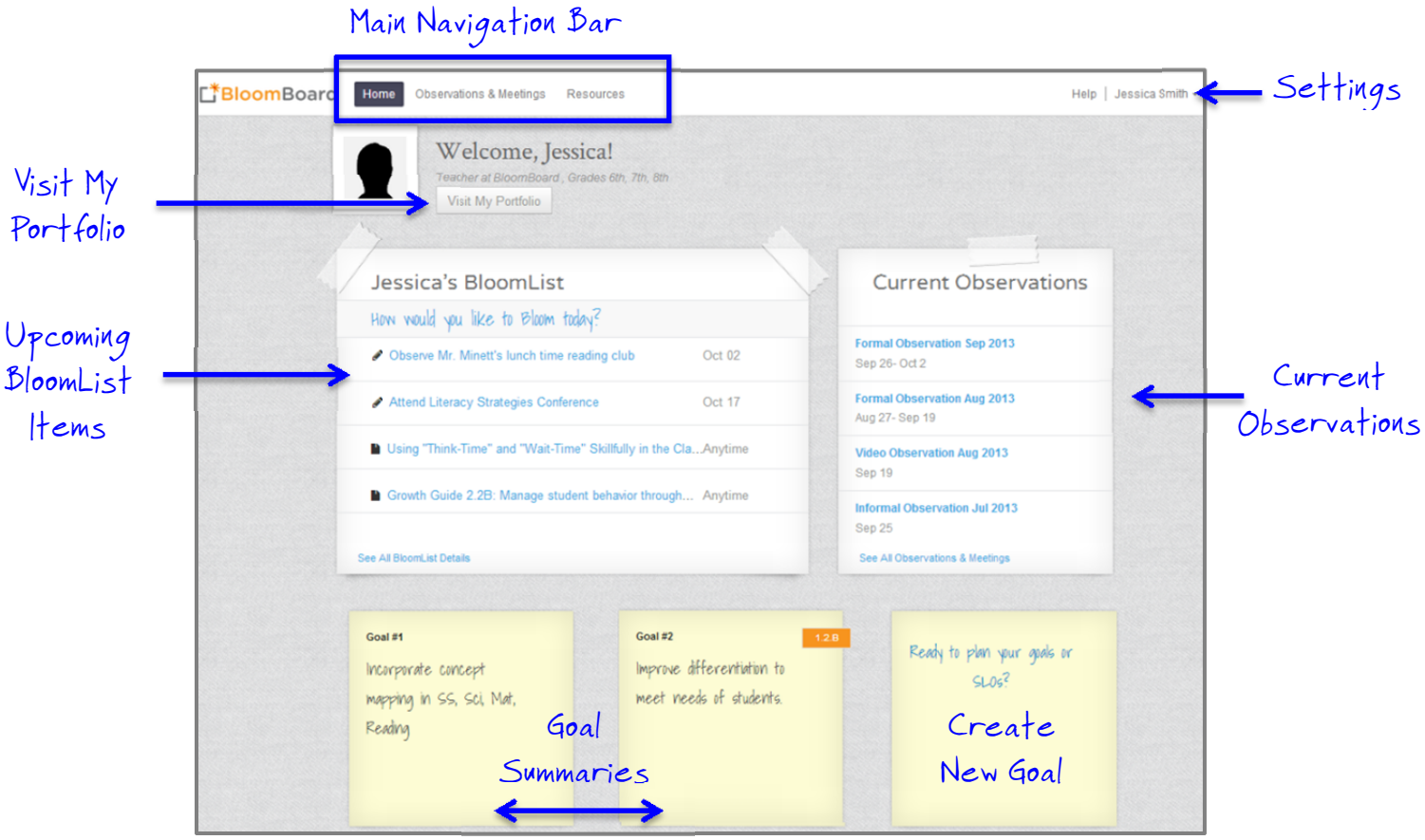
5. If this is your first time signing in, you are prompted to accept the terms of service, enter a new password, and choose whether to allow BloomBoard to contact you. After you have done so, you are asked to sign in using your new password.

6. Click *Take me to my dashboard*. 

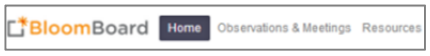
BloomBoard

Navigating the Site – Home Page

The home page opens after signing in. The home page allows you to navigate to the site's main sections, and offers access to areas and features that have been enabled by your district, and are appropriate for the teacher role. Take a quick home page tour by reviewing the screenshot and accompanying highlights below.



Main Navigation Bar

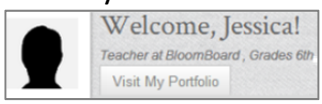


Navigate to the site section you wish to visit. Available sections are determined by both your role and the features enabled by your district.

Settings

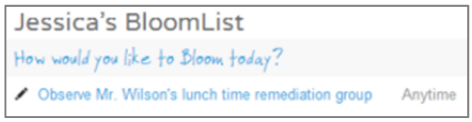
Use to update your profile; sign out; and transition between learner and observer (if applicable).

Visit My Portfolio



Click *Visit My Portfolio* to open the E-Portfolio.

Upcoming BloomList Items



Shows 4 BloomList items and provides access to the BloomList.

- Click the *How would you…* question to create a new BloomList item.
- Click a BloomList item (preceded by a pencil icon) to open the item.
- Click the *Details* link on the bottom to open the full BloomList.

Current Observations

Displays the 4 most current observations, and provides access to all observations.

- Click a link to open an observation.
- Click the *See all observations* link on the bottom to view all of your observations.

Goal Summaries

View and access goals displayed as sticky notes.

- Click a goal to open and modify the goal.
- Click the blank goal note to create a new goal.

Goals

BLOOMBOARD GOALS

Here at BloomBoard, we view masterful teaching as one of the most challenging professional aspirations that a person can hold. In order to get to that point, we believe that, as with any other undertaking of gigantic proportion, discrete, manageable goals are the best way to begin.

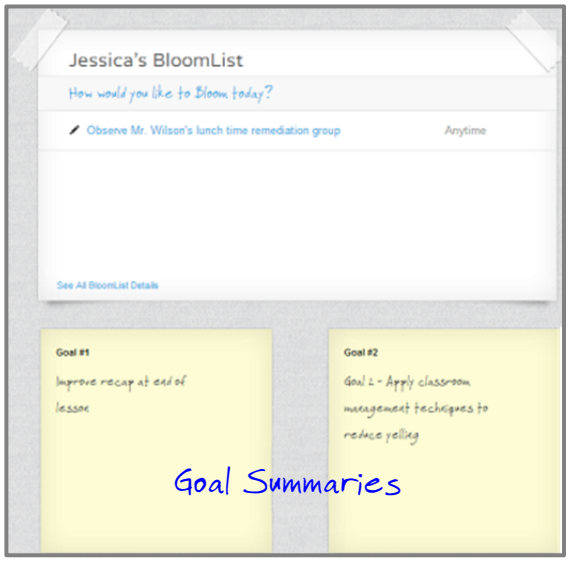
In setting your goals, we encourage you to engage in dialogue with your observer, creating a conversation about the improvement strategies that will allow you to meaningfully focus your practice on a day-to-day basis.

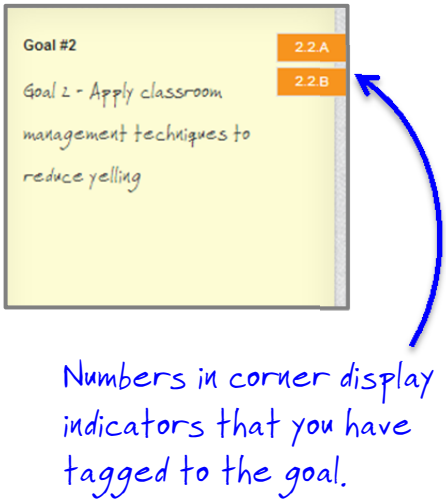
In order to be effective, however, the goal-setting process must be intrinsically motivated. Only you can be truly responsible for making a commitment to better your teaching. As a reflection of that responsibility, only you are able to create or edit goals for yourself in the BloomBoard system. To create goals, start with Goal Summaries.

Goal Summaries display on the bottom of the home page.

Goal Summaries

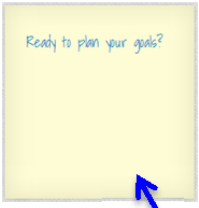
- A Goal Summary is a snapshot of a goal presented as a sticky note.
- You cannot add, edit or delete goals directly from the home page.
- Click a summary to open the details screen so you can enter and modify details.





BloomBoard

SETTING GOALS

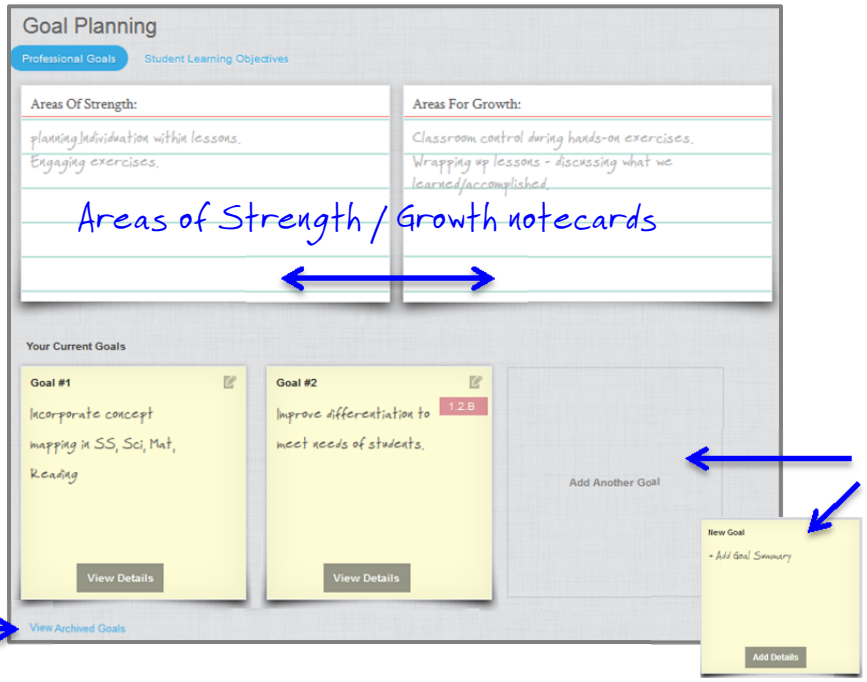


Click the blank note to open the Goal Planning page

1. Click the blank goal summary on the home page to open the Goal Planning page.
2. Click *Add Another Goal* in the sticky note outline to open a blank goal in which you can create a new goal summary.
3. Click the new note and type a short goal summary. When you are finished, press **Enter** or click outside the note.

Helpful Hint

Notecards work best for broad ideas. Goals are intended to be more actionable and specific.



Click the outline to open a new blank goal

View Archived Goals

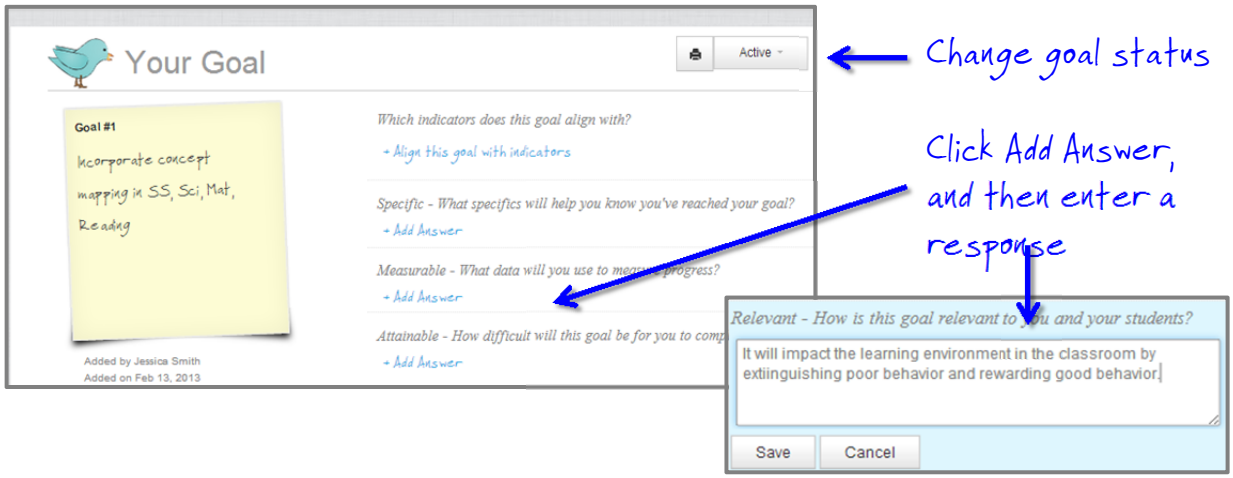
4. Click on the *Areas of Strength* or *Areas for Growth* notecards to add general thoughts about your teaching. Click outside the notecard to update the text.

Entering Goal Details

The goal details screen allows you to align a goal to indicators and define attributes, such as completion date. Districts choose their own detail questions, so your questions may vary from those shown below.

1. Click *View Details* at the bottom of a goal summary to open the Goal Details page. View Details

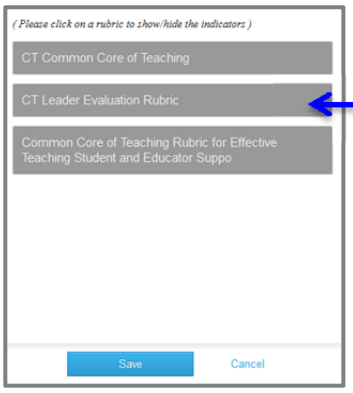
2. To answer a detail question, click *Add Answer*, enter a response in the text box that displays, and then click *Save*.



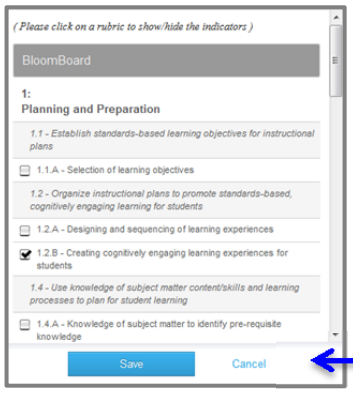
3. To align a goal with indicators, click the *Align this goal*…link to open the indicator table. + Align this goal with indicators

4. If your district has multiple rubrics, choose a rubric.

5. Use the checkboxes to select indicators you wish to align to your goal and then click *Save* when finished.



Click a rubric, if applicable, to open the appropriate indicators



Choose indicators from the table

Click Save or Cancel

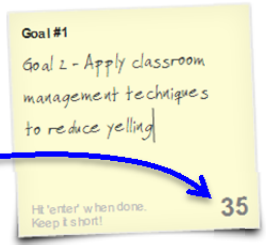
BloomBoard

EDITING GOALS

Editing Goal Summary Text

1. Click on the goal text to enable editing.

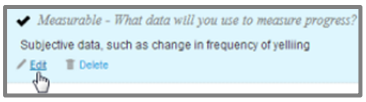
As you type, the software updates the number of characters left until the 100 limit is reached



2. Make desired modifications to the goal text and then press **Enter** or click outside the note to complete the modifications.

Editing and Deleting Goal Details and Indicators

1. To edit a goal detail from the goal details page, hover on the detail to view the *Edit* link.



Edit or delete a goal detail

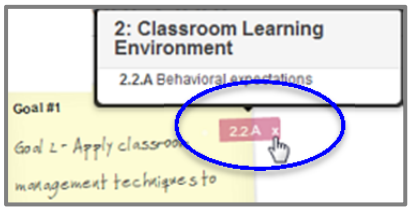
2. Click *Edit* to open the text box.

3. Make modifications and click *Save* when finished. Alternately, click *Delete* to remove the detail. The deletion is made instantly and is permanent.

4. To edit goal indicators, click the *Align this goal* link to open the indicator table.

5. Select and deselect indicators by clicking their check boxes.

6. Click *Save* when finished.



Helpful Hint: You can also delete an indicator by hovering on its red tag. When the description and x display, click the x. The deletion is made instantly and is permanent.

7. A notification displays above the goal page.

BloomBoard

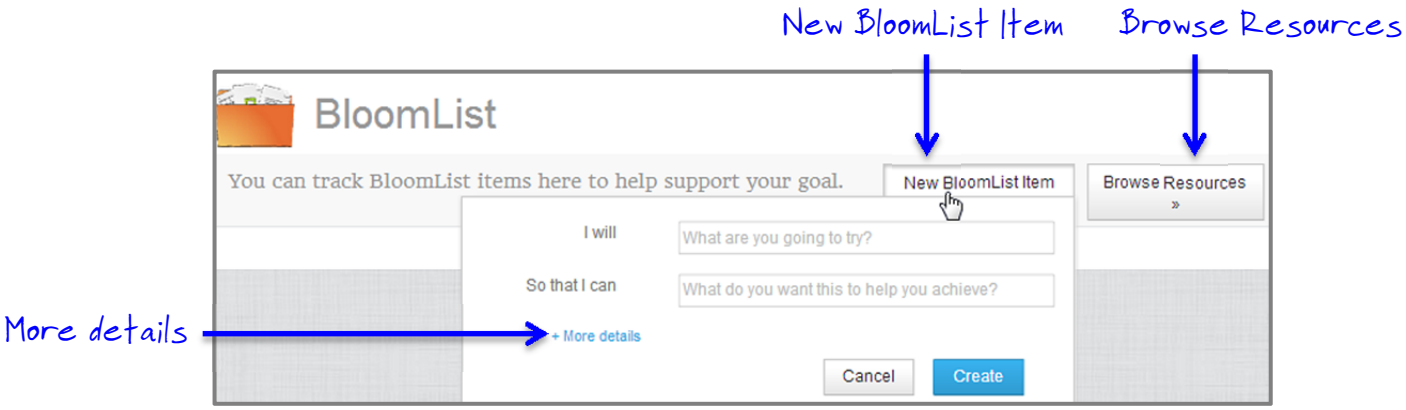
ADDING BLOOMLIST TO GOALS

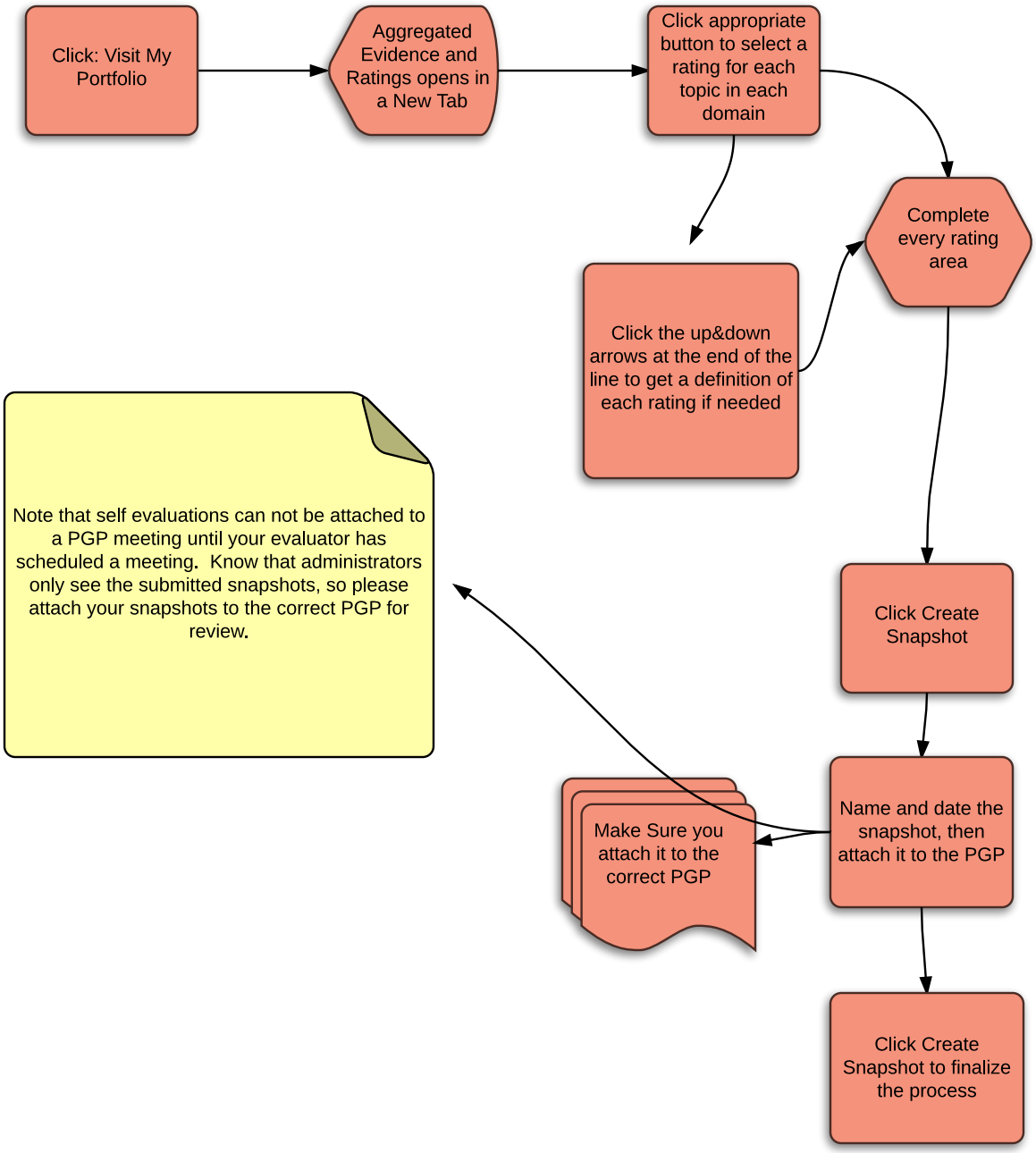
You can attach specific action items to your goal in the form of BloomList items or BloomBoard resources. Assign yourself an article to read, video to watch, teacher to observe, or other item that will help you achieve your goal. The BloomList and BloomBoard Resources are explained in more detail in their own sections.

1. From the bottom of a goal's Details page, click either *New BloomList Item* or *Browse Resources.*

2. If you choose a BloomList Item, complete the fields in the dialog box and then click *More details* to select the goal to attach.

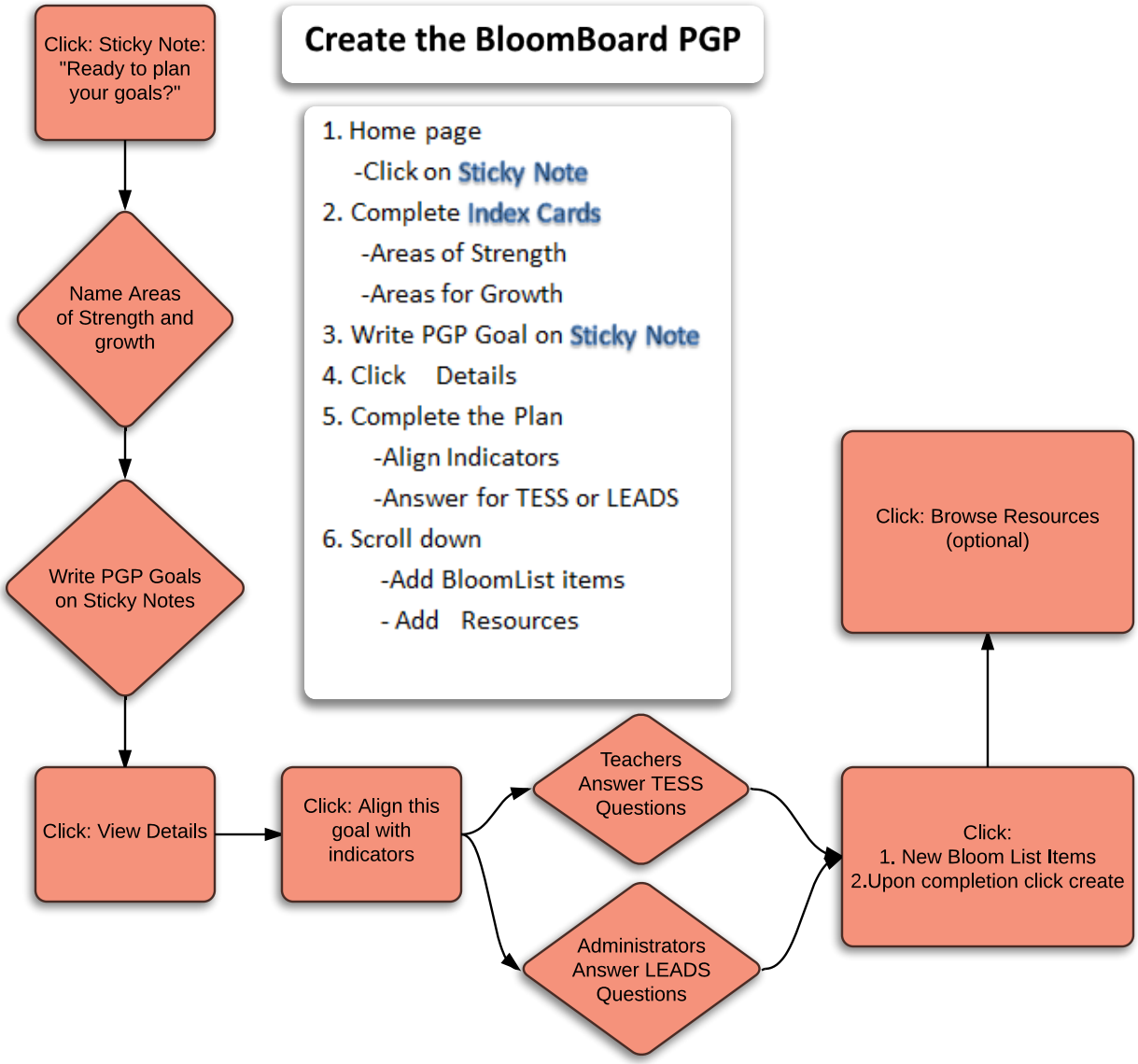
3. When finished, click *Create* to save the item or *Cancel* to exit the BloomList.



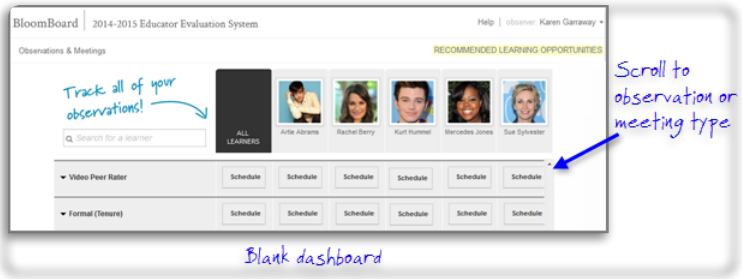

Click: Visit My Portfolio
Aggregated Evidence and Ratings opens in a New Tab
Click appropriate button to select a rating for each topic in each domain
Complete every rating area
Click the up&down arrows at the end of the line to get a definition of each rating if needed
Note that self evaluations can not be attached to a PGP meeting until your evaluator has scheduled a meeting. Know that administrators only see the submitted snapshots, so please attach your snapshots to the correct PGP for review.
Click Create Snapshot
Name and date the snapshot, then attach it to the PGP
Make Sure you attach it to the correct PGP
Click Create Snapshot to finalize the process

Create the BloomBoard PGP

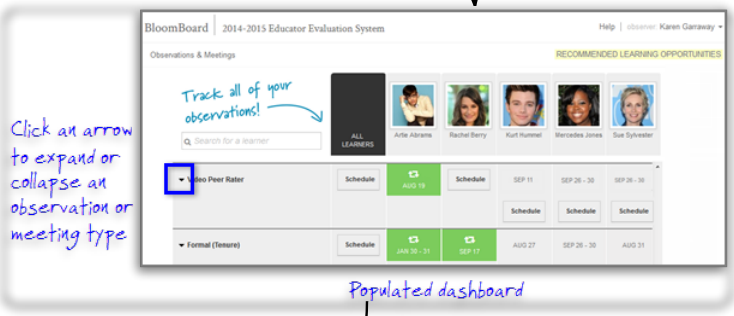
1. Home page
   - Click on **Sticky Note**
2. Complete **Index Cards**
   - Areas of Strength
   - Areas for Growth
3. Write PGP Goal on **Sticky Note**
4. Click Details
5. Complete the Plan
   - Align Indicators
   - Answer for TESS or LEADS
6. Scroll down
   - Add BloomList items
   - Add Resources



Scheduling Meetings and Observations



Blank dashboard



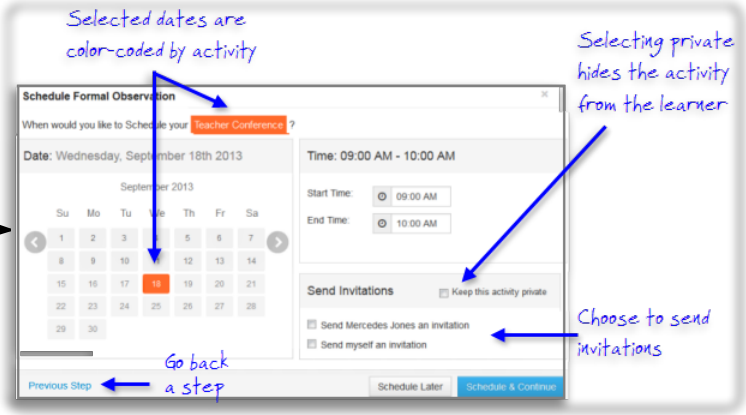
Populated dashboard

Click the Schedule button of appropriate observation or meeting

Select Date and Time

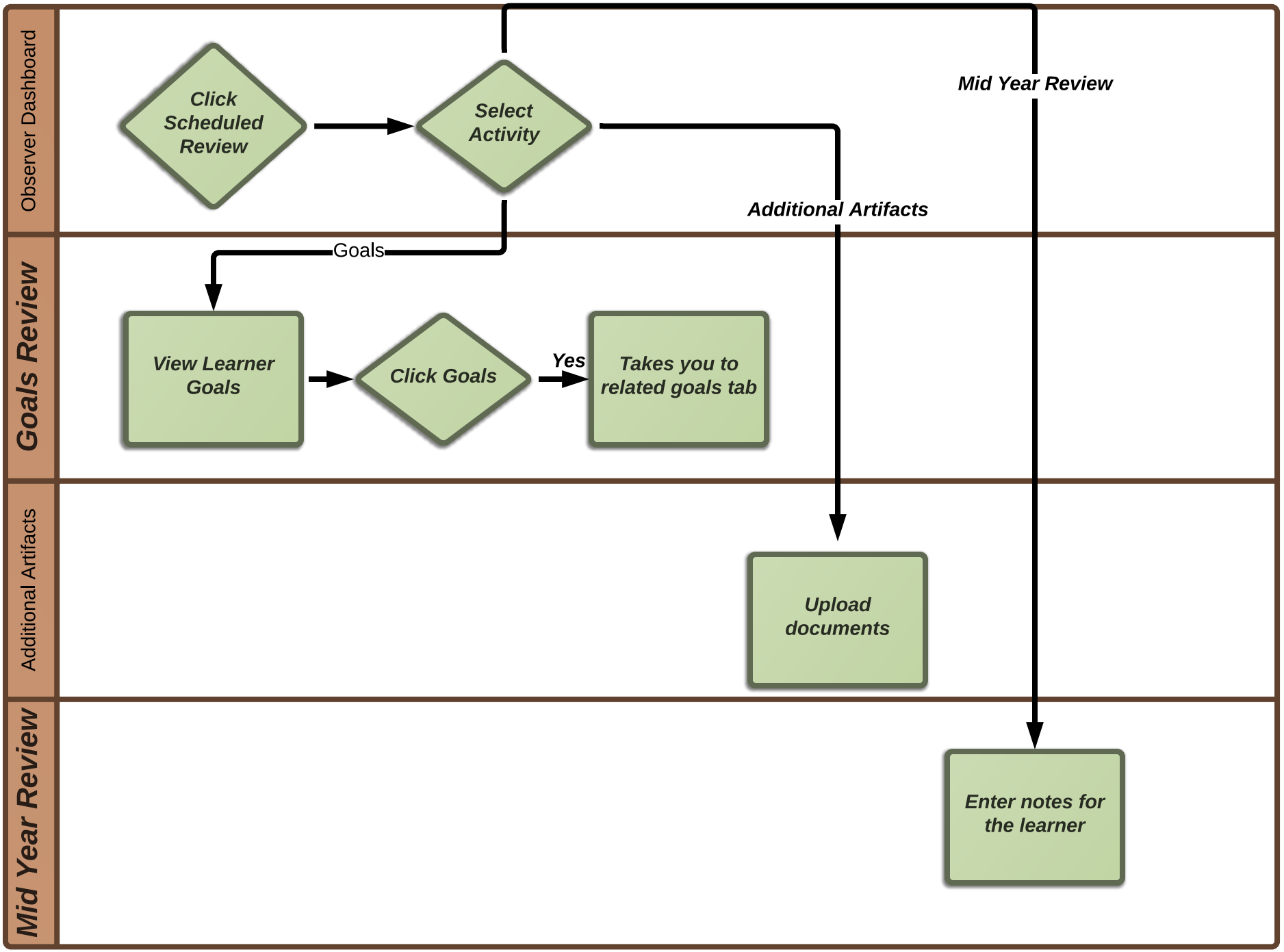
After selecting the date and time in the Schedule window click Schedule & Finish

associated Graphic



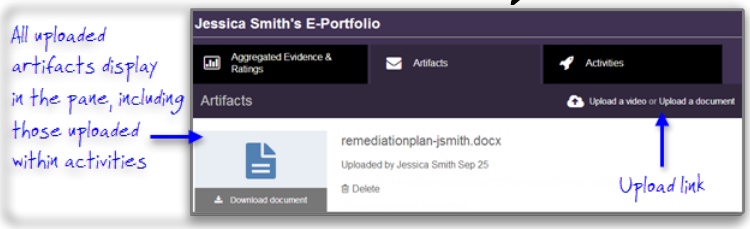
If the observation has multiple activities, you might click Schedule & Continue instead of Schedule and Finish after each step.

Mid Year Template



Open E-Portfolio → Click: Artifacts Tab → Click: Upload a Document

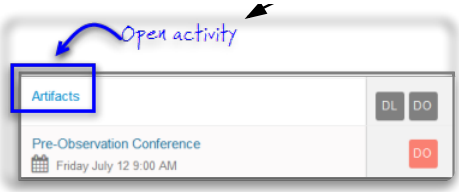
Graphic of process



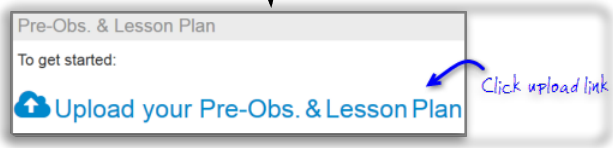
OR upload directly from an activity

Click: Activities tab → Click: Artifacts → Click: Upload link

Graphic of process



Graphic of process



Note that you can also attach artifacts to a scheduled meeting by creating a snapshot.

Teacher Excellence and Support System (TESS) and BloomBoard FAQ's

Q. Are the goals listed on BloomBoard the same as the PGP goals?

A. *Yes. The Learner's PGP Goals will be placed on the sticky notes at the bottom of the Learner's Homepage.*

Q. Does my PGP have to be put in BloomBoard?

A. *As TESS was implemented statewide this year, placing all elements of the PGP in BloomBoard was optional; however, when learners utilize BloomBoard's process for placing PGP Goals on the "sticky notes", the goals support evidence collection through alignment to TESS Rubric components on the "Goal Details Page" in BloomBoard. Another option is to upload the PGP template into BloomBoard as an artifact.*

Q. Do I have to have artifacts for every component?

A. *The requirement for the number of artifacts is a local decision, which will add to the evidence for teacher performance ratings.*

Q. How do I know which rubric is mine?

A. *When finding your rubric, consider your role not your position. Educators should work with evaluator to be sure there is agreement on rubric chosen.*

Q. What documentation will be in BloomBoard for a teacher on the Interim Appraisal Track (2B)?

A. *BloomBoard documentation is the same for all Learners: Professional Growth Plan goals and activities (with details for both), Observation Documentation, and Artifacts. The amount of documentation required is a district decision; however, quality of evidence should be emphasized over quantity.*

Q. Is the Intensive Professional Growth Plan in BloomBoard?

A. *No, there is not a separate Intensive Growth Plan format in BloomBoard. Growth Goals may still be placed in BloomBoard with the observer and learner utilizing the electronic platform to document progress; however, the district may choose to revert to the* ***Intensive Professional Growth Plan*** *which may be found on the ADE website. The central office administration may wish to seek legal advice on documentation for educators in an intensive track.*

Q. Who is required to have a summative evaluation?

A. *Novice Teachers, Probationary Teachers, Interim Appraisal Teachers in Track 2A, Teachers who have successfully completed intensive support status within the current or immediately preceding school year.*

Q. How long should my formal observation last?

A*. Formal observations should be at least seventy-five percent (75%) of the class period. The length of time for a formal classroom observation of a teacher teaching in a block schedule or in a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher's class period.*

Q. How long should an informal observation last?

A. *The length of an informal observation (which may be announced or unannounced) will vary at the discretion of the evaluator.*

Q. What is the difference between a Classroom Walkthrough (CWT) and an informal observation?

A. *An Informal observation varies in length and is scripted in BloomBoard which allows for evidence of effective practice to be matched (tagged) with rubric components. This facilitates appropriate performance ratings and feedback provided to the educator. The data from these observations can replace the data previously obtained from Classroom Walkthroughs, a tool that is not based on TESS and LEADS. Districts may choose to continue CWT checklist form, and may choose to submit the data as an artifact in BloomBoard.*
Optimally, districts will utilize informal observations to acquire data previously obtained from CWTs. In the past, districts used CWTs to develop trending practice data. Informal observations not only provide the evaluator with snapshots, but also go deeper and are based on evidence of effective practice. CWTs are not required by the Teacher Excellence and Support System.

Q. Do your PGP components have to be scored during every walk-through?

A. *No. Evidence for every component may not be observed. Choosing rubric components to be scored is a local decision.*

Q. If a district/school adopts a specific instructional strategy, and the strategy isn't documented during an observation, can you be rated 'Unsatisfactory'?

A. *If evidence is not observed during an observation, then the component should not be rated. Our system is evidence-centered. Evidence may be positive or negative; the lack of evidence does not allow a rating to be given. In this case, the observer may wish to visit a classroom to document progress in subsequent observations or discuss the lack of evidence with the teacher. A change in an educator's PGP may address this area for growth.*

Q. Should a teacher's observation ratings be uploaded in BloomBoard before the Post Conference?

A. *The timing of teacher performance ratings is a local decision. It will vary with the situation.*

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
- Importance of content • Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning • Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content • Use of oral and written language

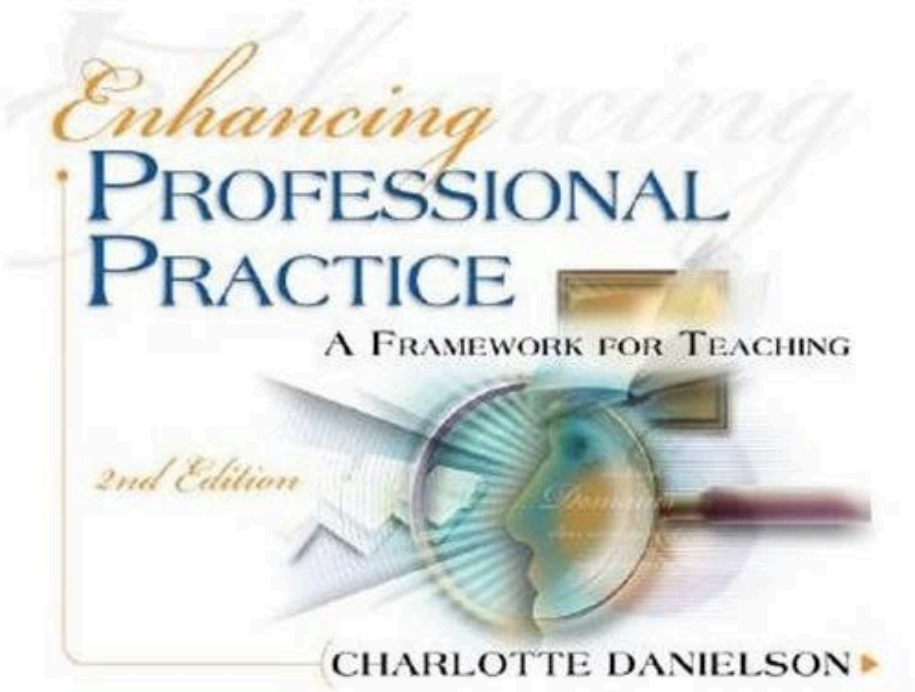
3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students • Persistence

The Arkansas Evaluation TESS Rubric for Classroom Teachers can be accessed electronically through the BloomBoard platform. Beginning with the 2014-15 school year, observation data will be collected electronically. The TESS rubric for classroom teachers is based on the work of Charlotte Danielson's 2007 rubric, found in her book, ***Enhancing Professional Practice: A Framework for Teaching*** (2nd edition).



Copies of the 2011 and 2013 Framework for Teaching Evaluation Rubrics can be downloaded from the following link:
http://danielsongroup.org/framework/

AR Teacher Excellence Support System (TESS)
Professional Growth Plan

Educator's Name_____ School _____ Year_____

Directions: Please refer to the appropriate TESS Rubric when completing this Professional Growth Plan. These steps will be repeated for each Professional Growth Goal.

STEP 1 – Targeted Area for Growth: Discuss your self-evaluation results, performance evaluation results, and your relevant student learning data. From this information, determine your targeted area for growth.	Evaluation Results and Student Learning Data: Targeted Area for Growth:
STEP 2 – Aligned TESS Domain/ Component(s): Align your Targeted Area of Growth (Step 1) with TESS Domains and Components of the appropriate evaluation framework.	Domain: Component(s):
STEP 3 – Professional Growth Goal: Based on your Targeted Area of Growth (Step 1), and the selected TESS Domain and Component(s) (Step 2), write a specific Professional Goal that you want to achieve. If multiple goals are established, the next steps will be repeated.	Goal:

AR Teacher Excellence Support System (TESS)
Professional Growth Plan

STEP 4 – Professional Growth Goal Plan: Write the steps you will follow to ensure that you reach your Professional Growth Goal (Step 3). Include the professional learning activities in which you will engage and a timeframe for each step.	Steps/Professional Learning	**Timeframe**

STEP 5 – Implementation and Monitoring: Create your Theory of Action based on what you are learning from implementing your Professional Growth Goal Plan (Step 4).	Theory of Action		
	Implementation Strategies	Results Indicators	Sources of Data to Monitor
	If I take the following actions	Then I will see the following change in my practices	Data source(s)
		Then I expect to see my students	Data source(s)

AR Teacher Excellence Support System (TESS)
Professional Growth Plan

Step 6: Reflection: Analyze the progress that you are making toward the accomplishment of your Professional Growth Goal (Step 4). If progress is not being made, revisit your professional growth plan and make the necessary adjustments.	Mid-year review	Your progress on your goal	Data source(s)
	End-of-year review	Your progress on your goal	Data source(s)

Our signatures below confirm we have met and established a professional growth plan for the upcoming school year.

A copy of this form as well as the Professional Growth Plan will be kept in the educator's evaluation file for future reference.

Educator Name: _____

Signature: _____Date: _____

Principal/ Designee Signature: _____Date: _____

Revisions and Updates: Track Recommendation for Next Year: _____

Date: _____

Date: _____

AR Teacher Excellence Support System (TESS)
Intensive Growth Plan

Educator's Name_____ School _____ Year_____

Directions: Please refer to the appropriate TESS Rubric when completing this Professional Growth Plan. These steps will be repeated for each Target or Professional Growth Goal.

STEP 1 – Targeted Area for Growth: Discuss the educator's, performance evaluation results, and relevant student learning data. From this information, determine the areas for which the educator has been placed in intensive support status and identify a specific target area for improvement, based on the appropriate evaluation framework. If multiple target areas are identified, repeat the steps for each target area.	Evaluation Results and Student Learning Data: Targeted Area for Growth:
STEP 2 – Aligned TESS Domain/ Component(s): Align the Targeted Area of Growth (Step 1) with TESS Domains and Components.	Domain: Component(s):
STEP 3 – Professional Growth Goal: Based on the Targeted Area of Growth (Step 1), and the selected TESS Domain and Component(s) (Step 2), write a specific Professional Goal that the educator should achieve. If multiple goals are established, the next steps will be repeated.	Goal:

AR Teacher Excellence Support System (TESS)
Intensive Growth Plan

STEP 4 – Professional Growth Goal Plan:	Steps/Professional Learning		**Timeframe**
Write the steps the educator will follow to ensure success in meeting or progressing in meeting the identified Professional Growth Goal (Step 3). Include the professional learning activities in which the educator will engage and a timeframe for each step.			
STEP 5 – Implementation and Monitoring:	Theory of Action		
	Implementation Strategies	Results Indicators	Sources of Data to Monitor
The Theory of Action will be created based on what the educator learns from implementing steps to achieve the Professional Growth Goal (Step 4).	If I take the following actions	Then I will see the following change in my practices	Data source(s)
		Then I expect to see my students	Data source(s)

AR Teacher Excellence Support System (TESS)
Intensive Growth Plan

Step 6: Reflection: Analyze the progress that the educator makes toward the accomplishment of the prescribed Professional Growth Goal (Step 4). If progress is not being made, document the status and make the necessary adjustments to the implementation steps and/or timeframe.	Review Date (add additional lines as necessary)	Progress on the goal	Data source(s)
	Final Review	Goal Achieved or Adequate Progress Made?	Next Steps

Our signatures below confirm we have met and established an intensive growth plan.

A copy of this form as well as the Intensive Growth Plan will be kept in the educator's evaluation file for future reference.

Educator Name: _____

Signature: _____ Beginning Date of ISS: _____

Principal/ Designee Signature: _____Ending Date of ISS : _____

Final Recommendation regarding Intensive Support Status:

_____

AR Teacher Excellence Support System (TESS)

AR TESS Pre-Conference Questions
Formal Observation - Track 1, Track 2A, or Track 3

Teacher's Name	Grade/Subject	TESS Track
Evaluator	Pre-Conference	Date of Observation

1. **(1a) How do the lesson concepts fit within the scope of the discipline?**

2. **(1b) How do you become familiar with the diversity (culture, learning styles, interest, special needs, etc.) of students in your class?**

   How do you use knowledge of the diversity in your classroom in planning instruction for students to be successful in reaching the learning goal(s) of the lesson?

3. **(1c) How does your lesson objective connect to prior lessons and future learning expectations?**

4. **(1c) What do you want students to know and be able to do as a result of this lesson?**

5. **(1d) What resources will you utilize to enhance this lesson?**

   How will these instructional resources help you achieve the learning goals for the lesson?

AR TESS Pre-Conference Questions
Formal Observation - Track 1, Track 2A, or Track 3

6. **(1e) Describe the structure of your lesson. How do you use the materials, methods, and activities to differentiate instruction for students to achieve the learning outcomes?**

   How will you actively engage ALL students in the learning process?

   Describe and explain the various groupings of students throughout the lesson.

7. **(1f) What methods of assessment (formative/summative) will you use to determine whether ALL students have mastered the learning goals?**

   How will you use assessment data to plan for future instruction?

8. **Is there anything else I need to know about the lesson?**

ARKANSAS TEACHER EXCELLENCE AND SUPPORT SYSTEM (TESS)

OBSERVATION EVIDENCE COLLECTION FORM (Optional)

Teacher_____ Grade/Subject_____ Date_____

Evaluator _____ Formal/Informal_____ TESS Track _____

Domain 2: **The Classroom Environment**	Domain 3: **Instruction**
2a. Respect and Rapport	3a. Communicate with Students
2b. Culture for Learning	3b. Questioning and Discussion Techniques
2c. Classroom Procedures	3c. Engaging Students
2d. Student Behavior	3d. Using Assessment
2e. Organize Physical Space	3e. Flexibility and Responsiveness

Domain 1: Planning and Preparation	Domain 4: Professional Responsibilities
1a. Demonstrating Knowledge of Pedagogy	4a. Reflecting on Teaching
1b. Demonstrating Knowledge of Students	4b. Maintaining Accurate Records
1c. Setting Instructional Outcomes	4c. Communicating with Families
1d. Demonstrating Knowledge of Resources	4d. Participating in a Professional Community
1e. Designing Coherent Instruction	4e. Growing and Developing Professionally
1f. Designing Student Assessments	4f. Showing Professionalism

AR Teacher Excellence Support System (TESS)

INFORMAL OBSERVATION FORM

Teacher: _____ Evaluator: _____

Observation Date: _____ Grade/Subject: _____

Time/ Period: _____

Component	Evidence	Rating	Comments

Informal Conference Date: _____ Teacher Initials _____ Evaluator Initials _____

AR Teacher Excellence Support System (TESS)

Post Conference Questions

Formal Observation – Track 1, Track 2A, or Track 3

Teacher's Name	Grade/Subject	TESS Track
Evaluator	Pre-Conference	Date of Observation

1. **How would you describe today's lesson?**

2. **(4a) What evidence is there that students did or did not learn the goals of the lesson?**

3. **(4a) What do samples of student work show about students levels of engagement and understanding during the lesson?**

4. **(4a) If you had the opportunity to work with the same students on this lesson again, what would you do the same? What would you do differently?**

5. **(4b) Please share your system for recording student assessment results.**

6. **(4b) Describe the system you have established to maintain your records of formative and summative assessments.**

Post Conference Questions
Formal Observation – Track 1, Track 2A, or Track 3

7. **(4b/4c) How do you provide feedback on assessments for students and/or families? Share your record system to support that feedback?**

8. **(4b) What role do your students have in maintaining their own records of learning? How do your students determine their learning status from records and communicate this to their families?**

9. **(4c) How do you communicate with parents/guardians? How do they respond to your communications?**

10. **(4c) How do you address the concerns of parent/guardians during the school year?**

11. **(4c) Please describe the roles that families have in your classroom? What methods do you use to encourage family involvement?**

Post Conference Questions
Formal Observation – Track 1, Track 2A, or Track 3

12. **(4c) How do your students participate in conversations with their families and with you, i.e., student led conferences, etc.?**

13. **(4d) How have you worked with colleagues on learning activities this year? Please describe some successes and areas for improvement for that collaboration.**

14. **(4d) What influence has your professional learning experience had on your instruction this year? Describe some specific examples of change resulting from professional learning?**

AR Teacher Excellence Support System

EXAMPLES of ARTIFACTS

Note: This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.

Domain 1: Planning and Preparations

a. Knowledge of Content and Pedagogy
- Standards/Pacing Guides with notations
- Task Analysis of Prerequisite Skills
- Research Articles on Content & Pedagogical Approaches
- Lesson Plans
- Units of Study
- Pre-Conference

b. Knowledge of Students
- Data Analysis/Test Scores/Data Notebook
- Child Development Research
- Child Development Charts
- Student Learning Profiles
- Surveys and Inventories (interest, learning styles, etc.)
- Assessments (reading, language, content, etc.)
- IEPs, AIPs, 504 Modification Plans
- Pre-Conference

c. Selecting Instructional Outcomes
- Standards/Goals/Pacing Guides
- Matrix or Spreadsheet for Tracking Different Instruction
- Units of Study
- IEPs, Modification Plans
- Differentiation Plan

d. Knowledge of Resources
- Internet Usage Report/Log
- Virtual Tours Report/Log
- Sign-in Computer Lab
- In-class Library Listing
- Guest Speaker & Guests Log
- Parent Partner List
- Resource Log

e. Designing Coherent Instruction
- Lesson Plans
- Units of Study
- Pacing Guides/Instructional Maps
- Modification Plans
- Grouping Matrix

f. Designing Student Assessments
- Lesson Plans
- Example Assessments
- Rubrics
- Checklists
- Modification Plans
- Self-Assessment and Peer-Assessment Instruments
- Assessment Matrix
- Various Formative Assessments
- Student Progress Template

EXAMPLES of ARTIFACTS

Note: This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.

Domain 2: Classroom Environment

a. Creating Environment of Respect and Rapport
- Action Plan
- Respect Worksheets/Activities
- Lesson Plans with Activities that Reflect Students' Interest

b. Establishing a Culture for Learning
- Mission Statement
- Class Motto
- Norms/Rules
- Student Assignment Revision Checklist
- Peer Review Worksheet
- Student Incentives
- Performance Management/Action Planning and Reflection
- Lesson Plans

c. Managing Classroom Procedures
- Rubric for Working as a Group
- Grouping Plan
- Classroom Transition Plan
- Materials and Supplies Management Plan
- Homework Policy/Plan/Procedures/Folder
- Teaching Routine Checklist
- Procedure/Routine for Non-Instructional (Poster or Checklist)
- Volunteer/Para-Professional Check-in/Sign-in
- Volunteer/Para-Professional Agenda/Plan/Activities

d. Managing Student Behavior
- Behavior Management Plan
- Posted Rules/Norms
- Code of Conduct
- Office Referrals
- Parent Contact Log with Notations of Behaviors
- Student Behavior Checklists

e. Organizing Physical Space
- Safety Checklist
- Drawing of Room Arrangement

AR Teacher Excellence Support System

EXAMPLES of ARTIFACTS

Note: This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.

Domain 3: Instruction

a. Communicating with Students
- Lesson Plans
- Units of Study
- Graphic Organizers
- Expectations for Learning Charts
- Printed Directions and Procedures
- Modification Plans
- Examples of Student Presentations/Plans
- Teacher's Peer-Review Report/Feedback

b. Using Questions & Discussion Techniques
- Lesson Plans
- List of Questions for each Lesson
- Examples of Student Questions
- Self-Assessment of Questioning Strategies Checklist/Template
- Norms/Guidelines for Student Discussion/Participation
- Discussion Rubric
- Student Participation Checklist
- Units of Study

c. Engaging Students in Learning
- Lesson Plans
- Differentiation Plan
- Assignments (Problem-based, Enrichment, Differentiated, Extension)
- Learning Contracts
- Student Engagement Checklist
- Alternative Project Proposal
- Grouping Plan
- Units of Study

d. Using Assessment in Instruction
- Printed Assessment Criteria
- Student-made Assessment Example(s)
- Examples of Variety of Assessments (Formative & Summative)
- Rubrics
- Self-Reflection/Assessment Instrument
- Examples of Written Feedback to Students
- Exit Tickets
- Lesson Plans
- Units of Study

e. Demonstrating Flexibility and Responsiveness
- Lesson Plans
- KWL
- Rewards/Incentives
- Teacher and/or Peer Observation Form

AR Teacher Excellence Support System

EXAMPLES of ARTIFACTS

Note: This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.

Domain 4: Professional Responsibility

a. Reflecting on Teaching
- Post-Conference
- Lesson Reflection Questionnaire
- Learning Logs
- Action Planning and Reflection Chart
- Lesson Plans

b. Maintaining Accurate Records
- Grades (hard copy and on-line)
- Attendance Log
- Assignment Checklist/Log
- Homework Record
- Student Progress Report
- Report Cards
- Permission Slips
- Health Records/Requirements
- Student Profile
- Student Portfolios
- Field Trip Brochure/Maps/Bus Information, Etc.
- Volunteer File
- Behavior Contracts
- Notes Sent and Received from Home

c. Communicating with Families
- Contact Log
- Web Site
- Notes Sent and Received from Home
- Newsletters
- Syllabus
- Parent/Teacher Conference Record
- Parent Night Sign-in and Agenda

d. Participating in a Professional Community
- PLC Meeting Agendas/Minutes
- Grade-Level or Content Meeting Agendas/Minutes
- Study Group Agendas/Assignments
- School Project Pictures/Plan/Outcomes
- Portfolio of School-Related Participation
- Teacher-Facilitated Professional Development
- Profession Community Log

e. Growing and Developing Professionally
- Course Work Syllabus, Certificate and/or Transcript
- Professional Development Log/Printout/Certificates
- Individual Professional Growth Plan
- Research Material Folder

f. Showing Professionalism
- Department Chair Verification
- Committee Chair Verification
- List of Tutors

TESS SUMMATIVE EVALUATION SCORING WORKSHEET - TEACHER RUBRIC

TEACHER NAME		**YEAR**	
EVALUATOR		**DATE**	

Scores are entered in the GRAY boxes only. Formulas are used to calculate values in the BLUE boxes.

DOMAIN 1	***Score (1, 2, 3, 4)**
1a Knowledge of Content and Pedagogy	
1b Demonstrating Knowledge of Students	
1c Setting Instructional Outcomes	
1d Demonstrating Knowledge of Resources	
1e Designing Coherent Instruction	
1f Designing Student Assessments	
DOMAIN 1 AVERAGE	0.00
DOMAIN 1 RATING	

***SCORES TO ASSIGN**
4 = Distinguished
3 = Proficient
2 = Basic
1 = Unsatisfatory

DOMAIN 2	***Score (1, 2, 3, 4)**
2a Creating an Environment of Respect	
2b Establishing a Culture for Learning	
2c Managing Classroom Procedures	
2d Managing Student Behavior	
2e Organizing Physical Space	
DOMAIN 2 AVERAGE	0.00
DOMAIN 2 RATING	

RATING SCALE USED
3.51 - 4.00 = Distinguished
2.51 - 3.50 = Proficient
1.51 - 2.50 = Basic
1.00 - 1.50 = Unsatisfactory

DOMAIN 3	***Score (1, 2, 3, 4)**
3a Communicating with Students	
3b Questioning and Discussion Techniques	
3c Engaging Students in Learning	
3d Using Assessment in Instruction	
3e Demonstrating Flexibility	
DOMAIN 3 AVERAGE	0.00
DOMAIN 3 RATING	

CALCULATION METHOD
Component scores in each domain are averaged for Domain Average.

Each Domain Average is 25% of the Overall Weighted Score.

DOMAIN 4	***Score (1, 2, 3, 4)**
4a Reflecting on Teaching	
4b Maintaining Accurate Records	
4c Communicating with Families	
4d Participating in a Professional Community	
4e Growing and Developing Professionally	
4f Showing Professionalism	
DOMAIN 4 AVERAGE	0.00
DOMAIN 4 RATING	

An evaluator shall place a teacher in Intensive Support Status if the teacher has an "unsatisfactory" in any of the domains. An evaluator may place a teacher in Intensive Support Status if the teacher receives "unsatisfactory" or "basic" in a majority of the components.

OVERALL WEIGHTED SCORE	
OVERALL RATING	

English for Speakers of Other Languages (ESOL) Considerations
For Teacher Excellence Support System (TESS)

This document is intended to serve as a resource for teachers and administrators who work with English Learners (ELs). This document was developed through funding from the Common Core State Standards Improvement Grant for Arkansas.

Framework for Teaching for all Students ***Taken from Charlotte Danielson's*** ***Framework for Teaching Instrument***	***Considerations for ELs***	***Possible Artifacts*** ***(Note: This list of possible artifacts could be used as evidence of a teacher's work. Additional artifact possibilities available on ADE website.*** http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system/tess-evaluation-forms)
Domain 1: Planning and Preparation		
Component 1a: Demonstrating Knowledge of Content and Pedagogy • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy **Indicators:** - Lesson and unit plans that reflect important concepts in the discipline - Lesson and unit plans that accommodate prerequisite relationships among concepts and skills - Clear and accurate classroom explanations - Accurate answers to student questions - Feedback to students that furthers learning - Interdisciplinary connections in plans and practice	Knowledge of • Second language acquisition theories • Differentiation and scaffolding techniques • Culture and diversity • Second Language (L2) literacy development, including how first language proficiency impacts second language learning	Articulates how • affective factors impact ELs' learning, e.g., phases of cultural shock, stress, anxiety, boredom, etc. • lesson plans integrate effective ESOL instructional practice • to access information regarding ELs (professional library, research articles, etc.)
Component 1b: Demonstrating Knowledge of Students • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs **Indicators:** - Formal and informal information about students gathered by teacher for use in planning instruction - Student interests and needs learned and used by teacher in	Knowledge of ELs' • culture • literacy development • educational background, including knowledge of first language (L1) proficiency • English Proficiency Levels • motivational factors, intrinsic and extrinsic, that impact ELs' learning	Working roster of ELs, including • English Language Proficiency (ELP) level • Limited English Proficiency (LEP) accommodations • Years in U.S. • Anecdotal notes on ELs • Assessment records • progress monitoring database Able to • articulate specific ELs' proficiency levels and cultural background

planning - Teacher participation in community cultural events - Teacher-designed opportunities for families to share heritage - Teacher-created database of students with special needs available for teacher use		• describe ELs' language growth and development for the current school year • utilize interest inventory when planning instruction Teacher participates in community cultural events
Component 1c: Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners **<u>Indicators:</u>** - Outcomes of a challenging cognitive level - Statements of student learning, not ability - Outcomes central to the discipline and related to those in other disciplines - Assessment of student attainment - Outcomes differentiated for students of varied abilities	Designs lesson plans so that the language objectives • align with ELs' individual needs • integrate ELP standards • that support the content objectives	Able to articulate • how ELP standards were integrated into lesson plan • how the language objectives align with ELs' individual needs • how language objectives impact lesson plans • how EL is progressing in language development
Component 1d: Demonstrating Knowledge of Resources • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students **<u>Indicators:</u>** - District-provided materials - A range of texts - Guest speakers - Internet resources - Materials presented by professional organizations - Teachers participating in continuing professional education courses or professional groups - Community resources	Use of increasingly complex texts according to ELs' needs and interests in combination with grade-level texts Strategic use of • a variety of materials that are age, grade-level, and language proficiency level appropriate and promote language development • L1 as a resource (cognates, transfer)	Articulates how • Texts are selected based on ELs' reading levels with thought given to increasing text complexity • resources are identified and how they are strategically matched to ELs' needs (e.g. realia, manipulatives, technology, visuals, demonstrations, anchor charts, graphic organizers, bilingual dictionaries, word-to-word dictionaries, print rich classroom environment, and other resources that support ELs' language development) • speakers, field trips, and other culturally appropriate resources are utilized and how they support ELs' academic and social growth

Component 1e: Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure **Indicators:** - Lessons that support instructional outcomes and reflect important concepts - Instructional maps that indicate relationships to prior learning - Activities that represent high-level thinking - Opportunities for student choice - The use of varied resources - Thoughtfully planned learning groups - Structured lesson plans	Purposefully plans for ELs' instructional needs	Lesson plans include • consideration of individual ELs' instructional needs, e.g., misconceptions, building background knowledge, learning gaps, questions, guided instruction, academic vocabulary, extension activities • how to make content comprehensible to all ELs • differentiated learning activities based on ELP level, including listening, speaking, reading, and writing Able to verbalize rationale for placement of ELs in specific grouping
Component 1f: Designing Student Assessments • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning **Indicators:** - Lesson plans indicating correspondence between assessments and instructional outcomes - Assessment types suitable to the style of outcomes - Variety of performance opportunities for students - Modified assessments available for individual students as needed - Expectations clearly written, with descriptors for each level of performance - Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction	Designs formative and summative assessments to • determine ELs' prior knowledge • formatively assess ELs' learning • guide instructional planning • document ELP growth • plan differentiated assessments based on ELP levels • plan for appropriate LEP accommodations with assessments	Multiple forms of assessment that may include • authentic assessments that integrate ELs' cultural background • peer assessments • self-assessments to monitor progress • rubrics to guide teachers and ELs • student-designed portfolios of work to documenting growth • journals/diaries • checklists • anecdotal records Articulates how • assessments are used to guide instructional planning, including re-teaching • accommodations are implemented for individual ELs

Domain 2: The Classroom Environment		
Component 2a: Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with other students **Indicators:** - Respectful talk and turn taking - Respect for students' background and life outside the classroom - Teacher and student body language - Physical proximity - Warmth and caring - Politeness - Encouragement - Active listening - Fairness	Encourages students' awareness of other cultures Consideration of ELs' diverse cultural backgrounds	Evident through observation: • teacher treats all students with genuine care and respect • teacher utilizes ELs' cultural background as an asset for learning • students from different cultural backgrounds demonstrate mutual respect Lesson plans reflect ELs diverse cultural and linguistic backgrounds
Component 2b: Establishing a Culture for Learning • Importance of the content • Expectations for learning and achievement • Student pride in work **Indicators:** - Belief in the value of the work - High expectations, supported through both verbal and nonverbal behaviors. - Expectation and recognition of quality - Expectation and recognition of effort and persistence - Confidence in students' ability evident in teacher's students' language and behaviors - Expectation for all students to participate.	Teacher believes all ELs can be successful in the classroom. ELs believe they can succeed in the classroom through their personal efforts. Teacher expects ELs to be active participants in their own learning.	Classroom procedures are designed to facilitate ELs' active participation. Classroom norms designed with respect to ELs' cultural backgrounds. Evident through observation: • ELs working towards completion of high quality work • high expectations for learning by ELs verbalized by teacher • perseverance toward mastery of content and language objectives expected
Component 2c: Managing Classroom Procedures • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals **Indicators:** - Smooth functioning of all routines - Little or no loss of instructional time - Students playing an important role in carrying out the routines Students knowing what to do, where to move	Teacher explicitly • designs classroom procedures with ELs in mind to maximize learning and participation • instructs how to work in collaborate in groups • teaches how to communicate in social settings, scaffolding for ELs' understanding, as necessary • demonstrates classroom procedures, scaffolding for EL	Evident through observation: • directions for procedures are expressed verbally and posted • ELs transition smoothly between learning activities • ELs, whose language level allows, can describe classroom procedures, when asked

	understanding	
Component 2d: Managing Student Behavior • Expectations • Monitoring of student behavior • Response to student misbehavior **<u>Indicators:</u>** - Clear standards of conduct, possibly posted, and possibly referred to during a lesson - Absence of acrimony between teacher and students concerning behavior - Teacher awareness of student conduct - Preventive action when needed by the teacher - Fairness - Absence of misbehavior - Reinforcement of positive behavior	Knowledge of cultural norms for behavior Teacher ensures that ELs understand classroom rules, scaffolding for their understanding as necessary	Classroom rules provided in ELs' first language and communicated to parents Documentation of direct communication with ELs' parents in cases of misbehavior using interpreter when needed Evident through observation: • ELs, whose language level allows, can describe classroom rules and consequences, when asked • teacher articulates cultural differences of ELs that could impact student behavior • teacher provides explicit instruction of behavior norms for the classroom, scaffolding as needed for ELs' understanding
Component 2e: Organizing Physical Space • Safety and accessibility • Arrangement of furniture and use of physical resources **<u>Indicators:</u>** - Pleasant, inviting atmosphere - Safe environment - Accessibility for all students - Furniture arrangement suitable for the learning activities - Effective use of physical resources, including computer technology, by both teacher and students	Encourage collaboration	Teacher designs classroom environment to enhance student interaction

Domain 3: Instruction		
Component 3a: Communicating with Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language **Indicators:** - Clarity of the purpose of the lesson - Clear directions and procedures specific to the lesson activities - Absence of content errors and clear explanations of concepts - Students' comprehension of content - Correct and imaginative use of language	Teacher • communicates content and language objectives to ELs • explains academic tasks and the procedures associated with it • links past learning and new concepts • integrates cultural background knowledge and experiences into instruction • uses appropriate speech for students' ELP levels • makes appropriate use of L1 for clarification of content • uses cognates	ELs are observed • articulating content and language objectives • using academic language appropriately Teacher: • pauses, as needed, during instruction to allow ELs to process information • clearly enunciates during instruction • uses language in a clear, straightforward manner, accompanied by a nonlinguistic representation • repeats content concepts and explains them in a variety of ways • explicitly teaches academic vocabulary • makes content comprehensible through use of visuals, realia, graphic organizers, etc. For beginning ELs, teacher uses simple structures such as subject-verb-object format and reduces embedded clauses
Component 3b: Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation **<u>Indicators:</u>** - Questions of high cognitive challenge, formulated by both students and teacher - Questions with multiple correct answers, or multiple approaches even when there is a single correct response - Effective use of student responses and ideas - Discussion in which the teacher steps out of the central, mediating role - High levels of student participation in discussion	Teacher • models how to formulate higher order questions • designs scaffolds to engage ELs in questioning and discussion • provides native language support • provides sufficient wait time for ELs	Teacher: • consistently provides sufficient wait time for ELs' responses • rephrases questions to support EL understanding • provides question and sentence frames to scaffold ELs in the development of high cognitive questions For beginning ELs, scaffolding procedures are evident, such as • slower rate of speech by teacher, clear enunciation, and simple sentence structure • strategic pairing with a language buddy, journal responses in native language (in the beginning), use of word-to-word dictionaries, etc. ELs are observed • actively engaging in classroom activities, e.g., Socratic circles, Numbered Heads Together, Think-Pair-Share, building on student responses, etc. • paraphrasing/restating questions and/or comments to demonstrate understanding

		• asking questions and contributing comments that demonstrate understanding and higher order 1thinking.
Component 3c: Engaging Students in Learning • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing **Indicators:** - Activities aligned with the goals of the lesson - Student enthusiasm, interest, thinking, problem-solving, etc. - Learning tasks that require high-level student thinking and are aligned with lesson objectives - Students highly motivated to work on all tasks and persistent even when the tasks are challenging - Students actively "working," rather than watching while their teacher "works" - Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection	Differentiated activities, instruction, and materials are based on ELP levels that address the various learning styles (auditory, kinesthetic, and visual) Grouping considerations support language and content objectives of the lesson Opportunities provided for ELs to practice new content knowledge in a multifaceted manner (i.e., other than textbooks) Culturally appropriate materials are selected that align with the progression of ELP levels and enhance meaning, clarify concepts, and make lessons more meaningful and relevant Lessons are structured and paced to match ELP levels	Teacher models student learning strategies specific to ELs • metacognitive - EL mentally plans how to complete a task, e.g., book reports, writing essays, etc. • cognitive - EL checks his/her own work, • social affective – explicitly teaching social skills to enhance learning, such as taking turns, participating in group discussions and cooperative learning situations Daily lessons and activities integrate all language domains (listening, speaking, reading and writing) to enhance learning for ELs. Grouping is • based on formative assessment results • includes whole group instruction, small group/partner activities, and independent tasks • based on various roles with explicit instruction by teacher on how to work effectively in a group, e.g., roles, responsibilities, etc. Materials are selected that • reflect multicultural perspectives • include hands-on activities that provide opportunities for ELs to practice using the new content knowledge, e.g. sentence strips, word cards, content specific manipulatives, etc. • make learning relevant and meaningful ELs are given • choice on how to complete tasks • opportunities to verbalize their learning to a peer • occasion to serve as resource to peers Pacing of the lesson • is chunked into manageable amounts for meaningful practice • provides ELs with the time necessary to reflect upon

		their learning
Component 3d: Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress **Indicators:** - Teacher paying close attention to evidence of student understanding. - Teacher posing specifically created questions to elicit evidence of student understanding - Teacher circulating to monitor student learning and to offer feedback - Students assessing their own work against established criteria	Teacher • identifies appropriate assessment accommodations • assesses ELs' learning in a variety of ways • provides differentiated assessments based on ELs' ELP levels • gives ELs appropriate feedback of content and language learning • designs peer and self-assessments for ELs to reflect on their content and language learning	Teacher • provides appropriate accommodations, e.g., extended time to respond, word-to-word dictionaries, read-aloud, preferential seating, etc. • uses a variety of formal and informal methods to assess ELs' ELP levels, e.g., one-on-one conversations, classroom discussions, probing questions, journals, portfolios, pencil & paper activities, quizzes, projects, exit tickets • models accurate syntax and pronunciation to improve ELs' responses. ELs self-assess their • language development based on ELD standards • understanding of the content based on clearly established criteria (rubrics) • work based on known criteria and performance standards
Component 3e: Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence **Indicators:** - Incorporation of student interest and events of the day into a lesson - Visible adjustment in the face of student lack of understanding - Teacher seizing on a teachable moment.	Instruction is based on formative assessment results, student backgrounds and interests	Teacher • uses formative assessment results to adjust lessons, as needed, for individual ELs • persists in seeking effective approaches for ELs who need help • cites others in the school and beyond whom s/he has contacted for assistance in reaching some ELs • seizes teachable moments, such as events in the EL's home country, cultural conflicts, ethnic celebrations, etc.

Domain 4: Professional Responsibilities		
Component 4a: Reflecting on Teaching • Accuracy • Use in future teaching **Indicators:** - Accurate reflections on a lesson - Citations of adjustments to practice, repertoire of strategies	Teacher accurately reflects on the effectiveness of the lesson in relation to the progress of individual ELs.	Teacher articulates how s/he • reflects on effectiveness of lessons • identifies necessary adjustments based on formative assessment results of their ELs, e.g., exit slips, class discussions, KWL charts, etc.
Component 4b: Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records **Indicators:** - Routines and systems that track student completion of assignments - Systems of information regarding student progress against instructional outcomes - Processes of maintaining accurate non-instructional records	Teacher documents individual EL's • language growth/progress • content knowledge	Teacher • involves ELs in learning to monitor their own language development progress • assists ELs in maintaining records of completed and overdue work assignments
Component 4c: Communicating with Families • Information about the instructional program • Information about individual students • Engagement of families in the instructional program **Indicators:** - Frequent and culturally appropriate information sent home regarding the instructional program and student progress - Two-way communication between the teacher and families - Frequent opportunities for families to engage in the learning process	Teacher • uses interpreter or translator, as needed • understands rights of parents regarding use of interpretation and translation services • involves EL families in school culture and educational process • works together with families as partners in education	Teacher maintains documentation of: • Logs (or notes) of phone calls, including interpreter documentation where appropriate • notes, emails sent to/from home, etc. • individual teacher's involvement in parent nights. • translated notes • newsletters, websites, syllabi, etc. • ways in which families were involved in the instructional program, e.g., interviews with parents or other family members, listening to their child read in the evenings
Component 4d: Participating in a Professional Community • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects **Indicators:** - Regular teacher participation with colleagues to share and plan for student success - Regular teacher participation in professional courses or communities that emphasize improving practice - Regular teacher participation in school initiatives - Regular teacher participation and support of community	Teacher • participates in a variety of professional growth opportunities to improve their instruction for ELs, e.g., book studies, use of technologies to collaborate, seek the input of peers or instructional coaches • contributes to LPACs • shares and gains ideas on ways to differentiate for ELs and to identify necessary interventions	Teacher maintains documentation of professional activities, which might include: • LPAC attendance • PLC participation • ESOL conferences • Participation in local cultural or ethnic events • Taking on a leadership role • Participating in a blog or other online professional growth activity • Sharing learning from professional development opportunities with school and/or district colleagues

initiatives	for struggling ELs	
Component 4e: Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession **Indicators:** - Frequent teacher attendance in courses and workshops; regular sharing of feedback - Participation in learning networks with colleagues; regular sharing of feedback - Participation in professional organizations supporting academic inquiry	Teacher • enhances pedagogical skills in relation to ELs • seeks out feedback from colleagues • looks for ways to better serve the profession	Teacher's PGP gives consideration to language development of ELs Teacher provides evidence of • Attendance in programs of studies or courses specific to ELs. • ESOL-specific PD • List of professional articles and books read • Membership and involvement in professional organizations, including making presentations to colleagues or at regional, state, or national conferences, serving on a board, etc. • Serving as a mentor to a colleague new to working with ELs • inviting colleagues and supervisors into the classroom for specific instructional feedback related to ELs • initiating action research project to improve EL instruction.
Component 4f: Showing Professionalism • Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations **Indicators:** - Teacher having a reputation as someone who can be trusted and often being sought as a sounding board - Teacher frequently reminding participants during committee or planning work that students are the highest priority - Teacher supporting students, even in the face of difficult situations or conflicting policies - Teacher challenging existing practice in order to put students first - Teacher consistently fulfilling school district mandates regarding policies and procedures	Teacher realizes need • to understand state and national laws that guide services to ELs and their families • to ensure that all students, including ELs, are respected in the school	Teacher • uses culturally appropriate language with students, families, and colleagues • demonstrates knowledge of national and state laws, and district policies/ procedures affecting the education of ELs and their families. Teacher is proactive in • working to serve ELs, seeking out resources when needed, e.g., EL needs eye glasses, hearing aids, family counseling, summer programs, scholarships, free/reduced lunches, etc. • helping to develop or implement school programs that support ELs • advocating for ELs and their families

ESOL for TESS Acronyms Defined	
CCSS	Common Core State Standards
EL	English Learner
ELD	English Language Development
ELP	English Language Proficiency
ESOL	English for Speakers of Other Languages
L1	First (native) Language
L2	Second Language
LEP	Limited English Proficiency
LPAC	Language Placement and Assessment Committee
PD	Professional Development
PLC	Professional Learning Community
TESS	Teacher Excellence Support System

TESS for PE Teachers

Presented November 12, 2013
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Disclaimer

The information in this presentation is neither Arkansas Department of Education policy nor the policy of any school district within the State of Arkansas. Because Arkansas is a local-control state, each district sets its own policies. Therefore, if your local district's policies or procedures conflict with the information in this presentation, your local district's policies and procedures take precedence.

Topics

- Two Enemies of Effective PE Class
- TESS Overview
- The Four Domains
- What It Looks Like for PE Class
- The Dirty Dozen of PE
- Resources

Two Enemies of TESS PE Class

SITTING

WATCHING

TESS Overview

AR-TESS Teacher Tracks

Track 1
*Probationary/Novice

Year 3
Summative Evaluation on all components; formative observations can focus on targeted growth areas, PGP reviewed following first formative evaluation and revised if necessary. PGP revised at end of year.

Year 2
Summative Evaluation on all components; formative observations can focus on targeted growth areas, PGP reviewed following first formative evaluation and revised if necessary. PGP revised at end of year.

Year 1
Summative Evaluation on all components; formative observations can focus on targeted growth areas, PGP developed following first formative evaluation. PGP revised at end of year.

Track 3
Intensive Support Status

Summative Evaluation on all components.

Intensive Professional Learning Plan

Multiple formal and informal observations

Multiple conferences between teacher/evaluator

May remain in Track 3 for 2 semesters. 2 additional semesters may be added if improvement is observed.

Track 2
Interim Teacher Appraisal Process

2A: Summative Evaluation
Summative evaluation on all components once every three years; formative observations can focus on targeted growth areas. PGP is used throughout the year. PGP may be revised after formative evaluation.

2B: Interim Appraisal Process

2B2:Observations focus on targeted areas of PGP.
A modified evaluation is based on specific components of the rubric included in the PGP over the two year cycle.

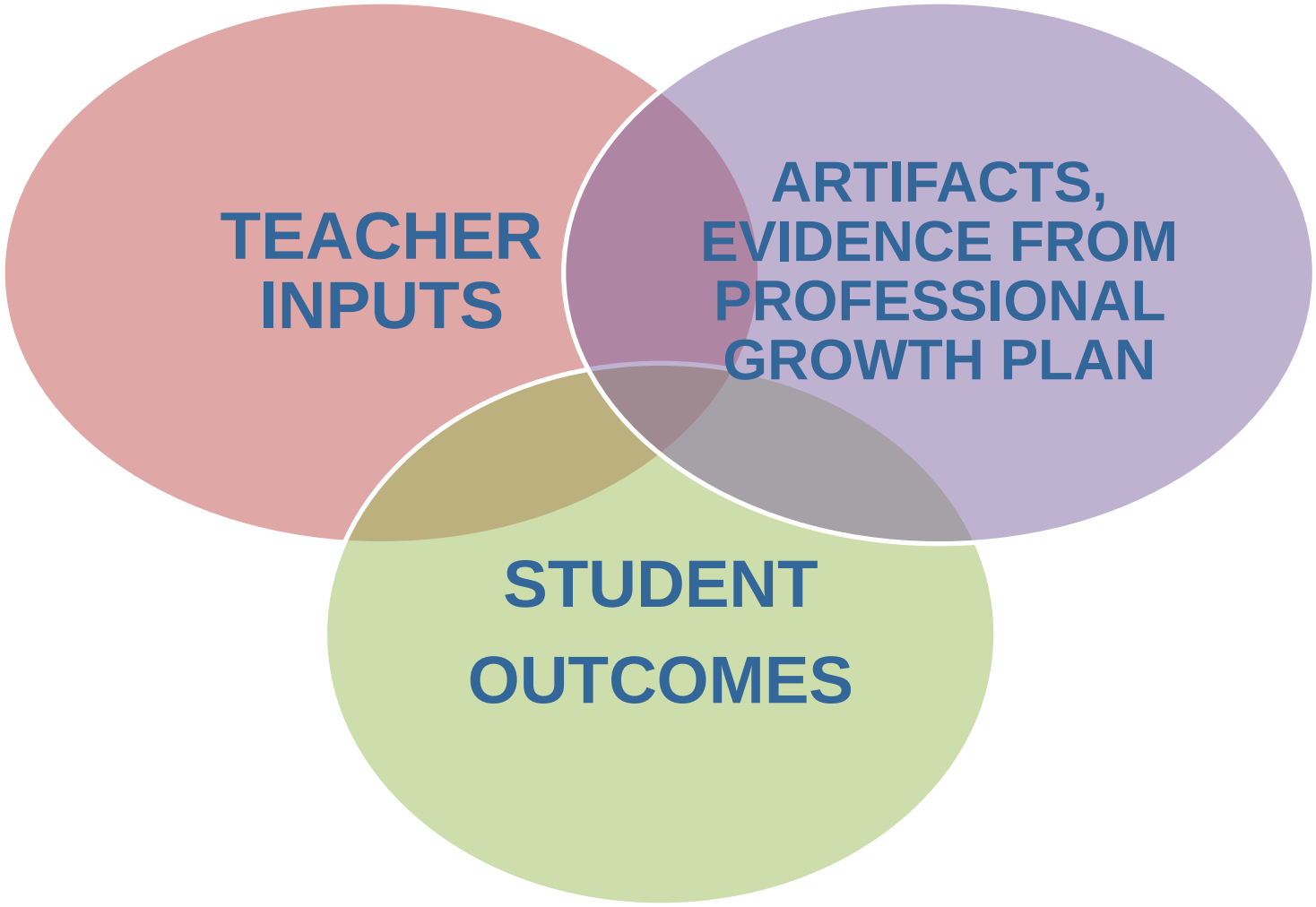
2B1: Observations focus on targeted areas of PGP.
A modified evaluation is based on specific components of the rubric included in the PGP over the year.

***A first year teacher will be considered both a novice and probationary teacher.**
***"Probationary teacher" means a teacher who has not completed three (3) successive years of employment in the school district in which the teacher is currently employed. A teacher employed in a school district in Arkansas for three (3) years will complete the probationary period.**
***An employing school district may, by a majority vote of its directors, provide for one (1) additional year of probationary status.**
***District Policy is required to place all new employees incoming to the district from another district /state on a one-year probationary status.**
TESS does not conflict, nor is it meant to replace the Arkansas Teacher Fair Dismissal Act (ATFDA).

Performance Levels

	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using questioning / prompts and discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition.
	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.	Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate.	Students formulate many questions, initiate topics and make unsolicited contributions.
	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Students themselves ensure that all voices are heard in the discussion.

Evidence


TEACHER INPUTS
ARTIFACTS, EVIDENCE FROM PROFESSIONAL GROWTH PLAN
STUDENT OUTCOMES

Artifacts

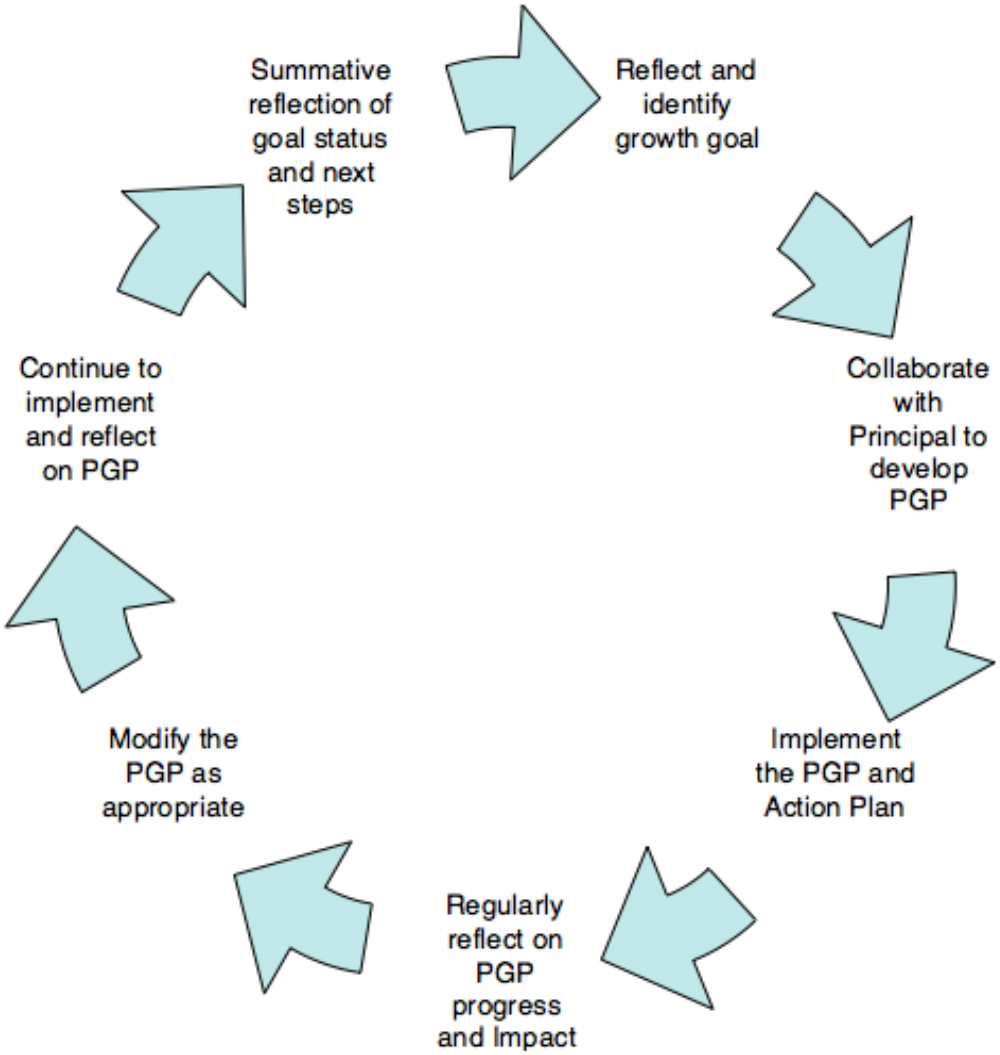
- Artifacts may include
  - Self-Assessment
  - Professional Growth Plan
  - Unit/Lesson Plans
  - Instructional Materials
  - Family Communication

- Artifacts are NOT
  - Created simply to demonstrate compliance
  - ‘Additions’ to teachers’ work!

Artifacts already exist as result of a teacher’s normal work to improve instruction.

Professional Growth and Self Reflection

Reflective Practice and PGP Cycle



The Four Domains

Domain 1 Planning and Preparation	Domain 2 Classroom Environment
Domain 4 Professional Responsibilities	Domain 3 Instruction

What It Looks Like for PE Class

1a - Demonstrating Knowledge of Content and Pedagogy

- The teacher can identify important concepts in the discipline, and their relationship to one another. For example, why teaching the concept of *force* is important when teaching a serve in volleyball.
- Teacher plans instructions that scaffold skills and concepts to build student understanding based on students' prior knowledge of the concepts and skills. Teacher can relate the skills and concepts of the discipline to other skills and concepts within the discipline. For example, the relationship between a basketball dribble and the soccer dribble.
- Teacher selects appropriate strategies to engage students in the content that not only align with the concepts being taught but also include alternative strategies within the lesson to meet the needs of all students. The teacher is also open to trying new strategies to help students understand the content.

What It Looks Like for PE Class

1b - Demonstrating Knowledge of Students

- Teacher plans lessons that are developmentally appropriate for the age level and includes activities and experiences that meet the needs of the age group.
- Teacher understands typical developmental characteristics of the age group and recognizes and makes adjustments necessary when there are exceptions. Adjustments might include pace of lesson, adaptations to equipment or rules, and/or use of visuals to assist in understanding concepts.
- Teacher has identified “high”, “medium”, and “low” cognitive and/or motor skill groups in the class. Teacher is aware of the different cultures and interests in the class and incorporates this knowledge in planning the lesson.

What It Looks Like for PE Class

1c - Setting Instructional Outcomes

- **Outcomes are suitable to groups of student in the class, differentiated when necessary.**
- **Outcomes represent high expectations that are related to the "big ideas" of the discipline and are written in terms of what the student will *learn* rather than *do*. For example: *the students will learn the proper mechanics of the overhand tennis serve. This skill is necessary in order to participate in a game of tennis.***
- **Outcomes reflect different *types* of learning: factual, conceptual, reasoning, social, management, and communication.**

What It Looks Like for PE Class

1d - Demonstrating Knowledge of Resources

- Equipment is chosen to accommodate a variety of developmental levels such as using beach balls and/or Volleyball Trainers for teaching volley ball skills to younger or less skilled students.
- Instruction is supplemented with internet resources and/or guest speakers. For example, using a video clip from YouTube to demonstrate what a Double Dutch jump rope routine might look like or bring in older students to demonstrate and help provide feedback.
- Technology is integrated into the lesson in a meaningful way such as using heart rate monitors of pulse sticks when teaching the concept of *exercise intensity.*
- Teacher makes students aware of opportunities to be active outside of the school setting such as through youth programs, community recreation centers, etc.
- Teacher pursues opportunities to expand knowledge through professional learning groups, organizations, publications and universities.

What It Looks Like for PE Class

1e - Designing Coherent Instruction

- Learning activities are matched to instructional outcomes and promote higher-level thinking – thinking that prompts students to ask *why, when, and how* - For example, "*why did the ball go in that direction? What form elements impact the direction of flight of the ball*?"
- The plan for the lesson or unit is well structured with reasonable time allocations.
- Teacher provides a variety of appropriately challenging materials and resources and groups student accordingly to maximize learning and build on student strengths and previous knowledge.

What It Looks Like for PE Class

1f - Designing Student Assessment

- Assessment criteria and rubrics are clear and may be posted.
- Teacher uses formative assessment observations to determine which students need to be challenged and which students have misunderstandings.
- Though the teacher plans to give a written test to most students, he/she may chose to give the test on games strategies verbally to a student who struggles with writing.

What It Looks Like for PE Class

2a - Creating an Environment of Respect and Rapport

- Teacher addresses students by name and when appropriate gets down on the same level as the student when working with them.
- Students are attentive to what the teacher is saying
- Teacher and students use courtesies such as *please/thank you, excuse me"* when addressing each other.

What It Looks Like for PE Class

2b - Establishing a Culture for Learning

- Teacher communicates the importance of learning the skill(s) and concepts of the lesson. For example: *"It is important to learn how to dribble the ball with the correct amount of force so that we don't lose control of the ball".*
- Teacher demonstrates a high regard for student abilities and conveys an expectation of high levels of student effort. For example: "*this may be hard at first but with practice you all will be able to serve the ball over the net".*
- When asked, students can show/tell what the critical attributes of the lesson are, and recognize their own progress and that of others. For example, when asked what the critical attributes or *cues* are for a chest pass are, the student will respond *"elbows out – step – push".*

What It Looks Like for PE Class

2c - Managing Classroom Procedures

- Teacher has an effective and efficient routine for taking attendance and dealing with other *housekeeping* details such as handing out or collecting materials such as homework, task cards, written tests and journals.
- Teacher has an established routine for creating groups and getting/returning equipment and when appropriate, uses a *timing* technique such as a countdown to signal students to be *ready.*
- Students understand their roles and responsibilities when working in small groups such as establishing roles and/or *"order of go"* and ensuring the group has adequate space for the activity to be done successfully and safely.

What It Looks Like for PE Class

2d - Managing Student Behavior

- The teacher moves to every section of the gym, constantly monitoring student behavior.
- Students respond to non-verbal signals from the teacher.
- Standards of conduct appear to have been established. For example, rules have been posted in the room and/or teacher asks student *"what is our rule about finding a partner?"* and student gives correct response.
- Teacher uses a respectful yet effective tone of voice when addressing misbehavior.

What It Looks Like for PE Class

2e - Organizing Physical Space

- The gym area is free of obstacles and walls and poles are padded when appropriate.
- Spacing of students is appropriately safe for the activity. For example, students have sufficient space in which to turn their jump rope without endangering other students.
- When able, teacher adjusts the height of the baskets to appropriately accommodate the students.

What It Looks Like for PE Class

3a - Communicating With Students

- Teacher communicates clearly the purpose of the lesson – why the learning of the skill or concept is important, and any critical attributes (teaching cues), and links the lesson to previous learning such as when teaching weight transfer in tennis *"just like we did when learning to throw a football".*
- Teacher explains the drill or activity in multiple ways, using auditory, visual, and kinesthetic approaches. Teacher makes no content errors, using vocabulary and correct vocabulary that is appropriate to the student's age and level of development.
- Teachers' explanations are clear and invite student participation and thinking.
- It is clear that the students are on task and focused on performing the skills to the best of their ability and recognize their own progress and that of others. For example, when asked if they improved during the lesson a student might respond *"Yes, I could not serve over the net at first but now I can!"*

What It Looks Like for PE Class

3b Using Questioning/Prompts and Discussions

- Teacher uses a variety of techniques to ask high quality questions and gives adequate wait time for students to respond and before giving own response or calling on another student. For example, when teaching the concept of *intensity*, the teacher may ask the students to perform three different activities and check their pulse after 1 minute of each one. The teacher may then ask *"Which activity did you find to be more intense? How do you know?"*
- Teacher aims for questioning and discussion among students by regularly inviting students to respond to other students' comments or to ask questions of other students. For example "*Talk to your partner about ways you might increase the intensity of one of these activities."*
- Teacher keeps questions focused and on topic, monitoring the quality and quantity of student contributions and elicits participation using a variety of sensory modes (verbal, kinesthetic, and spatial).
- Teacher posts questions where students can respond on own time.

What It Looks Like for PE Class

3c - Engaging Students in Learning

- Teacher adjusts the pace of the lesson provides students the time needed to be intellectually engaged.
- Activities clearly appear relevant to the learning goals and developmentally appropriate for these particular students.
- Students are grouped in ways that enhance learning and student interest and peer coaching is incorporated when appropriate.
- The teacher uses modified rules or equipment to ensure the success of the students. Students are often allowed choices of equipment or levels of play as a means to challenge themselves.

What It Looks Like for PE Class

3d - Using Assessment in Instruction

- Teacher circulates around the gym and offers suggestions/corrections that lead to improved student performance.
- Students know what the learning objectives and performance criteria are and are aware when they are successful.
- Teacher use a specifically-formulated question to elicit evidence of student learning. For example, *"what part of your hand should you use to dribble the ball?" "My fingertips."*
- Students use a written or verbal check list to self-assess progress in skill development.

What It Looks Like for PE Class

3e - Demonstrating Flexibility and Responsiveness

- When necessary, the teacher makes adjustments to the lesson to enhance understanding.
- The teacher is able to provide alternative approaches to try students experience difficulty. For example, the student might be encouraged to stand closer to the net in order to successfully get a serve over the net.
- Teacher identifies students most at risk for learning difficulties in each lesson and uses multiple strategies and resources to accommodate student learning difficulties.

What It Looks Like for PE Class

4a - Reflecting on Teaching

- Teacher assesses the results/success of the instructional activities by asking him/herself: *"Were the learning goals met?" "Did student responses to questions indicate understanding?" "Were student groupings appropriate for the tasks?" "Was student behavior appropriate?"*
- Teacher makes a few specific suggestions about what to try next time they teach the lesson. These might include changes in groupings, lesson pace, equipment, questions asked, etc.

What It Looks Like for PE Class

4b - Using Multiple Student Data to Modify Instruction and Improve Student Learning

- Teacher uses a clipboard or technical device (palm, computer notebook) to record student progress during formative assessment.
- Teacher's system effectively tracks student progress toward learning goals.
- Teacher can readily access assessment information for students and parents.
- Teacher has a system for checking out equipment. For example, the teacher uses a spreadsheet to check out and track pedometers used during class or outside of the PE classroom.

What It Looks Like for PE Class

4c - Communicating With Families

- Teacher maintains a website or sends home a newsletter providing parents with information about the PE program.
- Teacher contacts parent/guardian with concerns regarding skill performance, participation and or behavior.
- Teacher may send home *at home practice* ideas, information about an upcoming *Fun Run*, or invitations to a *Family Activity Night.*
- When appropriate, communications are provided in *home languages* and activities are planned for times that do not conflict with cultural holidays, etc.

What It Looks Like for PE Class

4d - Participating in a Professional Community

- Teacher regularly participates in department meetings, sharing ideas and strategies for improving student learning.
- Teacher volunteers to participate on a building/district committee.
- Teacher volunteers to participate in school/district events such as curriculum night or ice cream social, and heads the school-wide family activity night and/or leads an activity at the district wellness fair.

What It Looks Like for PE Class

4e - Growing and Developing Professionally

- Teacher seeks out and participates in professional conferences, workshops, classes; and shares new information with colleagues.
- Teacher regularly visits professional websites such as AAHPERD/NASPE and PECentral to access resources that will enhance the learning of his/her students.
- Teacher invites colleagues into the gym to observe a 4th grade tennis lesson for the purpose of obtaining insight from their feedback.
- Teacher readily shares with a new PE teacher his/her progression for teaching jump rope skills to primary age students.

What It Looks Like for PE Class

4f - Showing Professionalism

- Teacher is trusted by his/her regular classroom colleagues to keep confident information shared about a particular student.
- Teacher notices significant developmental delays when a student moves around the gym; he/she calls in the physical therapist to observe this student and make recommendations for further intervention strategies.
- When asked to add a new unit such as lacrosse to his/her program, the teacher seeks the knowledge to provide adequate instruction in this activity to the students.
- Teacher learns to use the district's new fitness recording program, such as FitnessGram or Welnet.

The Dirty Dozen of PE Class

12 Student Activities and Teaching Practices To Avoid

These activities and practices tend to…

- Waste time
- Damage effective instruction
- Indicate poor prior planning
- Interfere with students' developing a love for physical activity
- Undermine the purposes of the TESS

The Dirty Dozen of PE - Games

- Dodge Ball - inflicts pain, harm, injury, and embarrassment on one's opponents
- Duck, Duck, Goose - minimal student participation and activity
- Giants, Elves, and Wizards - minimal student participation, very complicated rules
- Kickball - minimal student participation and activity, potential for embarrassment when a batter misses the rolling ball, and hitting players with a thrown ball

The Dirty Dozen of PE - Games

- Relay Races - an eight-minute activity in which a student gets one 20-second chance to “go,” and either succeed or fail in front of classmates’ eager eyes

- Steal the Bacon - a sideline game in which two opposing players come out to the center of the court and compete against each other in front of the entire class

- Line Soccer - another sideline game where two opposing players compete in front of the entire class for the opportunity to kick a soccer ball directly at the head, stomach, or other body part of a member of the defending line

The Dirty Dozen of PE - Games

- Messy Backyard - students on opposing teams frantically throw objects over a barrier into the other team's court until the whistle is blown
- Red Rover - one at a time, players attempt to run through the team on the other side of a court
- Tag - another self-defeating elimination game in which slower players who are caught must leave and wait for faster players to finish up
- Tug of War - children get rope burns on their hands, get dragged along the ground, and get trampled on by their teammates
- Capture the Flag - a large-sided/low-participation activity that mostly excludes the slowest skilled movers who then wait for the faster players to rescue them

The Dirty Dozen of PE – Teaching Practices

- Students on Display - when one student performs a routine, skill, or test while everyone else gets to sit and watch. An incredible waste of valuable class time that can be devastating to the fragile self-image of low- and middle-level performers

- One Line, One Ball, One Chance - usually happens with large classes and limited equipment and facilities. Students line up to attempt a skill. Practice time is virtually non-existent and chances are few and far in between

- Roll Out the Ball - this basically implies no planning, no teaching skill, no organization, no curriculum, no goals, no objectives

The Dirty Dozen of PE – Teaching Practices

- Inappropriately Sized Equipment - only the varsity players need to use a full-sized basketball, soccer ball, or volleyball, so why do we insist on using this equipment to teach fifth graders?

- Exercise as Punishment – aside from total humiliation in front of the class, this probably negates the goal of teaching students to enjoy exercise and fitness activities for life

- Student Captains Choose Teams - turns our students loose on one another to humiliate, embarrass, degrade, scar, and damage classmates in front of their peers

The Dirty Dozen of PE – Teaching Practices

- Shirts vs. Skins - not only does this suggest the large-sided games we are trying to avoid but can be absolutely horrifying for students with low self-esteem and poor body images

- Athletes Sit Out on Game Day - students on varsity teams are excused from PE class on game day. May be reasonable if the PE class is running four miles, but this is not usually the case. If one of our goals is to develop competent movers for a wide variety of lifelong activities, what sense does it make for a football lineman to be excused from tennis on game day?

The Dirty Dozen of PE – Teaching Practices

- PE Class as Sports Camp – making PE class into the place where future varsity athletes are born

- All Star Lines - In a nasty twist on the practices of “Student Captains Choose Teams” and “PE Class as Sports Camp” each team fields its own "All Stars" while all others sit and watch

- Attendance Taken While Students Sit in Squad Lines - Instead of using self-directed warm-ups while roll is taken, the instructor wastes several minutes of valuable class time as students sit and waiting something educational and worthwhile to begin

Resources

- http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system
- http://prezi.com/gw0qlgntgunv/arkansas-teacher-excellence-and-support-system-tess/
- http://www.keene.edu/ksc/assets/files/8587/pe_st_handbook_2013-2014.pdf
- http://www.wahperd.com/WAHPERD/session_handouts_2012_files/Danielson%20Template%202.0.pdf
- http://www.pecentral.org/professional/hos/

What are your questions?

GIFTED COORDINATOR FRAMEWORK

Domain 1: PLANNING AND PREPARATION

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge & proficiency
- Interests & cultural heritage

1c Setting Instructional Outcomes
- High expectations • Rigorous & important learning
- Clear Outcomes • Range of outcomes

1d Planning Components of the Gifted and Talented Program to Support Educational Services
- Job responsibilities • Program Application
- Program goals • Identification implementation

1e Designing Coherent Instruction
- Learning experiences • Learning activities • Structure • Diversity

1f Designing Student Assessments
- Outcomes alignment • Criteria & Standards • Use of results

Domain 2: THE CLASSROOM ENVIRONMENT

2a Creating an Environment of Respect and Rapport
- Coordinator interaction with students • Student interaction with students

2b Establishing a Culture for Learning
- Importance of learning • Expectations for learning & achievement
- Student responsibility

2c Managing Classroom Procedures
- Routines & procedures • Instructional Groups • Transitions
- Materials & supplies

2d Managing Student Behavior
- Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
- Safety • Learning accessibility • Physical arrangement and/or adaptation

Domain 4: PROFESSIONAL RESPONSIBILITIES

4a Reflecting on Teaching
- Accuracy • Evidence • Use in planning

4b Managing Relevant Gifted and Talented Program Documentation and Evaluation
- Monitoring evidence • Program evaluation • Student growth evaluation
- Use of data

4c Communicating with Families
- Instructional program • Individual students
- Family engagement • Communication success

4d Participating in a Professional Community
- Relationships with colleagues • Leadership initiative
- Service to school and district

4e Growing and Developing Professionally
- Appropriate professional development activity • Feedback on teaching
- Service to the profession

4f Showing Professionalism
- Ethical standards • Proactive peer & student service
- Regulation compliance

4g Promoting Gifted Education Through Public Awareness and Advocacy
- Contribution to school/district events • Peer leadership
- Stakeholder collaboration • Advisory committee

4h Professional Development
- Plan design • Plan implementation • Sharing expertise

Domain 3: INSTRUCTION

3a Communicating with Students
- Content and procedures • Student engagement
- Oral & written language use

3b Using Questioning/Prompts and Discussion
- Question quality • Use of student responses
- Discussion techniques • Student participation

3c Engaging Students in Learning
- Activity & outcome alignment • Student engagement
- Support for engagement • Pacing

3d Using Assessment in Instruction
- Assessment use • Assessment criteria • Monitoring of learning
- Diagnosis of evidence

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Differentiation
- Persistence • Use of resources

AR TESS GIFTED COORDINATOR RUBRIC

Rubric Description: Rubric Description: This rubric is designed to be used by districts for the specific job description of a gifted coordinator with direct student contact and/or teaching responsibilities. This rubric is not appropriate for a gifted administrator with no classroom teaching responsibilities, nor for the gifted teacher who has no coordinator responsibilities. G/T teachers with classroom teaching responsibilities only will be evaluated using the teacher rubric.

DOMAIN 1: PLANNING AND PREPARATION				
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, Coordinator makes content errors or does not correct errors made by students. Coordinator's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Coordinator displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Coordinator is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Coordinator's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Coordinator's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Coordinator displays solid knowledge of the important concepts in the discipline and how these relate to one another. Coordinator's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Coordinator's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Coordinator displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Coordinator's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Coordinator's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1a: Critical Attributes	• Coordinator makes content errors. • Coordinator does not consider prerequisite relationships when planning. • Coordinator 's plans use inappropriate strategies for the discipline	• Coordinator is familiar with the discipline but does not see conceptual relationships. • Coordinator's knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies and some are not be suitable to the content.	• The Coordinator can identify important concepts of the discipline, and their relationships to one another. • The Coordinator consistently provides clear explanations of the content. • The Coordinator answers student questions accurately and provides feedback that furthers their learning. • The Coordinator seeks out content-related professional development.	In addition to the characteristics of "proficient," • Coordinator cites intra- and inter-disciplinary content relationships. • Coordinator is proactive in uncovering student misconceptions and addressing them before proceeding.

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AR TESS GIFTED COORDINATOR RUBRIC

DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	Basic	Proficient	Distinguished
1b: Demonstrating Knowledge of Students	Coordinator demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Coordinator indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Coordinator understands the active nature of student learning, and attains information about levels of development for groups of students. The Coordinator also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Coordinator actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
1b: Critical Attributes	• Coordinator does not understand child development characteristics and has unrealistic expectations for students. • Coordinator does not try to ascertain varied ability levels among students in the class. • Coordinator is not aware of student interests or cultural heritages. • Coordinator takes no responsibility to learn about students' medical or learning disabilities.	• Coordinator cites developmental theory, but does not seek to integrate it into lesson planning. • Coordinator is aware of the different ability levels in the class, but tends to teach to the "whole group." • The Coordinator recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences. • The Coordinator is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.	• The Coordinator knows, for groups of students, their levels of cognitive development • The Coordinator is aware of the different cultural groups in the class. • The Coordinator has a good idea of the range of interests of students in the class. • The Coordinator has identified "high," "medium,: and "low" groups of students within the class. • The Coordinator is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning. • The Coordinator is aware of the special needs represented by students in the class.	In addition to the characteristics of "proficient," • The Coordinator uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The Coordinator seeks out information about their cultural heritage from all students. • The Coordinator maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

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AR TESS GIFTED COORDINATOR RUBRIC

DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but Coordinator has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
1c: Critical Attributes	• Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class.	• Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class.	• Outcomes represent high expectations and rigor. • Outcomes are related to "big ideas" of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. • Outcomes are suitable to groups of students in the class, differentiated where necessary.	In addition to the characteristics of "proficient," • Coordinator plans reference curricular frameworks or blueprints to ensure accurate sequencing. • Coordinator connects outcomes to previous and future learning • Outcomes are differentiated to encourage individual students to take educational risks.

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AR TESS GIFTED COORDINATOR RUBRIC

DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1d: Planning Components of the Gifted and Talented Program to Support Educational Services	The GT Coordinator does not attempt to do the job that is described in the approved job description. The GT Coordinator has no clear goals for the instructional support of gifted. There are no written procedures for the identification process or coordinator refuses to implement the procedures. Coordinator does not attempt to create curricular and program options to meet the needs of gifted, K-12. Coordinator shows no evidence of trying to complete program application or does not respond to requested ADE revisions.	The GT Coordinator attempts with limited success to carry out responsibilities as described in the approved job description. GT Coordinator's goals for the instructional program are basic and only partially suitable for the situation and staff. The coordinator is somewhat inconsistent with implementing the procedures for identification. Coordinator works to create curricular and program options to meet the needs of gifted, K-12, with limited success. Coordinator completes program application and responds to ADE requested revisions.	The GT Coordinator carries out responsibilities as described in the approved job description. GT Coordinator's goals for the instructional support program are clear and suitable to situation and the needs of staff. The coordinator is consistent with implementing the procedures for identification. Coordinator works to create curricular and program options to meet the needs of gifted, K-12. Coordinator completes program application and responds to ADE requested revisions.	The GT Coordinator goes beyond the basic responsibilities as described in the approved job description. GT Coordinator's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. The coordinator is consistent with implementing the procedures for identification and actively seeks opportunity for ongoing identification. Coordinator works to create multiple layers of curricular and program options to meet the needs of gifted K-12. Coordinator completes program application and responds to ADE requested revisions.
1d: Critical Attributes	• Coordinator does not follow the required Program Approval Standards. • Coordinator refuses to complete job assignments as described in approved job description. • Identification does not follow approved policies. • Coordinator is unaware of any curricular or programming needs for gifted students. • Coordinator does not attempt to complete program application by the deadline date.	• Coordinator is familiar with the standards but does not consistently use them in planning. • The Coordinator has basic goals to meet standards but they are not based on annual feedback. • There is a basic written plan for identification. • Program options meet standards but are basic and not regularly evaluated. • Student records meet minimal ADE requirements. • There is a scope and sequence for curricular plan.	• There is a detailed written plan for identification that is implemented with consistency and is available upon request. • Coordinator accepts referrals at any time and processes them in a timely manner. • Program goals are current and relevant. • Curricular and programming options are reviewed for success.	• In addition to the characteristics of "proficient", Coordinator routinely coordinates opportunities for the gifted program to be a vital proponent of the educational system. • Coordinator is proactive in locating resources for instructional purposes. • Coordinator utilizes appropriate data to develop the most effective program. • Coordinator has made the identification plan easily accessible in a variety of ways such as website, parent handbook, etc. • Coordinator actively encourages referrals at any time and processes them in a timely manner.

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AR TESS GIFTED COORDINATOR RUBRIC

DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Coordinator coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
1e:Critical Attributes	• Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or meeting instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random or only partially support objectives. • Lesson structure is uneven or may be unrealistic in terms of time expectations.	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • Coordinator provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations.	In addition to the characteristics of "proficient," • Activities permit student choice. • Learning experiences connect to other disciplines. • Coordinator provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.

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DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Coordinator has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Coordinator intends to use assessment results to plan for future instruction for the class as a whole.	Coordinator's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Coordinator has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Coordinator intends to use assessment results to plan for future instruction for groups of students.	Coordinator's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as Coordinator use of the assessment information. Coordinator intends to use assessment results to plan future instruction for individual students.
1f: Critical Attributes	• Assessments do not match instructional outcomes. • Assessments have no criteria. • N formative assessments have been designed. • Assessment results do not affect future plans.	• Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students.	• All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments for some students as needed. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data.	In addition to the characteristics of "proficient," • Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Coordinator-designed assessments are authentic with real-world application, as appropriate. • Students develop rubrics according to Coordinator-specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input.

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AR TESS GIFTED COORDINATOR RUBRIC

DOMAIN 2: CLASSROOM ENVIRONMENT				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the Coordinator and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Coordinator does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the Coordinator and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Coordinator attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Coordinator-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the Coordinator. Interactions among students are generally polite and respectful. Coordinator responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the Coordinator and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the Coordinator and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.
2a: Critical Attributes	• Coordinator uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity. • Students use disrespectful talk towards one another with no response from the Coordinator. • Coordinator displays no familiarity with or caring about individual students' interests or personalities.	• The quality of interactions between Coordinator and students, or among students, is uneven, with occasional disrespect. • Coordinator attempts to respond to disrespectful behavior among students, with uneven results. • Coordinator attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	• Talk between Coordinator and students and among students is uniformly respectful. • Coordinator responds to disrespectful behavior among students. • Coordinator makes superficial connections with individual students.	In addition to the characteristics of "proficient," • Coordinator demonstrates knowledge and caring about individual students' lives beyond school. • When necessary, students correct one another in their conduct towards classmates. • There is no disrespectful behavior among students. • The Coordinator's response to a student's incorrect response respects the student's dignity.

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DOMAIN 2: CLASSROOM ENVIRONMENT *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of Coordinator or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by Coordinator or students. The Coordinator appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The Coordinator conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The Coordinator conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The Coordinator conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
2b: Critical Attributes	• The Coordinator conveys that the reasons for the work are external or trivializes the learning goals and assignments. • The Coordinator conveys to at least some students that the work is too challenging for them. • Students exhibit little or no pride in their work. • Class time is devoted more to socializing than to learning.	• Coordinator's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off." • The Coordinator conveys high expectations for only some students. • Students comply with the Coordinator's expectations for learning, but don't indicate commitment on their own initiative for the work. • Many students indicate that they are looking for an "easy path."	• The Coordinator communicates the importance of learning, and that with hard work all students can be successful in it. • The Coordinator demonstrates a high regard for student abilities. • Coordinator conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality.	In addition to the characteristics of "proficient," • The Coordinator communicates a genuine passion for the subject. • Students indicate that they are not satisfied unless they have complete understanding. • Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer. • Students recognize the efforts of their classmates. • Students take initiative in improving the quality of their work.

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DOMAIN 2: CLASSROOM ENVIRONMENT *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the Coordinator managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The Coordinator's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The Coordinator's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
2c: Critical Attributes	• Students not working with the Coordinator are disruptive to the class. • There are no established procedures for distributing and collecting materials. • Procedures for other activities are confused or chaotic.	• Small groups are only partially engaged while not working directly with the Coordinator. • Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. • Classroom routines function unevenly.	• The students are productively engaged during small group work. • Transitions between large and small group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly.	In addition to the characteristics of "proficient," • Students take the initiative with their classmates to ensure that their time is used productively. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently

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DOMAIN 2: CLASSROOM ENVIRONMENT *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2d: Managing student behavior	There appear to be no established standards of conduct, and little or no Coordinator monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Coordinator tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The Coordinator monitors student behavior against established standards of conduct. Coordinator response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Coordinators' monitoring of student behavior is subtle and preventive. Coordinator's response to student misbehavior is sensitive to individual student needs, respects students' dignity.
2d: Critical Attributes	• The classroom environment is chaotic, with no apparent standards of conduct. • The Coordinator does not monitor student behavior. • Some students violate classroom rules, without apparent Coordinator awareness. • When the Coordinator notices student misbehavior, s/he appears helpless to do anything about it.	• Coordinator attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. • Coordinator attempts to keep track of student behavior, but with no apparent system. • The Coordinator's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.	• Standards of conduct appear to have been established. • Student behavior is generally appropriate. • The Coordinator frequently monitors student behavior. • Coordinator's response to student misbehavior is effective. • Coordinator acknowledges good behavior	In addition to the characteristics of "proficient," • Student behavior is entirely appropriate; no evidence of student misbehavior. • The Coordinator monitors student behavior without speaking – just moving about. • Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.

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DOMAIN 2: CLASSROOM ENVIRONMENT *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2e: Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The Coordinator's use of physical resources, including computer technology, is moderately effective. Coordinator may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; Coordinator ensures that the physical arrangement is appropriate to the learning activities. Coordinator makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Coordinator makes effective use of physical resources, including computer technology. The Coordinator ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
2e: Critical Attributes	• There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the Coordinator or the board. • Available technology is not being used, even if available and its use would enhance the lesson.	• The physical environment is safe, and most students can see and hear. • The physical environment is not an impediment to learning, but does not enhance it. • The Coordinator makes limited use of available technology and other resources.	• The classroom is safe, and all students are able to see and hear. • The classroom is arranged to support the instructional goals and learning activities. • The Coordinator makes appropriate use of available technology.	In addition to the characteristics of "proficient," • Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the goals of the lesson and the physical environment. • Students take the initiative to adjust the physical environment. • Coordinators and students make extensive and imaginative use of available technology

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DOMAIN 3: INSTRUCTION				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Coordinator's explanation of the content contains major errors. The Coordinator's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Coordinator's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Coordinator's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Coordinator's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Coordinator's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Coordinator's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the Coordinator invites student intellectual engagement. Coordinator's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The Coordinator links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Coordinator's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Coordinator's spoken and written language is expressive, and the Coordinator finds opportunities to extend students' vocabularies.
3a: Critical Attributes	• At no time during the lesson does the Coordinator convey to the students what they will be learning. • Students indicate through their questions that they are confused as to the learning task. • The Coordinator makes a serious content error that will affect students' understanding of the lesson. • Students indicate through body language or questions that they don't understand the content being presented. • Coordinator's communications include errors of vocabulary or usage. • Vocabulary is inappropriate to the age or culture of the students.	• The Coordinator refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. • Coordinator must clarify the learning task so students can complete it. • The Coordinator makes no serious content errors, although may make a minor error. • The Coordinator's explanation of the content consists of a monologue or is purely procedural with minimal participation by students. • Vocabulary and usage are correct but unimaginative. • Vocabulary is too advanced or juvenile for the students.	• The Coordinator states clearly, at some point during the lesson, what the students will be learning. • If appropriate, the Coordinator models the process to be followed in the task. • Students engage with the learning task, indicating that they understand what they are to do. • The Coordinator makes no content errors. • Coordinator's explanation of content is clear, and invites student participation and thinking. • Vocabulary and usage are correct and completely suited to the lesson. • Vocabulary is appropriate to the students' ages and levels of development.	In addition to the characteristics of "proficient," • The Coordinator points out possible areas for misunderstanding. • Coordinator explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • All students seem to understand the presentation. • The Coordinator invites students to explain the content to the class, or to classmates. • Coordinator uses rich language, offering brief vocabulary lessons where appropriate.

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DOMAIN 3: INSTRUCTION *(continued)*				
	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using questioning / prompts and discussion	Coordinator's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between Coordinator and students is predominantly recitation style, with the Coordinator mediating all questions and answers. A few students dominate the discussion.	Coordinator's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the Coordinator attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Coordinator attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the Coordinator may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Coordinator creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Coordinator successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Coordinator uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3b: Critical Attributes	• Questions are rapid-fire, and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between Coordinator and students; students are not invited to speak directly to one another. • A few students dominate the discussion.	• Coordinator frames some questions designed to promote student thinking, but only a few students are involved. • The Coordinator invites students to respond directly to one another's ideas, but few students respond. • Coordinator calls on many students, but only a small number actually participate in the discussion.	• Coordinator uses open-ended questions, inviting students to think. and/or have multiple possible answers. • The Coordinator makes effective use of wait time. • The Coordinator builds on student responses to questions effectively. • Discussions enable students to talk to one another, without ongoing mediation by the Coordinator. • The Coordinator calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion.	In addition to the characteristics of "proficient," • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion.

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DOMAIN 3: INSTRUCTION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with Coordinator scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the Coordinator, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another
3c: Critical Attributes	• Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags, or is rushed	• Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall. • Student engagement with the content is largely passive, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The Coordinator uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. • The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.	• Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged	In addition to the characteristics of "proficient," • Virtually all students are highly engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs • Students suggest modifications to the grouping patterns used. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
DOMAIN 3: INSTRUCTION *(continued)*				

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	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by Coordinator and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by Coordinator and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the Coordinator and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
3d: Critical Attributes	• The Coordinator gives no indication of what high quality work looks like. • The Coordinator makes no effort to determine whether students understand the lesson. • Feedback is only global. • The Coordinator does not ask students to evaluate their own or classmates' work.	• There is little evidence that the students understand how their work will be evaluated. • Coordinator monitors understanding through a single method, or without eliciting evidence of understanding from all students • Coordinator requests global indications of student understanding. • Feedback to students is not uniformly specific, not oriented towards future improvement of work. • The Coordinator makes only minor attempts to engage students in self- or peer-assessment. • The Coordinator's attempts to adjust the lesson are partially successful.	• Students indicate that they clearly understand the characteristics of high-quality work. • The Coordinator elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance for at least groups of students. • The Coordinator attempts to engage students in self- or peer-assessment. • When necessary, the Coordinator makes adjustments to the lesson to enhance understanding by groups of students.	In addition to the characteristics of "proficient," • There is evidence that students have helped establish the evaluation criteria. • Coordinator monitoring of student understanding is sophisticated and continuous: the Coordinator is constantly "taking the pulse" of the class. • Coordinator makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is specific and timely, and is provided from many sources, including other students. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the Coordinator. • The Coordinator's adjustments to the lesson are designed to assist individual students.

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DOMAIN 3: INSTRUCTION *(continued)*				
3e: Demonstrating flexibility and responsiveness	Coordinator adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Coordinator ignores student questions; when students experience difficulty, the Coordinator blames the students or their home environment.	Coordinator attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Coordinator accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Coordinator promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The Coordinator persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Coordinator seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Coordinator persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
3e:Critical Attributes	• Coordinator ignores indications of student boredom or lack of understanding. • Coordinator brushes aside student questions. • Coordinator makes no attempt to incorporate student interests into the lesson. • The Coordinator conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the Coordinator does not indicate that it is important to reach all students.	• Coordinator's efforts to modify the lesson are only partially successful. • Coordinator makes perfunctory attempts to incorporate student questions and interests into the lesson. • The Coordinator conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. • In reflecting on practice, the Coordinator indicates the desire to reach all students, but does not suggest strategies to do so.	• Coordinator successfully makes a minor modification to the lesson. • Coordinator incorporates students' interests and questions into the heart of the lesson. • The Coordinator conveys to students that s/he has other approaches to try when the students experience difficulty. • In reflecting on practice, the Coordinator cites multiple approaches undertaken to reach students having difficulty.	In addition to the characteristics of "proficient," • Coordinator successfully executes a major lesson readjustment when needed. • Coordinator seizes on a teachable moment to enhance a lesson. • The Coordinator conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use. • In reflecting on practice, the Coordinator can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.

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Domain 4: Professional Responsibilities				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4a: Reflecting on Teaching	Coordinator does not know whether a lesson was effective or achieved its instructional outcomes, or Coordinator profoundly misjudges the success of a lesson. Coordinator has no suggestions for how a lesson could be improved.	Coordinator has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Coordinator makes general suggestions about how a lesson could be improved.	Coordinator makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Coordinator makes a few specific suggestions of what could be tried another time the lesson is taught.	Coordinator makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, Coordinator offers specific alternative actions, complete with the probable success of different courses of action.
4a: Critical Attributes	• The Coordinator considers the lesson but draws incorrect conclusions about its effectiveness. • The Coordinator makes no suggestions for improvement.	• The Coordinator has a general sense of whether or not instructional practices were effective. • The Coordinator offers general modifications for future instruction.	• The Coordinator accurately assesses the effectiveness of instructional activities used • The Coordinator identifies specific ways in which a lesson might be improved.	In addition to the characteristics of "proficient," • Coordinator's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness • Coordinator's suggestions for improvement draw on an extensive repertoire.

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Domain 4: Professional Responsibilities *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4b: Managing Relevant Gifted and Talented Program Documentation and Evaluation	Little or no evidence for onsite monitoring exists. There is no evidence of a written evaluation plan. Coordinator ignores student growth in the evaluation process. No evidence of program evaluation exists.	Evidence for onsite monitoring is disorganized or has some pieces missing. Coordinator has a minimal evaluation plan that addresses both program evaluation and student growth. Evidence of yearly program evaluation exists.	Evidence for onsite monitoring is organized and comprehensive. Coordinator has an evaluation plan that addresses both program evaluation and student growth and seeks feedback from all stakeholders. Data for both program evaluation and student growth evaluation exists and is used to revise program goals.	Evidence for onsite monitoring provides a holistic view of all facets of the gifted program, including exemplary student work, program highlights, successes, student growth evidence, etc. Coordinator has a fluid evaluation plan that uses a variety of instruments to seek data to address both program evaluation and student growth. Data for both program evaluation and student growth evaluation exists and is used to revise program goals and improve services to students and stakeholders.
4b:Critical Attributes	• Coordinator does not collect onsite monitoring evidence. • The coordinator refuses to locate or create an evaluation plan. • The coordinator does not collect any data for the purpose of evaluation.	• Coordinator has made some attempt at collecting evidence for onsite monitoring, but shows little organization of that evidence. • There is a minimal evaluation plan. • Coordinator minimally addresses or utilizes the results of the program evaluation.	• Coordinator collects and organizes evidence for onsite monitoring. • There is a complete evaluation plan that addresses both program evaluation and student growth. • Coordinator follows the evaluation plan with fidelity and uses the data to revise program goals.	In addition to the characteristics of "proficient," • The coordinator exceeds ADE requirements by highlighting exemplary components of the gifted program in evidence for onsite monitoring. • The coordinator uses the evaluation data in collaboration with other stakeholders to improve services to students and stakeholders. • The comprehensive evaluation results are purposefully disseminated to the various stakeholders.

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Domain 4: Professional Responsibilities *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4c: Communicating with Families	Coordinator communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Coordinator makes no attempt to engage families in the instructional program.	Coordinator makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	Coordinator communicates frequently with families about the instructional program and conveys information about individual student progress. Coordinator makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.	Coordinator's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Coordinator's efforts to engage families in the instructional program are frequent and successful.
4c: Critical Attributes	• Little or no information regarding instructional program available to parents. • Families are unaware of their children's progress. • Lack of family engagement activities. • Culturally inappropriate communication	• School or district-created materials about the instructional program are sent home. • Infrequent or incomplete information sent home by Coordinators about the instructional program. • Coordinator maintains school-required grade book but does little else to inform families about student progress. • Coordinator communications are sometimes inappropriate to families' cultural norms.	• Information about the instructional program is available on a regular basis. • The Coordinator sends information about student progress home on a regular basis. • Coordinator develops activities designed to successfully engage families in their children's learning, as appropriate.	In addition to the characteristics of "proficient," • On a regular basis, students develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with their families. • Students contribute to regular and ongoing projects designed to engage families in the learning process.

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Domain 4: Professional Responsibilities *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4d: Participating in a Professional Community	Coordinator's relationships with colleagues are negative or self-serving. Coordinator avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Coordinator avoids becoming involved in school events or school and district projects.	Coordinator maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Coordinator becomes involved in the school's culture of professional inquiry when invited to do so. Coordinator participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; Coordinator actively participates in a culture of professional inquiry. Coordinator volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the Coordinator taking initiative in assuming leadership among the faculty. Coordinator takes a leadership role in promoting a culture of professional inquiry. Coordinator volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
4d: Critical Attributes	• The Coordinator's relationship with colleagues is characterized by negativity or combativeness. • The Coordinator purposefully avoids contributing to activities promoting professional inquiry. • The Coordinator avoids involvement in school activities and school district and community projects.	• The Coordinator has pleasant relationship with colleagues. • When invited, the Coordinator participates in activities related to professional inquiry. • When asked, the Coordinator participates in school activities, and school district and community projects.	• The Coordinator has supportive and collaborative relationships with colleagues. • The Coordinator regularly participates in activities related to professional inquiry. • The Coordinator frequently volunteers to participate in school events and school district and community projects.	In addition to the characteristics of "proficient," • The Coordinator takes a leadership role in promoting activities related to professional inquiry. • The Coordinator regularly contributes to and leads events that positively impact school life. • The Coordinator regularly contributes to and leads significant school district and community projects.

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Domain 4: Professional Responsibilities *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4e: Growing and Developing Professionally	Coordinator engages in no professional development activities to enhance knowledge or skill. Coordinator resists feedback on teaching performance from either supervisors or more experienced colleagues. Coordinator makes no effort to share knowledge with others or to assume professional responsibilities.	Coordinator participates in professional activities to a limited extent when they are convenient. Coordinator accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Coordinator finds limited ways to contribute to the profession	Coordinator seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Coordinator welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Coordinator participates actively in assisting other educators	Coordinator seeks out opportunities for professional development and makes a systematic effort to conduct action research. Coordinator seeks out feedback on teaching from both supervisors and colleagues. Coordinator initiates important activities to contribute to the profession.
4e: Critical Attributes	• The Coordinator is not involved in any activity that might enhance knowledge or skill. • The Coordinator purposefully resists discussing performance with supervisors or colleagues. • The Coordinator ignores invitations to join professional organizations or attending conferences.	• The Coordinator participates in professional activities when required or when provided by the school district. • The Coordinator reluctantly accepts feedback from supervisors and colleagues. • The Coordinator contributes in a limited fashion to educational professional organizations.	• The Coordinator seeks regular opportunities for continued professional development. • The Coordinator welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback. • The Coordinator actively participates in professional organizations designed to contribute to the profession.	In addition to the characteristics of "proficient," • The Coordinator seeks regular opportunities for continued professional development, including initiating action research. • The Coordinator actively seeks feedback from supervisors and colleagues. • The Coordinator takes an active leadership role in professional organizations in order to contribute to the teaching profession.

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Domain 4: Professional Responsibilities *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4f: Showing Professionalism	Coordinator displays dishonesty in interactions with colleagues, students, and the public. Coordinator is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Coordinator makes decisions and recommendations based on self-serving interests. Coordinator does not comply with school and district regulations	Coordinator is honest in interactions with colleagues, students, and the public. Coordinator's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Coordinator's decisions and recommendations are based on limited though genuinely professional considerations. Coordinator complies minimally with school and district regulations, doing just enough to get by.	Coordinator displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Coordinator is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Coordinator maintains an open mind in team or departmental decision-making. Coordinator complies fully with school and district regulations.	Coordinator can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Coordinator is highly proactive in serving students, seeking out resources when needed. Coordinator makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Coordinator takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Coordinator complies fully with school and district regulations, taking a leadership role with colleagues.
4f: Critical Attributes	• Coordinator is dishonest. • Coordinator does not notice the needs of students. • The Coordinator engages in practices that are self-serving. • The Coordinator willfully rejects school district regulations.	• Coordinator is honest. • Coordinator notices the needs of students, but is inconsistent in addressing them. • Coordinator does not notice that some school practices result in poor conditions for students. • Coordinator makes decisions professionally, but on a limited basis. • Coordinator complies with school district regulations.	• Coordinator is honest and known for having high standards of integrity. • Coordinator actively addresses student needs. • Coordinator actively works to provide opportunities for student success. • Coordinator willingly participates in team and departmental decision-making. • Coordinator complies completely with school district regulations.	• Coordinator is considered a leader in terms of honesty, integrity, and confidentiality. • Coordinator is highly proactive in serving students. • Coordinator makes a concerted effort to ensure opportunities are available for all students to be successful. • Coordinator takes a leadership role in team and departmental decision-making. • Coordinator takes a leadership role regarding school district regulations.

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Domain 4: Professional Responsibilities *(continued)*				
	Unsatisfactory	Basic	Proficient	Distinguished
4g: Promoting Gifted Education Through Public Awareness and Advocacy	Coordinator's relationships with colleagues are negative or self-serving, and/or the coordinator avoids being involved in school and district events and projects. Coordinator provides no opportunities for community awareness and involvement. There is no evidence of annual advisory committee meetings.	Coordinator's relationships with colleagues are cordial, and the coordinator participates in school and district events and projects when specifically requested. Coordinator makes sporadic attempts to provide opportunities for community awareness and involvement for parents, school board, and the community at large. Advisory committee meets annually.	Coordinator participates actively in school and district events and projects and maintains positive productive relationships with colleagues. Coordinator frequently provides opportunities for community awareness and involvement for parents, school board, and the community at large. An advisory committee with multiple community members led by the coordinator meets more than once a year.	Coordinator makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. Coordinator provides frequent and meaningful opportunities for community awareness and involvement with parents, school board, and the community at large. An advisory committee with a cross section of community members meets regularly and is instrumental in advocating for and strengthening the gifted program.
4g: Critical Attributes	• There is evidence of poor relationships between coordinator and the professional community and/or there is no evidence of coordinator involvement in school/district events or projects. • There is no evidence the coordinator provides counsel on the needs of gifted students for community stakeholders. • There is no evidence of annual advisory committee meeting for the gifted program.	• Coordinator has cordial relationships with colleagues and participates in school/district events and projects when asked. • There is some evidence that coordinator communicates with stakeholders and provides counsel regarding the needs of gifted students. • There are minutes and attendance records for an annual advisory committee meeting.	• There is evidence of positive relationships between coordinator and colleagues and coordinator actively participates in school/district events and projects. • There is evidence of frequent two-way communication between coordinator and community stakeholders. • There are minutes and attendance records for multiple advisory committee meetings.	In addition to the characteristics of "proficient," • A collegial culture is evident with all colleagues in which the coordinator takes a leadership role. • The coordinator provides opportunities for community stakeholders to be actively engaged in improving the local gifted program. • The advisory committee works with the coordinator to advocate and strengthen the gifted program.

** This rubric is designed to be used by districts for the specific job description of a gifted coordinator with direct student contact and/or teaching responsibilities. This rubric is not appropriate for a gifted administrator with no classroom teaching responsibilities, nor for the gifted teacher who has no coordinator responsibilities. G/T teachers with classroom teaching responsibilities only will be evaluated using the teacher rubric.*

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AR TESS GIFTED COORDINATOR RUBRIC

Domain 4: Professional Responsibilities *(continued)*				
	Unsatisfactory	Basic	Proficient	Distinguished
4h: Professional Development	There is little or no evidence of plans for professional development. If existing, coordinator adheres to plan, in spite of evidence of its inadequacy. The GT coordinator does not seek opportunities to provide professional development.	There is a plan for professional development, but it lacks coherence or an over-all structure. The coordinator makes modest change in the plan when needed. The GT coordinator conducts and/or facilitates some professional development (formal and/or informal) for district staff, but the training is disjointed and/or disconnected.	There is a well-designed written plan for professional development based on the learning needs of local gifted students and needs of stakeholders. The coordinator makes revisions to the plan based on specific evidence need. The GT coordinator consistently follows the plan and conducts and/or facilitates professional development (formal and/or informal) for administrators, coordinators, and support staff.	There is a detailed written plan that spans multiple years for professional development based on student data. This plan is highly coherent and has been developed following consultation with administrators and coordinators. The coordinator actively seeks ways to modify and adjust the plan to be more effective. The GT coordinator conducts and/or facilitates consistent training (formal and /or informal) not only for local stakeholders, but also at the co-op, state, or national level. The GT coordinator strives to serve as an integral role in the professional development plan for the school district.
4h:Critical Attributes	• Professional development plan is non-existent or inadequate. • The GT coordinator makes no attempts to provide professional development.	• The professional development plan does not take into account the needs of local students. • The modifications to the plan are not tied to specific critical issues. • The coordinator takes opportunities provided for him to deliver professional development.	• The plan for professional development is well designed based on data. • Some attempt has been made to include it in the district professional development plan. • The coordinator follows the professional development plan accurately and consistently and modifies when appropriate. • The coordinator seeks opportunities to address a variety of staff members.	In addition to the characteristics of "proficient," • The coordinator provides consistent training with follow-up to all district stakeholders. • The coordinator actively seeks opportunities to integrate the needs of gifted learners with the school district's overarching professional learning goals. • The coordinator seeks opportunities to share expertise outside local stakeholder group.

** This rubric is designed to be used by districts for the specific job description of a gifted coordinator with direct student contact and/or teaching responsibilities. This rubric is not appropriate for a gifted administrator with no classroom teaching responsibilities, nor for the gifted teacher who has no coordinator responsibilities. G/T teachers with classroom teaching responsibilities only will be evaluated using the teacher rubric.*

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AR Teacher Excellence Support System (TESS)

AR TESS Pre-Conference Questions for Gifted Coordinators Formal Observation - Track 1, Track 2A, or Track 3

Teacher's Name	Grade/Subject	TESS Track
Evaluator	Pre-Conference	Date of Observation

1. **(1a) How do the lesson concepts fit within the scope of the discipline?**

2. **(1b) How do you become familiar with the diversity (culture, learning styles, interest, special needs, etc.) of students in your class?**

   How do you use knowledge of the diversity in your classroom in planning instruction for students to be successful in reaching the learning goal(s) of the lesson?

3. **(1c) How does your lesson objective connect to prior lessons and future learning expectations?**

4. **(1c) What do you want students to know and be able to do as a result of this lesson?**

5. **(1d) What type of programming option for gifted students will be observed? (i.e. whole group enrichment, pull-out, acceleration, etc.)**

   How does this program option fit into the overall program for gifted services in meeting the needs of gifted students?

AR TESS Pre-Conference Questions for Gifted Coordinators Formal Observation - Track 1, Track 2A, or Track 3

6. (1e) Describe the structure of your lesson. How do you use the materials, methods, and activities to differentiate instruction for students to achieve the learning outcomes?

How will you actively engage ALL students in the learning process?

Describe and explain the various groupings of students throughout the lesson.

7. (1f) What methods of assessment (formative/summative) will you use to determine whether ALL students have mastered the learning goals?

How will you use assessment data to plan for future instruction?

8. Is there anything else I need to know about the lesson?

AR Teacher Excellence Support System (TESS)

Post Conference Questions for Gifted Coordinators Formal Observation – Track 1, Track 2A, or Track 3

Teacher's Name	Grade/Subject	TESS Track
Evaluator	Pre-Conference	Date of Observation

1. **How would you describe today's lesson?**

2. **(4a) What evidence is there that students did or did not learn the goals of the lesson?**

3. **(4a) What do samples of student work show about students' levels of engagement and understanding during the lesson?**

4. **(4a) If you had the opportunity to work with the same students on this lesson again, what would you do the same? What would you do differently?**

5. **(4b) Please share your system for recording student assessment results.**

6. **(4b) Describe the system you have established to maintain your records of formative and summative assessments.**

Post Conference Questions for Gifted Coordinators Formal Observation – Track 1, Track 2A, or Track 3

7. **(4b/4c) How do you provide feedback on assessments for students and/or families? Share your record system to support that feedback.**

8. **(4b) What role do your students have in maintaining their own records of learning? How do your students determine their learning status from records and communicate this to their families?**

9. **Briefly describe your system for managing documentation concerning**
    a. **(1b) Identification of gifted students**
    b. **(4b) On-site monitoring evidence**
    c. **(4b) Gifted Program Evaluation**

10. **(4c) How do you communicate with parents/guardians? How do they respond to your communications?**

11. **(4c) How do you address the concerns of parents/guardians during the school year?**

12. **(4c) Please describe the roles that families have in your classroom? What methods do you use to encourage family involvement?**

Post Conference Questions for Gifted Coordinators Formal Observation – Track 1, Track 2A, or Track 3

13. **(4c) How do your students participate in conversations with their families and with you, e.g., student led conferences?**

14. **(4d) How have you worked with colleagues on learning activities this year? Please describe some successes and areas for improvement for that collaboration.**

15. **(4d) What influence has your professional learning experience had on your instruction this year? Describe some specific examples of change resulting from professional learning.**

16. **(4g) How do you promote public awareness and advocacy for gifted education?**

Post Conference Questions for Gifted Coordinators Formal Observation – Track 1, Track 2A, or Track 3

17. **(4h) Briefly describe your professional development plan for staff support in meeting the needs of gifted students in the district.**

AR Teacher Excellence Support System

EXAMPLES of ARTIFACTS- Gifted Coordinator

Note: This is a brainstormed list of possible artifacts for the G/T coordinator's additional evaluation components. G/T coordinators may also reference the Classroom Teacher example of artifacts for additional component evidence suggestions. G/T Coordinators should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.

1D – Planning Components of the Gifted and Talented Program to Support Educational Services

- Job Description
- Program Goals
- Identification Plan
- Curricular description
- Program Approval Application

4B – Managing Relevant Gifted and Talented Program Documentation and Evaluation

- Organized Evidence for Monitoring
- Monitoring Report
- Program Evaluation Plan
- Evaluation Instruments
- Student Work Samples
- Evaluation Report

4G – Promoting Gifted Education Through Public Awareness and Advocacy

- Agendas, Programs, and/or Sign-in Sheets from District Wide Events and Projects
- Agendas from Community Meetings
- Newspaper Articles
- Annual Report to the Public
- Advisory Council Agendas, Sign-in Sheets, and Minutes

AR Teacher Excellence Support System

EXAMPLES of ARTIFACTS- Gifted Coordinator

Note: This is a brainstormed list of possible artifacts for the G/T coordinator's additional evaluation components. G/T coordinators may also reference the Classroom Teacher example of artifacts for additional component evidence suggestions. G/T Coordinators should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.

4H – Facilitating Gifted and Talented Professional Development

- Written Professional Development Plan for Gifted and Talented
- ACSIP Plan
- Agendas and Sign-in Sheets from Professional Development Opportunities
- Documentation of Shared Information
- Reminders to Staff Concerning Upcoming Appropriate Training Opportunities

INSTRUCTIONAL SPECIALIST FRAMEWORK

Domain 1: PLANNING AND PREPARATION

1a Demonstrates Understanding of the Underlying Research, Theories, Knowledge, and Skills of the Discipline
- Content knowledge • Research-based practices and strategies

1b Identifies the Instructional Improvement Needs of the Teachers Served
- Instructional improvement needs • Teacher support strategies

1c Identifies Clear, Specific and Appropriate Goals for the Instructional Support Program
- Program goals • Collaborative design
- Goal alignment

1d Identifies Resources for the Instructional Support Program that are Available within and also Outside the School/District
- Appropriate resources • Range of resources • Teachers sharing

1e Plans a Coherent Program of Instructional Support Fully Integrated with the School Program
- Instructional support integration • Coherent service
- School program coherence

1f Develops a Plan and Process for the Ongoing Assessment and Improvement of the Instructional Support Program
- Assessment of implementation • Forms of evidence • Practice-focused discussions

Domain 2: ENVIRONMENT

2a Creates a Respectful and Emotionally Safe Culture that Promotes Collaboration
- Specialist collaboration • Instructional improvement practices

2b Promotes a Culture of Continuous Instructional Improvement
- Evaluation of implementation • Teacher support

2c Develops Processes and Procedures for Teachers to Participate in Support Activities
- Clear processes & procedures • Stakeholder participation

2d Establishes Clearly Defined Norms for Professional Conduct
- Clear norms • Observed norms • Adult interactions

2e Organizes Physical Space for Professional Learning
- Organization • Design of space • Use of space

Domain 4: PROFESSIONAL RESPONSIBILITIES

4a Reviews and Reflects on Practice to Inform Improvement
- Accurate • Focused on improvement • Specific recommendations

4b Follows Established Procedures for Developing and Submitting Accurate and Timely Records, Budgets and Reports
- Records • Reports • Budget • Accurate submission

4c Coordinates Improvement Efforts with Other Specialists
- Clear, aligned approach • Collaboration

4d Engages with the Larger School Community
- Leadership role • Contributions

4e Enhances Professional Capacity Through Ongoing Professional Learning
- Proactive • Feedback from others • Learning application

4f Demonstrates Professionalism by Adhering to the Highest Standards of Integrity and Confidentiality
- Ethical standards • Professional standards • Trustworthiness

Domain 3: DELIVERY OF SERVICE

3a Collaborates with Teachers to Design Rigorous, Standards-based Classroom Instruction
- Collaborative design • Teacher-initiated

3b Addresses the Instructional Improvement Needs of the Teachers Served
- Teacher informed • Quality • Appropriate for needs

3c Engages Teachers in Learning New Instructional Strategies And Practices
- Teacher engagement • Collaboration

3d Provides Relevant and Timely Feedback to Teachers
- Evidence formats • Quality feedback • Use of feedback

3e Provides Responsive Professional Support
- Proactive service • Adaptation of services • Stakeholder input

AR TESS INSTRUCTIONAL SPECIALIST RUBRIC

DOMAIN 1: PLANNING AND PREPARATION				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1:a Demonstrates understanding of the underlying research, theories, knowledge, and skills of the discipline	Specialist demonstrates little or no understanding of the critical concepts and content of the discipline.	Specialist demonstrates limited understanding of the critical concepts and content of the discipline and of the range of proven strategies to effectively provide the instructional support services.	Specialist demonstrates solid understanding of the critical concepts and content of the discipline and of a range of research-based practices to provide the instructional support services.	Specialist demonstrates extensive understanding of the critical concepts and content of the discipline and of an extensive range of research-based practices and strategies to provide the instructional support services.
	Sample Indicators of Proficiency • Specialist demonstrates understanding of the research-based theories of the discipline • Specialist articulates the critical concepts of the discipline. • Specialist demonstrates knowledge of a range of research-based practices to inform the improvement efforts • Specialist has a firm understanding of the knowledge base of the discipline.			
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1b: Identifies the instructional improvement needs of the teachers served	Specialist has little to no knowledge of the instructional improvement needs of the teachers served.	Specialist has limited knowledge of the teachers' instructional improvement needs.	Specialist knows the instructional improvement needs of the teachers served.	Specialist proactively seeks additional knowledge about each teacher's instructional improvement needs to understand how to best support teachers in implementing the school's programs.
	Sample Indicators of Proficiency • Specialist has observed the instructional practices relative to a research-based framework. • Specialist has identified the levels of performance of the teachers relative to the framework. • Specialist collects and analyzes instructional data through walkthroughs. • Specialist assesses instructional improvement needs relative to the demands of the school program.			

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AR TESS INSTRUCTIONAL SPECIALIST RUBRIC

DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1c: Identifies clear, specific, and appropriate goals for the instructional support program	Specialist's goals are either inappropriate or unclear. The goals do not align with the teachers' needs.	Specialist's goals are partially defined and/or minimally aligned with teachers' needs for instructional support.	Specialist's goals are clear, specific, and appropriate for the needs of the teachers and the school program. Teachers accept and endorse the goals.	Specialist's goals have been designed in collaboration with teachers and school leaders, and are tightly aligned with both teachers' instructional needs and the school program
	Sample Indicators of Proficiency • Specialist's instructional goals are clearly defined. • Specialist's goals are aligned with the needs of the teachers. • Specialist's goals are appropriate for the school program. • Teachers indicate they understand the specialist's goals.			
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1d: Identifies resources for the instructional support program that are available within and also outside the school/district.	Specialist does not identify resources to support the instructional support program.	Specialist has limited knowledge of resources within the school and district that can be used to improve teachers' instructional skills.	Specialist can readily identify appropriate human and material resources within the school and district or beyond, that can help teachers build their instructional capacity.	Specialist proactively seeks a wide range of resources from multiple sources to build the instructional capacity of the teachers. Teachers share their knowledge of external resources with the Specialist.
	Sample Indicators of Proficiency • Specialist describes teachers' strengths and areas in need of instructional support. • Specialist identifies necessary human and material resources for the instructional support program. • Specialist identifies where these resources are located. • Teachers describe the resources they need to meet their instructional improvement goals.			

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AR TESS INSTRUCTIONAL SPECIALIST RUBRIC

DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1e: Plans a coherent program of instructional support fully integrated with the school program	Specialist's instructional support program is either not planned or planned independently of the school program and the capacity of the faculty to implement the school program. The planned instructional support program is based on a series of disconnected professional learning "events" that lacks coherence.	The planned instructional support program is integrated with the school program in limited ways. The planned instructional support program reflects a limited degree of coherence.	The planned instructional support program is fully integrated with the school program. The planned instructional support program offers an organized and coherent approach to instructional improvement.	The planned instructional support program is fully integrated with the school program and designed to drive its goals. The planned instructional support program is coherent and helps bring additional coherence to the school program.
	Sample Indicators of Proficiency • The instructional support program is designed to provide an aligned and coordinated approach to professional learning. • The instructional support program is focused on clearly defined goals and objectives. • Specialist aligns instructional support programs with the data-informed needs for improvement. • Specialist ensures the instructional support program builds on and enhances the capacity of faculty to deliver the school program.			
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1f:Develops a plan and process for the ongoing assessment and improvement of the instructional support program	There is no evidence of a plan or process to assess the efficacy of the instructional support program to guide program improvements.	Specialist has developed a basic plan and process to assess the instructional support program, but has not indicated how the data will be used to inform improvements.	Specialist has developed a coherent plan and process to measure both the implementation of the instructional support program and its impact, relative to the stated goals. Evidence of success is clearly stated. Assessment data is used to guide program improvement.	Specialist has developed a sophisticated plan for assessing the implementation and impact of the instructional support program, relative to the stated goals. Multiple forms of evidence of success, including assessments by the teachers, are clearly defined. Assessment data is used to guide practice-focused discussions among stakeholders that will inform program improvement.

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	Sample Indicators of Proficiency • Specialist has developed a clear plan to assess the implementation and impact of the instructional support program. • The planned assessment focuses on both the processes and the outcomes of the support program. • Assessment data is shared and discussed. • Assessment data is used to inform program revisions and improvement.

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AR TESS INSTRUCTIONAL SPECIALIST RUBRIC

DOMAIN 2: ENVIRONMENT				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2a: Creates a respectful and emotionally safe culture that promotes collaboration	Specialist has not created an environment where teachers feel safe asking for assistance. There is no evidence of collaboration in addressing problems of practice.	Many teachers participate in professional learning initiated by the Specialist, but there is limited evidence of collaboration in designing the professional learning or in setting goals for improved instruction. Teachers indicate that they feel relatively safe participating in the professional learning developed by the Specialist.	Most teachers participate in professional learning initiated by the Specialist. Some teachers initiate contacts with the Specialist to seek support for collaborative efforts to improve instructional practices. Teachers indicate that the instructional improvement efforts are respectful and responsive.	Teachers work collaboratively with the Specialist to co-develop and participate in improvement-focused professional learning. Teachers indicate that their contributions are respected and valued, promoting a culture of collaboration.
	Sample Indicators of Proficiency • Instructional improvement efforts take the social and emotional needs of teachers into consideration. • Specialist ensures the planned work is flexible, to be able to respond to teachers' needs. • The program acknowledges and respects the existing knowledge and skills of the faculty. • Specialist ensures all teacher conversations are confidential.			
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2b: Promotes a culture of continuous instructional improvement	Specialist does not communicate that instructional improvement is a continuous process, instead implying that it is a compliance-driven event.	Specialist's attempts to build a culture of continuous improvement are mixed. Some teachers acknowledge the importance of continuous improvement and accept support from the Specialist.	Specialist creates a culture in which continuous improvement is acknowledged as critical work for all staff. Teachers feel comfortable in reaching out for support in their instructional improvement efforts.	Teachers initiate instructional improvement efforts, working collaboratively with the Specialist to define the goals, processes, and methods to measure the implementation and impact of the initiatives.
	Sample Indicators of Proficiency • Specialist helps to promote a "good to great" mentality in the school • Specialist keeps the focus on continuous improvement to engage all staff in the work. • Specialist promotes a culture in which questions and requests for support are invited and valued. • Teachers seem comfortable requesting and receiving help.			

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AR TESS INSTRUCTIONAL SPECIALIST RUBRIC

DOMAIN 2: ENVIRONMENT*(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2c: Develops processes and procedures for teachers to participate in support activities	No processes or procedures are in place. Teachers do not know how to access the services provided by the Specialist.	Teachers have a limited understanding of how to access services offered by the Specialist. Processes and procedures lack the specificity necessary to guide teachers.	Clear processes and procedures are in place to guide teachers in understanding how to access each of the services provided by the Specialist. Teachers understand the procedures and use them to access services.	Clear processes and procedures to access the range of services provided are in place and well communicated. The essential stakeholders participated in developing the procedures and promote their use among the teachers.
	Sample Indicators of Proficiency • Processes and procedures are clearly defined. • Teachers can describe how to access instructional support services. • Teacher accesses desired services using the established procedures. • Specialist promotes understanding and use of the processes and procedures.			
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2d: Establishes clearly defined norms for professional conduct	Norms for professional conduct have not been defined. Adult interactions can be described as unproductive and often disrespectful.	Specialist makes limited attempts to establish norms for adult interactions. Adult interactions are inconsistently productive and respectful.	Clear norms for guiding professional conduct have been established and promoted within the school. The norms frame productive and respectful interactions among the adults.	Teachers observe the established norms for professional conduct, holding themselves and each other accountable for honoring the norms.
	Sample Indicators of Proficiency • Specialist has developed and communicated norms for professional conduct. • Norms for professional conduct contribute to the culture of respect and professionalism. • Specialist and teachers refer to the norms in discussing interactions. • Teachers observe the norms.			

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AR TESS INSTRUCTIONAL SPECIALIST RUBRIC

DOMAIN 2: ENVIRONMENT*(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2e: Organizes physical space for professional learning	Spaces for group work are poorly organized, resulting in lost time, a sense of chaos, and lack of engagement. The physical environment and the activities designed to support professional learning are poorly aligned. Teachers do not feel comfortable in the space.	Spaces for group work are sufficiently organized so that they do not constrain the professional learning. Teachers generally feel comfortable in the workspace.	Professional learning spaces are well organized to minimize lost time, ensure the engagement of participants, and provide an "adult" environment that is free of distractions. Teachers are comfortable in the physical space.	Teachers and the Specialist collaborate to ensure the physical space is well organized and flexibly designed to support multiple approaches to professional learning. Teachers are comfortable in the physical space and often use it for their own meetings.
	Sample Indicators of Proficiency • Equipment and materials in the space are readily accessible. • The physical space is flexible to support various learning structures. • The physical space is "adult" in tone and comfortable for the teachers. • Minimal time is lost from professional learning due to a disorganized environment.			

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AR TESS INSTRUCTIONAL SPECIALIST RUBRIC

DOMAIN 3: DELIVERY OF SERVICE				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3a: Collaborates with teachers to design rigorous, standards-based classroom instruction	Specialist does not collaborate with teachers in designing classroom instruction.	Specialist provides limited support to teachers in designing classroom instruction. The support is often more cooperative than collaborative.	Specialist promotes and engages in collaborative efforts to work with teachers to design standards-based classroom instruction	Teachers take the initiative to work with the Specialist to design classroom instruction that is standards-based, rigorous, and engaging.
	Sample Indicators of Proficiency • Teachers are comfortable discussing their instructional plans with the Specialist. • Specialist collaborates with teachers to design lesson plans. • Specialist collaborates with teachers to develop unit plans that incorporate aspects of the Specialist's academic discipline • Specialist collaborates with teachers to ensure rigorous instruction.			
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3b: Addresses the instructional improvement needs of the teachers served	The instructional improvement support delivered by the Specialist is of poor quality and does not address the needs of the teachers served.	The instructional improvement support designed and delivered by the Specialist is of mixed quality, addressing the needs of a limited number of the teachers served.	The instructional improvement support designed and delivered by the Specialist is of high quality and appropriately addresses the needs of the teachers served.	The Specialist offers teachers an opportunity to inform the workshops and modeling services in order to ensure a tight alignment with their instructional improvement needs.
	Sample Indicators of Proficiency • Teachers state that the instructional improvement services are appropriate for their needs • Instructional improvement support-workshops and modeling-are high quality • Specialist uses observational data to inform the development of the instructional support offered. • Specialist ensures a tight fit between teachers' instructional improvement needs and the instructional support provided.			

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AR TESS INSTRUCTIONAL SPECIALIST RUBRIC

DOMAIN 3: DELIVERY OF SERVICE *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3c: Engages teachers in learning new instructional strategies and practices	Specialist is not successful in promoting professional learning. Teachers do not take part in professional learning.	Specialist has limited success in promoting opportunities for professional learning. Some teachers engage in the professional learning provided.	Specialist successfully engages teachers in learning new instructional strategies and practices. Teachers participate in the professional learning.	Specialist and teachers collaborate on identifying topics for professional learning about instructional strategies and practices. Teachers are highly motivated participants in ongoing professional learning.
	Sample Indicators of Proficiency • Teachers welcome and engage in the professional learning opportunities. • Attendance/service records attest to the participation of teachers. • Walkthrough data focuses on changes in instructional practice over time. • Specialist schedules teachers for in-classroom support as they implement the new strategies and practices.			
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3d: Provides relevant and timely feedback to teachers	There is little or no feedback given to teachers regarding their professional growth. Teachers do not appear to be aware of their professional learning goals and do not engage in self-assessment.	Teachers are aware of their learning goals, but feedback to teachers is minimal and inconsistent	Specialist provides timely and consistent feedback to teachers based on clearly communicated goals for professional growth.	Specialist integrates multiple types of evidence, including teacher's self-assessments, to provide timely and consistent feedback to teachers regarding their professional growth. Specialist works with teachers to use the feedback to update professional learning goals and/or develop new goals to support ongoing improvement.
	Sample Indicators of Proficiency • Teachers are aware of their own professional learning goals. • Specialist provides written or oral feedback to teachers within a few days of interacting with the teacher. • Feedback is organized around clearly communicated goals for professional growth. • Feedback is based on evidence and data collected during the interaction.			

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AR TESS INSTRUCTIONAL SPECIALIST RUBRIC

DOMAIN 3: DELIVERY OF SERVICE *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3e: Provides responsive professional support	Specialist offers a rigid approach to professional support that is followed regardless of impact or appropriateness.	Specialist sometimes modifies plans/approaches in response to teacher's requests or evident needs.	Specialist provides responsive services by adapting and adjusting plans for services as teacher needs and interests change.	Specialist solicits input from key stakeholders to ensure the professional support is appropriate and responsive to the existing and emerging interests and needs of teachers. Services are adapted as needed to ensure responsiveness.
	Sample Indicators of Proficiency • Specialist has evidence of the emerging needs of the teachers. • Specialist reviews progress and adjusts the program plan as needed. • Teachers have scheduled meetings to discuss their professional support interests and needs. • Teachers believe the services are responsive.			

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AR TESS INSTRUCTIONAL SPECIALIST RUBRIC

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4a: Reviews and reflects on practice to inform improvement	Specialists either do not review the counseling practice or provides inaccurate recommendations for improvement.	Specialist's reflections are vague, informing recommendations for improvement that are too global to be actionable.	Specialist accurately reflects on the implementation and the impact of the instructional improvement services, providing concrete and specific examples of challenges and successes. Recommendations for improvement are specific and focused on program improvement.	Specialist's reflections are both specific and perceptive, framed by clear evidence for the recommendations provided. Specialist's professional judgment and expertise help shape specific recommendations for alternative approaches to meeting the instructional improvement goals.
	Sample Indicators of Proficiency • Specialist provides written recommendations for improving the instructional support program. • Challenges are fully defined and actionable recommendations are provided to address these. • Successes are shared with the broader community. • Teachers share their recommendations for improvement.			
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4b: Follows established procedures for developing and submitting accurate and timely records, budgets, and reports	Specialist does not follow procedures that have been established for developing and submitting required documents. Required documents are usually inaccurate and late.	Specialist has limited success in following established procedures to prepare accurate budgets, service records, and reports. Required documents are often submitted late.	Specialist follows established procedures to guide the development of budgets, service records, and reports. Required documents are accurate and submitted on time.	Specialist follows and informs the improvement of established procedures for developing and submitting required reports. Budgets are designed to support improvement by reflecting diagnosed needs. Required documents are accurate, submitted on time, and generally viewed as exemplars to guide the work of others.
	Sample Indicators of Proficiency • Specialist follows established procedures for developing required documents. • Specialist's reports are accurate. • Specialist's reports are developed in a timely manner. • Specialist's reports are submitted in a timely manner.			

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AR TESS INSTRUCTIONAL SPECIALIST RUBRIC

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4c: Coordinates improvement efforts with other Specialists	Specialist tends to work in isolation, not coordinating improvement efforts in any way with other Specialists at the school.	Specialist is inconsistent in coordinating improvement efforts with other Specialists at the school, inhibiting a common vision and aligned focus for the work.	Specialist consistently coordinates improvement efforts with other Specialists at the school, creating a single vision of effective instruction and a clear and aligned approach to leveraging this.	Specialist seeks opportunities to coordinate improvement efforts with other Specialists at the school and with other stakeholders, including external stakeholders, who can provide support for the improvement work.
	Sample Indicators of Proficiency • Specialists meet as a community of practitioners to share information about their work. • School-based Specialists schedule common time for joint planning and discussions. • Specialists align their individual work with the overarching school goals. • Specialists develop a common vision of effective instruction to guide their work.			
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4d: Engages with the larger school community	Specialist does not participate in school committees, projects, and/or events. Professional relationships with peers are distant or negative.	Specialist selectively engages with school committees, projects, and/or events, typically when asked. Relationships with colleagues are professionally courteous.	Specialist actively participates in, supports, and contributes to school committees, projects, and/or events. Professional relationships are positive, cooperative, and productive.	Specialist seeks opportunities to engage in school events, projects, and/or committees and makes significant contributions to these, often taking a leadership role.
	Sample Indicators of Proficiency • Specialist is an active participant on key committees in the school. • Teachers indicate they have positive professional relationships with the Specialist. • Specialist is often seen at school events – before, during, or after school hours. • Teachers feel their professional relationships with the Specialist are productive.			

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AR TESS INSTRUCTIONAL SPECIALIST RUBRIC

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4e: Enhances professional capacity through ongoing professional learning	Specialist does not participate in professional learning.	Specialist participates only in professional learning required by the district or state. Specialist makes limited attempts to share the professional learning with school staff.	Specialist seeks professional learning opportunities, including coaching, to improve professional practice. Specialist schedules opportunities to share the professional learning with colleagues.	Specialist seeks out formal and informal professional learning, including feedback from colleagues and attendance at professional conferences. Specialist applies this learning to improve the counseling services and to increase the professional knowledge and skills of colleagues.
	Sample Indicators of Proficiency • Specialist participates in a range of professional learning to expand and enhance professional knowledge and skills. • Specialist creates opportunities for informal sharing of the new professional knowledge and skills. • Specialist attends local and national conferences to explore cutting-edge thinking. • Specialist visits other schools to learn new approaches to instructional improvement.			
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4f: Demonstrates professionalism by adhering to the highest standards of integrity and confidentiality	Specialist violates teachers' confidentiality and acts with low levels of integrity. Teachers do not trust this Specialist.	Specialist is inconsistent in honoring both confidentiality and professional integrity. Teachers have low levels of trust in this Specialist.	Specialist frames all professional interactions with high standards of professional honesty, integrity, and confidentiality. Teachers trust this Specialist.	Specialist is well regarded as someone who consistently displays the highest standards of honesty, integrity, and confidentiality, challenging negativity and promoting high standards of professionalism throughout the school. Teachers seek out and trust this Specialist
	Sample Indicators of Proficiency • Teachers voice their trust in the Specialist. • Specialist is known to operate with a high degree of integrity. • Teachers are comfortable that their discussions will be confidential. • Specialist demonstrates professionalism in all aspects of the work.			

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AR TESS Library/Media Specialists Framework

DOMAIN 1: Planning and Preparation

1a Know Current Trends in Library/Media Practice, Information Technology and Literature

1b Know Students and How the Program Can Address their Needs

1c Establish Goals for Program

1d Design a Coherent Program within School Programs and in Budget Guidelines

1e Develop a Plan to Evaluate the Program

DOMAIN 2: The Classroom Environment

2a Respectful and Rapport

2b Culture for Learning

2c Establish and Maintain Library Procedures, Physical and Virtual Spaces and Supervising Library Para Professionals and Student Assistance

2d Manage Students Behavior

2e Organize Physical Space

DOMAIN 4: Professional Responsibilities

4a Reflect on Practice

4b Maintain Accurate Library Records

4c Communicate with School Stuff and Community

4d Participate in a Professional Community

4e Grow and Develop Professionally

4f Show Professionalism

DOMAIN 3: Instruction

3a Communicate with Members of the Learning Community

3b Questioning and Research Techniques

3c Engage Students in Literature and Learning Information Skills

3d Assessment in Instruction

3e Flexibility and Responsiveness

CLARIFYING

Clarifying communicates that the listener has…

HEARD what the speaker said BUT does NOT fully UNDERSTAND what was said. Clarifying involves ASKING A QUESTION (direct or implied) to:

1. Gather more information
2. Discover the meaning of the language used
3. Get clarity about the speaker's reasoning
4. Seek connections between ideas
5. Develop or maintain a focus

Some possible clarifying stems include the following:

Say a little more about…?

Can you clarify what you mean by …?

Share an example of …

So, are you saying/suggesting…?

In what ways is that idea like (or different from) …

When you say _____, what meaning does that have for you?

INSTRUCTIONAL STEMS

What we know is…

The research around this shows that…

A couple of things to keep in mind…

Some teachers have tried….

There are number of approaches…

Sometimes it's helpful if…

PARAPHRASING

Paraphrasing communicates that the listener has…

HEARD what the speaker said,

UNDERSTOOD what was said, and CARES

Paraphrasing involves either:

RESTATING in your own words, or SUMMARIZING

Some possible paraphrasing stems include the following:

So …

In other words ...

You are saying …

You are feeling …

Your opinion is …

You're considering several things ...

A value or belief you have …

NON JUDGMENTAL RESPONSES

Build trust

Promote an internal locus of control

Encourage self-assessment

Develop autonomy

Foster risk-taking

Possible examples:

Identify what worked and why

When you_____ the student really_____

Encourage

It sounds like you have a number of ideas to try out! It'll be exciting/interesting/great to see which works best for you!

Ask the teacher to self-assess

How do you think the lesson went and why?

SUGGESTION STEMS

One thing we've learned/noticed is…

A couple of things to keep in mind…

Several/some teachers have tried a couple of different things in this sort of situation and maybe one might work for you…

What effective teachers seem to know about _ is _ …

Something/some things to keep in mind when dealing with…

Something you might consider trying is….

There are a number of approaches…

Sometimes it's helpful if…

Try following a suggestion with a question that invites the teacher to imagine/hypothesize how the idea might work in his/her context.

How might that look in your classroom?

To what extent might that be effective in your situation/with your students?

What do you imagine might happen if you were to try with your class?

Which of these ideas might work best in your classroom (with your students)?

MEDIATIONAL QUESTONS

HYPOTHESIZE what might happen

ANALYZE what worked and what didn't

IMAGINE possibilities

COMPARE AND CONTRAST what was planned with what happened:

What might be some other ways …?

What would it look like if …?

What might happen if you …?

What do you consider when you decide …?

AR TESS Library/Media Specialists (LMS) RUBRIC

DOMAIN 1: PLANNING AND PREPARATION				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1a: Demonstrating knowledge of current trends in library/media practice, information technology and literature	Library/media specialist demonstrates little or no understanding of library information science, of current trends of practice in information technology, and displays little or no knowledge of age-appropriate literature.	Library/media specialist demonstrates limited knowledge of library information science, of current trends of practice in information technology, and limited knowledge of age-appropriate literature.	Library/media specialist demonstrates solid knowledge of library and information science, of current trends of practice in information technology, and a thorough knowledge of age-appropriate literature.	Library/media specialist demonstrates an extensive knowledge of library and information science, of current trends of practice in information technology, an expansive knowledge of age-appropriate literature and develops meaningful connections to practice for various groups and individual teachers and students.
1a: Critical Attributes	• The LMS does not utilize professional sources. • The LMS does not read age-appropriate literature. • The LMS does not utilize print and/or electronic resources addressing current trends in practice and information technology.	• The LMS does not consistently identify professional sources. • The LMS is inconsistent in reading age-appropriate literature for a variety of different types of learners. • The LMS seldom utilizes print and/or electronic resources addressing current trends in practice and information technology.	• The LMS seeks recommendations for exemplary literature from professional sources. • The LMS is well versed in age-appropriate literature for a variety of different types of learners. • The LMS consults varied print and/or electronic resources addressing current trends in practice and information technology.	• The LMS seeks recommendations for exemplary literature from a variety of professional sources. • The LMS is well versed in age-appropriate literature for a variety of different types of learners and advises students on selection of the reading material in consideration of diversity. • The LMS consults varied print and/or electronic resources addressing current trends in practice and information and uses the information with targeted groups of teachers and students.

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AR TESS Library/Media Specialists (LMS) RUBRIC

DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1b: Demonstrating knowledge of students and how the library program can address their needs	Library/media specialist makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. Library/media specialist does not understand the need for this information in planning and developing the collections.	Library/media specialist demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. Library/media specialist occasionally applies this knowledge in planning for instruction, promoting reading, and developing the collections.	Library/media specialist demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. Library/media specialist uses this knowledge in planning for instruction, promoting reading, and developing the collections.	Library/media specialist demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. Library/media specialist employs intentional strategies to use this knowledge to personalize planning for different populations/grades/content areas in instruction, promoting reading, and developing the collections.
1b: Critical Attributes	• The LMS is unaware of student interests, cultural backgrounds, and special needs. • The LMS cannot identify concepts of the school's content standards and their relationships to library instruction. • The LMS does not answer questions from students accurately.	• The LMS recognizes that children have different interests, abilities, and cultural backgrounds but rarely draws upon that knowledge. • The LMS can identify concepts of the school's content standards and their relationships to the library program. • The LMS answers questions from students accurately.	• The LMS gathers information from several sources about individual students' backgrounds, cultures, skills, language proficiencies, interests, and special needs. • The LMS can identify important concepts of the school's content standards and their relationship to the library program. • The LMS accurately answers questions from members of the learning community and provides feedback.	• The LMS purposefully gathers information from several sources about individual students' backgrounds, cultures, skills, language proficiencies, interests, and special needs. • The LMS can identify important concepts in the school's content standards and applies that knowledge to individualize library programming and instruction. • The LMS has an established plan for providing communication to students.

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AR TESS Library/Media Specialists (LMS) RUBRIC

DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1c: Establishing goals for the library/media program appropriate to the setting and the learning community served	Library/media specialist has no clear goals for the library media program, or they are inappropriate to the school.	Library/media specialist's goals for the library media program are rudimentary and are partially suitable to the school setting.	Library/media specialist's short and long-range goals for the library media program are clear and appropriate to the school setting.	Library/media specialist's goals for the library media program are highly appropriate to the school setting and have been developed in collaboration with members of the learning community.
1c: Critical Attributes	• The LMS does not have short and long-range goals for the library media program. • The LMS does not communicate with members of the learning community to promote collaboratively developed instructional activities and units.	• The LMS has undeveloped short and long-range goals for the library media program. • The LMS rarely communicates with members of the learning community to promote a collaboratively developed instructional activities and units.	• The LMS has short and long-range goals for the library media program. • The LMS communicates with members of the learning community to promote collaboratively developed instructional activities and units.	• The LMS seeks feedback from members of the learning community prior to the development of short and long-range goals. • The LMS communicates short and long-range goals for the library media program with the learning community. • The LMS actively seeks opportunities to collaborate with members of the learning community in implementing or modifying short and long-range goals.

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AR TESS Library/Media Specialists (LMS) RUBRIC

DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1d: Designing a coherent library program integrated with the overall school program within budgetary guidelines	Library/media specialist 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. Library/media specialist declines to collaborate with the learning community in the design of instructional lessons and units.	Library/media specialist 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. Library/media specialist collaborates with the learning community in the design of instructional activities when requested.	Library/media specialist develops a collection and program that is diverse in scope and reflective of district and professional guidelines and effectively organizes information for access. Library/media specialist initiates collaboration with the learning community in the design of instructional activities.	Library/media specialist is fully aware of resources available for students and teachers and advocates and actively seeks out new resources from a wide range of sources to enrich the school's program. Library/media specialist initiates collaboration with the learning community in the design of standards-based instructional activities and selects personalized resources to enrich teaching and learning.
1d: Critical Attributes	• The LMS rarely plans activities and/or selects resources to align with the overall school program, needs of the learning community, and the library media program. • The LMS is unaware of resources available in (and beyond) the district. • The LMS does not refer to district and professional guidelines when selecting and weeding materials. • The LMS does not analyze, evaluate and replace/supplement items within the collection.	• The LMS occasionally plans activities and/or selects resources to align with the overall school program, needs of the learning community, and the library media program. • The LMS is aware of resources available in (and beyond) the district. • The LMS inconsistently refers to district and professional guidelines when selecting and weeding materials. • The LMS inconsistently analyzes, evaluates and replaces/supplements items within the collection.	• The LMS plans activities and/or selects resources to align with the overall school program, needs of the learning community, and the library media program. • The LMS communicates information about resources available in (and beyond) the district with members of the learning community. • The LMS routinely refers to district and professional guidelines when selecting and weeding materials. • The LMS annually analyzes, evaluates and replaces/supplements items within the collection.	• The LMS plans for activities that provide opportunities for student-directed learning. • The LMS maximizes current resources and advocates for a resource- rich environment. • The LMS seeks input and involvement from members of the learning community when selecting materials. • The LMS consults professional resources when weeding materials. • The LMS seeks additional funding sources to replace and supplement items within the collection.

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AR TESS Library/Media Specialists (LMS) RUBRIC

DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1e: Developing a plan to evaluate the library/media program	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program with limited sources of evidence in which to measure effectiveness.	Library/media specialist's plan to evaluate the program is organized around clear goals and several sources of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is integrated within the library's programs and services and there is a clear path toward improving the program on an ongoing basis. Ongoing feedback from staff and students is used to assess and improve the library/media program.
1e: Critical Attributes	• The LMS has no plan to evaluate the library media program. • The LMS resists the suggestion that such an evaluation is necessary.	• The LMS has an incomplete plan to evaluate the library media program. • The LMS plan does not address one or more of the following components: the evaluation of print and digital resources, usage of library services, state of the physical space, and alignment to the overall school program.	• The LMS has a plan to evaluate the library media program. • The LMS plan incorporates the evaluation of print and digital resources, usage of library services, state of the physical space, and alignment to the overall school program.	• The LMS develops quantitative and qualitative tools to collect data for evaluating the library program. • The LMS identifies steps to move the library media program forward in response to the data collected. • The LMS makes recommendations based on data for improvements library services.

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AR TESS Library/Media Specialists (LMS) RUBRIC

DOMAIN 2: ENVIRONMENT				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2a: Creating an environment of respect and rapport	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by 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 personalized knowledge of students' cultures and levels of development. Students and staff exhibit a high regard for the school librarian.
2a: Critical Attributes	• The LMS uses disrespectful talk towards students; student body language indicates feelings of hurt or insecurity. • Students use disrespectful talk towards one another with no response from the LMS. • The LMS displays no familiarity with or caring about individual students' interests or personalities.	• The quality of interactions between the LMS and students, or among students, is inconsistent, with occasional disrespect. • The LMS attempts to respond to disrespectful behavior among students with inconsistent results. • The LMS attempts to make connections with individuals students, but student reactions indicate that the efforts are not completely successful.	• Interactions between the LMS and students and among students are uniformly respectful. • The LMS responds to disrespectful behavior among students. • The LMS makes connections with individual students.	• The LMS demonstrates knowledge and caring about individual students' lives beyond school. • When necessary, students correct one another in their conduct towards classmates. • There is little or no disrespectful behavior among students. • The LMS's reaction to a student's incorrect response respects the student's dignity. • Students consistently self-manage their behavior while in the library.

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AR TESS Library/Media Specialists (LMS) RUBRIC

DOMAIN 2: ENVIRONMENT *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2b: Establishing a culture for learning	Library/media specialist maintains a controlling and stifling environment not conducive to learning.	Library/media specialist maintains an environment that is inconsistent with expectations in regards to how students use the library appropriately.	Library/media specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged in the library environment.	Library/media specialist maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library. Students self-monitor their work within the library environment and seek help from the library/media specialist without prompting and as needed.
2b: Critical Attributes	• The LMS does not communicate the importance of seeking information. • The LMS does not promote reading as an integral part of learning and personal growth. • The LMS does not model the productive use of technology.	• The LMS communicates the importance of seeking information, but the process is unstructured. • The LMS inconsistently promotes reading as an integral part of learning and personal growth. • The LMS inconsistently models the productive use of technology.	• The LMS uses a variety of techniques to create a learning rich library environment. • The LMS communicates the importance of systematically seeking information. • The LMS directs initiatives that promote reading as an integral part of learning and personal growth. • The LMS models productive use of information technology.	• The LMS advocates for the evaluation and access to a variety of information resources. • The LMS models effective information seeking behaviors for students. • The LMS models an appreciation for the importance of reading through the development of a variety of activities and events. • The LMS advocates for existing and emerging technologies to be integrated into learning experiences.

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AR TESS Library/Media Specialists (LMS) RUBRIC

DOMAIN 2: ENVIRONMENT *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2c: Establishing and maintaining library - procedures, physical and virtual spaces, and supervising library paraprofessionals	Media center routines and procedures are either nonexistent or inefficient, resulting in general confusion. Available physical space is cluttered, unorganized or dangerous. Library assistants are confused as to their role.	Media center routines and procedures have been established but function sporadically. Available physical space is organized to support library/media priorities. Efforts to establish guidelines for library assistants are partially successful.	Library/media specialist makes effective use of the procedures and physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use, and maintains virtual spaces. Library media center routines and procedures have been established and function smoothly. Library assistants are clear as to their duties.	The library/media specialist effectively organizes the library procedures and space for safety, ease of traffic flow and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. Media center routines and procedures 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.
2c: Critical Attributes	• The Library Media Center routines and procedures are not established. • The Library Media Center's physical environment includes physical hazards, endangering student safety. • The Library Media Center has incorrect or outdated signage. • The Library Media Center does not have a webpage. • The Library Media Assistant requires constant supervision to function within the library program.	• The Library Media Center routines and procedures need frequent reminders/ re-teaching. • The Library Media Center's physical environment is not an impediment to learning, but does not enhance learning. • The Library Media Center has limited but appropriate signage. • The Library Media Center's webpage can be accessed from the school's website. • The Library Media Assistant requires guidance to contribute to the success of the library program.	• The Library Media Center routines and procedures function smoothly. • The Library Media Center is organized for safety, easy traffic flow and learning. • The Library Media Center has clear signage. • The Library Media Center's webpage can be easily accessed. • The Library Media Assistant contributes to the success of the library program.	• Members of the learning community can independently navigate the Library Media Center and utilize its resources. • Members of the learning community take the initiative to ensure their time in the Library Media Center is used productively. • The Library Media Center signage is updated on a regular basic based upon changes in the Library Media Center resources and procedures. • The Library Media Center's webpage provides access to online resources. • The Library Media Assistant takes initiative and contributes to the success to the library program.

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AR TESS Library/Media Specialists (LMS) RUBRIC

DOMAIN 2: ENVIRONMENT *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2d: Managing student behavior	No standards of conduct have been established, or students challenge them. There is little or no library/media specialist monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Library/media specialist tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. Library/media specialist monitors student behavior against established standards of conduct. Library/media specialist response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Library/media specialist's monitoring of student behavior is subtle and preventive. Library/media specialist's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
2d: Critical Attributes	• The library media setting is chaotic with no apparent standard of conduct because they are unaware of expectations. • The LMS does not monitor student behavior. • Some students violate standards of conduct, without apparent LMS awareness. • When the LMS notices student misbehavior, s/he appears helpless to do anything about it.	• Standards of conduct have been established but are not consistently practiced. • Student behavior is inconsistent. • The LMS attempts to maintain order in the library media setting, but with inconsistent success. • The LMS inconsistently addresses students' positive behavior/choices.	• Standards of conduct have been established and consistently practiced. • Student behavior is generally appropriate. • The LMS frequently monitors student behavior. • The LMS response to student misbehavior is effective.	• The LMS has clearly communicated expectations for student behavior. • Student behavior is consistently appropriate • The LMS monitors student behavior and uses a variety of strategies to redirect inappropriate behavior. • Students self-monitor their behavior and model appropriate behavior for others.

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AR TESS Library/Media Specialists (LMS) RUBRIC

DOMAIN 3: DELIVERY OF SERVICE				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3a: Communicating with members of the learning community	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The library/media specialist's use of oral and written communication contains errors or is inappropriate for students' cultures or levels of development or staff understanding.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion. The library/media specialist's oral and written communication is correct but may not be completely appropriate for students' cultures or levels of development or staff understanding.	Expectations for learning, directions and procedures, and explanations of content are clear to all members of the learning community. Oral and written communication is appropriate for students' cultures and levels of development and staff understanding and use of information.	Expectations for learning, directions and procedures, and explanations of content are clear and documented for all members of the learning community. Oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student and/or staff misconceptions.
3a: Critical Attributes	• The LMS does not communicate with learning community. • The LMS uses inappropriate vocabulary for the audience or cultures being addressed.	• The LMS inconsistently and/or ineffectively communicates to learning community. • The LMS is inconsistent in their use of appropriate vocabulary for the audience or cultures being addressed.	• The LMS consistently and clearly communicates to learning community. • The LMS uses appropriate vocabulary for the audience and cultures being addressed.	• The LMS is proactive and efficient in communication with all members of the learning community. • The LMS uses rich and appropriate language for varying audiences and cultures.
3b: Using questioning and research techniques	Library/media specialist does not use questions effectively and usually tells the student what to do or leaves them on their own.	Library/media specialist asks questions that guide students and help them think about their research topic.	Library/media specialist often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.	Library/media specialist nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own language through the research process.
3b: Critical Attributes	• The LMS does nothing to encourage members of the learning community to read independently. • The LMS does not provide instruction in the use of technology for research. • The LMS limits learning to rote tasks.	• The LMS occasionally motivates members of the learning community to read a variety of materials for research. • The LMS is inconsistent in providing instruction in the use of technology for research. • The LMS rarely uses open-ended probing questions when guiding students' research.	• The LMS motivates members of the learning community to read a variety of materials for research. • The LMS provides guided instruction in the use of technology for research. • The LMS uses open-ended probing questions when guiding students' research.	• Members of the learning community independently seek and use a variety of print and digital materials for research. • Members of the learning community independently interact with technology and one another to enrich and extend their research. • The LMS supports open-ended tasks that have multiple, correct responses or approaches, and/or demand higher-order thinking.

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AR TESS Library/Media Specialists (LMS) RUBRIC

DOMAIN 3: DELIVERY OF SERVICE *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3c: Engaging students in literature and learning information skills	Students are not engaged with literature or in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged with literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged with literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged with literature and in learning information skills and take initiative in ensuring the engagement of their peers.
3c: Critical Attributes	• The LMS does little or nothing to promote reading for enjoyment. • The LMS provides no instruction on the use of information literacy & technology.	• The LMS employs limited or inconsistent strategies to promote reading for enjoyment. • The LMS is inconsistent in providing instruction on the effective use of information literacy & technology.	• The LMS employs a variety of strategies to promote reading for enjoyment. • The LMS provides guided instruction on the effective use of information literacy & technology.	• The LMS consistently utilizes individualized strategies to promote reading for enjoyment. • The LMS promotes the independent use of information literacy & technology among students.
3d: Assessment in instruction (whole class, small group, and one-on-one)	Assessment is not used in instruction, either through monitoring of progress by the classroom teacher, LMS or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher, LMS and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Formative and summative assessments are regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher, LMS and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Formative and summative assessments are used in a developmentally-appropriate manner during the learning cycle through student involvement in establishment of the assessment criteria, self-assessment, progress checks by both students, teacher, and the LMS, and high-quality feedback to students from a variety of sources.
3d: Critical Attributes	• Assessment is not a part of the teaching/learning cycle. • The LMS does not articulate learning targets for tasks.	• Observation of student progress is limited. • The LMS articulates vague learning targets for specific tasks.	• Assessment is based on observation of student progress. • The LMS articulates learning targets for specific tasks.	• Assessment is individualized and continuous. • The LMS utilizes methods for peer group assessment.
3e: Demonstrating flexibility and responsiveness	Library/media specialist does not make changes in library media program even when evidence of inadequate approaches is provided.	Library/media specialist makes modest changes in the library media program when prompted with the need for change.	Library/media specialist makes revisions to the library media program as needed.	Library/media specialist is continually seeking ways to improve the library media program and makes changes as needed in response to input from the learning community.
3e: Critical Attributes	• The LMS does not make changes to short and long-range goals and aligned activities for the library media program.	• The LMS rarely revisits short and long-range goals and aligned activities for the library media program.	• The LMS revisits the short and long-range goals and aligned activities for the library media program.	• The LMS seeks qualitative and quantitative data from members of the learning community to adjust short and long-range goals and aligned activities for the library media program.

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AR TESS Library/Media Specialists (LMS) RUBRIC

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4a:Reflecting on practice	The library/media specialist rarely reflects on the effectiveness of services, resources, and instructional strategies.	The library/media specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.	The library/media specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school librarian considers changes necessary to ensure that future needs are met for a growing dynamic program.	The library/media specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school librarian regularly determines and shares changes necessary to ensure that future needs are met for an expanding dynamic program.
4a: Critical Attributes	• The LMS rarely draws correct conclusions about the effectiveness of library facilities and services. • The LMS does not identify ways to modify and improve future library services.	• The LMS has a general sense of the effectiveness of library facilities and services. • The LMS offers general modifications to improve future library services.	• The LMS deliberately assesses the effectiveness of library facilities and services. • The LMS identifies specific ways to modify and improve future library services needs.	• The LMS is constantly reflecting on the effectiveness of programming and services and uses data to support future changes. • The LMS continually advocates for improvement of library program and services.
4b: Maintaining accurate library records	The library/media specialist does not maintain accurate or current records.	The library/media specialist maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.	The library/media specialist maintains accurate, current, and accessible records including: budget, current catalog of resources, circulation records; an inventory of equipment; and statistics of library use.	The library/media specialist maintains accurate, current, and easily accessible records including: budget, a current catalog of resources, circulation and patron records, inventory of collections, and statistics of library use.
4b: Critical Attributes	• There is no system to collect library data. • The LMS does not conduct inventory.	• The LMS maintains some library records. • The LMS does not have a consistent system in place to collect accurate library data. • The LMS conducts a partial inventory of the library.	• The LMS maintains catalog and circulation records. • The LMS maintains instructional and facilities use data. • The LMS conducts an annual inventory of library collections. • The LMS keeps accurate library budget records.	• The LMS has procedures in place to monitor library records and make continual and immediate adjustments to the library program. • The LMS aligns library annual inventory of library collections with district initiatives and adjusts resources to support these initiatives

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AR TESS Library/Media Specialists (LMS) RUBRIC

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4c: Communicating with school staff and community	The library/media specialist does not communicate with the school community about the library program and services.	The library/media specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	Library/media specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	The library/media specialist effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on professional resources to communicate the development of the library program, new resources and service. The library/media specialist actively solicits feedback and input from the school's students and staff to improve program and services.
4c: Critical Attributes	• The LMS provides little or no information about the library program to learning community. • Often the communications are culturally inappropriate with learning community.	• The LMS occasionally makes information about the library program available to learning community. • Some of the LMS's communications are inappropriate to the learning communities' cultural norms.	• The LMS regularly makes information about the library program available to the learning community. • The LMS's communications are appropriate to the learning communities' cultural norms.	• The LMS uses a variety of methods to communicate with the learning community. • The LMS communications are always sensitive to the learning communities' cultural norms.
4d: Participating in a professional community	Library/media specialist's relationships with colleagues are frequently negative or self-serving, and the specialist avoids or refuses to be involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a contribution to school and district events and projects and assumes leadership with colleagues.
4d: Critical Attributes	• The LMS's relationship with colleagues is characterized by negativity or combativeness. • The LMS purposefully avoids collaboration. • The LMS avoids involvement in school activities and district and community projects.	• The LMS has pleasant relationship with colleagues. • When invited, the LMS has collaborative relationships with colleagues. • When asked, the LMS participates in school activities, as well as district and community projects.	• The LMS has supportive and collaborative relationships with colleagues. • The LMS volunteers to participate in school events and school district and community projects.	• The LMS takes a leadership role in promoting collaborative relationships between LMS staff and district or school colleagues. • The LMS takes a leadership role in promoting activities related to school and district events • The LMS contributes to and leads events that positively impact school life.

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AR TESS Library/Media Specialists (LMS) RUBRIC

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4e: Growing and developing professionally	Library/media specialist makes no attempt to go beyond what is required for maintaining certification. Library/media specialist resists feedback on performance from supervisors and makes no effort to share knowledge with others or to assume professional responsibilities.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development to enhance professional practice, welcomes opportunities for professional collaboration, and participates actively in assisting other educators.	Library/media specialist provides a leadership role in seeking out professional development opportunities for increasing district library/media approaches through professional reading, memberships, conferences, and action research. Library/media specialist initiates important activities such as teaching workshops, grant writing, writing articles, and making presentations to contribute to the profession on a district, state, and/or national level.
4e: Critical Attributes	• The LMS does not participate in professional development unless required. • The LMS does little or no collaboration. • The LMS makes no effort to participate in professional organizations.	• The LMS participates in professional development when required. • The LMS does not initiate collaboration. • The LMS rarely participates in professional organizations.	• The LMS seeks regular opportunities for professional development. • The LMS welcomes opportunities for professional collaboration. • The LMS participates in professional organizations.	• The LMS seeks regular opportunities for continued professional development. • LMS actively seeks feedback from supervisors and colleagues. • The LMS takes an active leadership role in professional organizations in order to contribute to the library media field.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4f: Showing professionalism	Library/media specialist does not advocate for students rights or use good decision-making. School Librarian does not adhere to the professional ethics of librarianship and is dishonest with colleagues, students and/or the public.	Library/media specialist is an advocate for student learning and tries to make decisions in support of student and staff best interests. School librarian is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights American Library Association's Code of Ethics.	Library/media specialist consistently supports and advocates for all students right to learn through consistently appropriate decision-making. School librarian is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.	Library/media specialist advocates for all students' need to learn through many different approaches and makes decisions based upon these individualized needs. Through teaching and practice the school librarian demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.
4f: Critical Attributes	• The LMS is dishonest. • The LMS engages in practices that are self-serving. • LMS does not notice the needs of students and/or colleagues. • The LMS willfully rejects school district regulations.	• The LMS is honest. • The LMS makes decisions professionally but on a limited basis. • LMS does not notice that some school practices result in poor conditions for students and/or colleagues. • The LMS complies with school district guidelines.	• LMS is honest and known for having high standards of integrity. • The LMS exhibits knowledge of ethics, equity and diversity. • LMS actively works to provide opportunities for student and/or colleague success. • The LMS follows copyright law, the Library Bill of Rights and American Library Association's Code of Ethics.	• LMS is considered a leader in terms of honesty, integrity, and confidentiality. • The LMS leads by example on issues of ethics, equity and diversity. • LMS makes a concerted effort to ensure opportunities are available for all students and/or colleagues to be successful. • The LMS inspires the learning community to adhere to the ethical use of information and intellectual freedom.

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AR Teacher Excellence Support System (TESS)

AR TESS Pre-Conference Questions

Formal Observation – Library Media Specialist

Library Media Specialist's Name	Grade/Subject	TESS Track
Evaluator	Pre-Conference	Date of Observation

1. What will I observe you doing?

2. Why is it important for me to observe this activity?

3. What are your goals for this activity?

4. What challenges do you anticipate in completing this activity?

5. What plans have you made to address these challenges?

6. What specific elements of this activity do you want me to pay particular attention to?

7. How does this activity fit within your total library media program?

8. How will you determine if this activity is successful?

AR Teacher Excellence Support System (TESS)

AR TESS Post-Conference Questions

Formal Observation – Library Media Specialist

Library Media Specialist's Name	Grade/Subject	TESS Track
Evaluator	Pre-Conference	Date of Observation

Please refer to the *Questions to Guide the Evaluator* to add one or two appropriate questions to the conversation.

1. How do you feel the activity went?

2. Were there any surprises and how well did you respond to them?

3. How well do you think you met your goals for this activity?

4. How well did you meet the challenges you anticipated?

5. If you repeat this activity, what will you do differently?

6. How will the outcome of this activity influence what you do next?

AR Teacher Excellence Support System (TESS)
Guiding Questions for Evaluators

Questions to Guide Evaluator:

These questions are provided to guide the evaluator in gaining a deeper understanding of the expectations of a school library media specialist. It is suggested that the evaluator may include one or two of these questions in the post-conference to expand the conversation between the evaluator and the library media specialist.

Domain 1: Planning and Preparation

1. How do you keep up with current trends in library media practice, information technology and literature?
2. How do you determine what your students need to know?
3. Describe the process you use as you plan lessons?
4. What is your process for choosing materials to include in the library collection?
5. How do you determine what your budgetary needs are and how do you prioritize those needs?
6. What are some of the goals you have set for the library media program?
7. How do your goals for the library media center relate to the goals of the school and district?
8. How do your goals for the library media center relate to the needs of your students and faculty?
9. How do you determine the needs of your students and faculty?
10. How do you collaborate with classroom teachers to determine student needs?
11. What process do you use to evaluate your library media program?

Domain 2: Environment

1. What have you done to minimize inappropriate behaviors that you encounter?
2. What are some ways you encourage students to be actively participate in the library media program?
3. Give some examples of procedures that you have developed to improve access to resources and materials for students and teachers.
4. How have you used the library's physical space to maximize student learning?
5. How have you used the library's virtual space to maximize student learning?
6. How have you used the library's physical space to promote reading and literacy?
7. How have you used the library's virtual space to promote reading and literacy?
8. What procedures have you established to manage classroom instruction, free-flow of students and collaborating with other educators?
9. How have you made the library a safe and inviting environment?
10. What is your process for selecting materials/resources to support the curriculum and recreational reading?

Domain 3: Delivery of Service

1. How do teachers know when the library is available for use?
2. How do teachers know what materials and resources are available for their use?

3. How do you collaborate with teachers to plan learning experiences that integrate information & digital literacies with content?
4. How do you address higher order thinking skills?
5. What strategies do you use to check student understanding when introducing a new concept or helping students to master a concept?
6. How do you adapt instruction for those students who have either already mastered a concept or who are struggling?
7. Give some examples of assessments you use in instruction and describe the activities for which they are appropriate.
8. How do you communicate with students and teachers about activities, events, etc. in the library?
9. What are some ways that you promote reading in the library? On your website?
10. What are some strategies and techniques you use to maximize student participation in discussions and instructional activities?
11. What are some techniques that you have used to help students reflect on their learning?
12. How do you handle multiple demands on your time during the school day?
13. What are some changes you have made in the library based on feedback from students or teachers?

Domain 4: Professional Responsibilities

1. Describe a professional development activity in which you have participated in the last year.
2. Describe an activity or strategy that you are now using that came directly from a professional development activity or professional literature.
3. What professional development opportunities have you provided to your colleagues?
4. What community resources have you used in the last year?
5. What is your system for budgeting and keeping financial records?
6. What data do you collect in relationship to the library program, its resources and instruction?
7. Describe a leadership activity in which you have been involved within the past year?
8. How do you reflect on your practice and how does it affect your practice in the future?
9. How do you actively seek out opportunities to collaborate with colleagues within your school and district?
10. What professional organizations do you belong to and how do they benefit you?
11. How do you keep parents and the community informed about what's happening in the library?
12. What professional literature do you subscribe to?
13. What do you believe to be the characteristics of an exemplary school librarian?
14. What are your personal goals to maintain your professionalism?

AR Teacher Excellence Support System

EXAMPLES of ARTIFACTS
for SCHOOL LIBRARIANS

Note: The following is a list of possible artifacts which may be uploaded in BloomBoard by Library Media Specialists. These are *not* the only artifacts that can be used. Each School Librarian should use artifacts that are reflective of his/her own practice; each educator's artifact collection will be unique. Educators are not expected to use all of the examples provided.

Domain 1: Planning and Preparation

1a. Demonstrating knowledge of current trends in library/media practice, information technology and literature

- Verification of participation in professional development activities
- Documentation of professional development provided for others,
- Copies or summaries of journal articles on professional trends, best practices, etc.
- Professional reading logs
- Relevant e-mails
- Print screens of searches for professional information
- Library website
- Videos/photos of reader's advisory
- Videos/bibliographies of book talk

1b. Demonstrating knowledge of students and how the library program can address their needs

- Documentation of accommodations for special needs students
- Lesson plans which include strategies/methods for differentiated instruction
- Samples of communications to students (programs, announcements, face-to-face interactions, etc.)
- Photos of displays or bulletin boards
- Copies of bibliographies, bookmarks or research results providing the school librarian with information for successfully addressing student needs

1c. Establishing goals for the library media/program appropriate to the setting and the learning community served

- Crosswalks of content area frameworks, national standards and Arkansas Library Media Framework
- Copies of needs surveys/assessments
- Copies of notes from collaborations with teachers
- Copies of goals/ action plans for library media program
- Meeting minutes with reference to Library Media Program Goals
- Copies of questions used & notes taken during focus groups
- Videos of student, teacher and parent focus groups
- Copies of library program vision & mission statements

1d. Designing a coherent library program integrated with the overall school program within budgetary guidelines

- Bibliographies of new acquisitions
- Copies of budget spreadsheets
- Copies of needs surveys for resources
- Videos/photos of lunchtime and after school programming
- Lists of free resources available to teachers and students
- Weeding policy
- Descriptions or copies of fundraising activities and grants applications
- Lists of volunteers and tasks performed

1e. Developing a plan to evaluate the library/media program

- Copy of annual report
- Circulation records
- Statistic reports – classroom visits, numbers of book-talks, number of students using computers, etc.
- Copies of needs assessments or perceptual surveys
- Copy of marketing/PR plan
- Minutes from library advisory committee meeting

Domain 2: Environment

2a. Creating an environment of respect and rapport

- Copies of school library rules and policies
- Copy of student handbook which includes information about library
- Observation notes or videos of student and librarian interactions
- Photos of physical space as examples of access and welcoming environment
- Student Interest Surveys
- Displays of student work
- Signage
- Statements of personal experience in the School Library from parents, teachers and students

2b. Establishing a culture for learning

- Lesson plans
- List of available databases
- Evidence of Access to technology
- Examples of teacher and librarian collaboration on learning protocols

2c. Establishing and maintaining library procedures, physical and virtual spaces, and supervising library paraprofessionals

- Copies of schedules
- Website – frequent updates
- Log of online catalog maintenance
- Copies of routines and procedures
- Pictures or diagrams of uses of physical space in the School Library Copy of student library aide handbook
- Copies of request for Library Services
- Job description for paraprofessional

2d. Managing student behavior

- Posted rules and/or expectations for student behavior
- Videos of lessons taught sharing behavior monitoring or response to misbehavior
- Observation notes

Domain 3: Delivery of Service

3a. Communicating with members of the learning community

- Copies of emails, flyers, newsletters
- Communication documentation from professional learning conferences or committee meetings
- Documentation of orientation for new teachers

3b. Using questioning and research techniques

- Lesson plans including details for questioning and research strategies
- List of databases with evidence of instructional use
- Sample student work
- Examples of technology integration
- Graphic organizers and other instructional materials
- Examples of research questions for various projects

3c. Engaging students in literature and learning information skills

- Samples of bibliographies of recommended reading
- Photos of displays
- Recordings of book-talks or book trailers
- Copies of student graphic organizers
- Author visits
- Circulation records
- Copies of assignment sheets (online searching, website evaluation, research strategies, etc.)

3d. Assessment in instruction (whole class, small group, and one-on-one)

- Samples of exit passes, rubrics, assessments and self-assessments
- Samples of student work
- School Librarian narrative notes on observation of student learning activity

3e. Demonstrating flexibility and responsiveness

- Copy of Library Program Perceptual Survey
- Copies of Plan for Library Program Revision and resulting documentation
- Free Flow Schedule for School Library

Domain 4: Professional Responsibilities

4a. Reflecting on practice

- Self-reflection of the year's activities in the library
- Running to-do list
- Self-reflection of the year's professional development
- Copies of surveys
- Copies of advocacy efforts
- Reports to administration
- Responses to evaluations
- Budget requests
- Copies of short-term goals and objectives for library program

4b. Managing accurate library records

- Annual Report
- Circulation statistics
- List of lost and overdue books
- Inventory process, schedule and other records
- Budget spreadsheets
- Budget requests and purchase orders
- Selection/Challenge process and policy
- Consideration files

4c. Communicating with school staff and community

- Copies of newsletters, flyers, brochures, announcements
- Copies of emails
- Log of professional development provided
- Needs assessments, surveys
- Contact logs
- Documentation of participation in Parent/ Teacher Conferences

4d. Participating in a professional community

- Proof of membership in professional organizations
- Evidence of participation in professional organizations
- Documentation for participation in extra-curricular activities of the school or district
- Evidence of participation on school and district committees, leadership teams
- Evidence of events and programs sponsored by the library program.
- Evidence of participation in a PLC

4e. Growing and developing professionally

- Verification of attendance at professional conferences
- Record of professional development delivered/provided
- Attendance at staff meetings
- Portfolio of professional work
- Professional Growth Plan
- Copies of pre- and post- conferences (evaluations)
- Evidence of participation in professional organizations
- Copies of lesson plans for teaching professional development
- Copies of articles written
- Action research documentation

4f. Showing professionalism

- Copies of the American Library Association's Library Bill of Rights, Code of Ethics, Declaration for the Right to School Libraries with reflection on concept integration into the library program
- Copies of selection/challenge policy
- Books, articles or bibliography of information on intellectual freedom, copyright laws, plagiarism
- Copies of applicable national and state standards and frameworks
- School Library Policies on Code of Responsible Computing, Internet Safety, Acceptable Use, Academic Integrity
- Documentation of following copyright laws in practice
- Records of changes made to the Library Program to ensure the success of School Library Patrons

SCHOOL COUNSELOR FRAMEWORK

Domain 1: PLANNING AND PREPARATION

1a: Demonstrating Knowledge of counseling theory and techniques

• Knowledge of counseling techniques • Knowledge of application of supports

1b: Demonstrating Knowledge of child and adolescent development

• Knowledge of development characteristics • Knowledge of exceptions to general patterns of development • Knowledge of working with students from a variety of sources

1c: Establishing goals for the counseling program appropriate to the setting and the students served

• Appropriate goals • Goals target the needs of the population • Goals are consistent and collaborative

1d: Planning the counseling program with appropriate resources

• Extensive knowledge of resources • Deep understanding of student needs and best resources for them • Designs services in collaboration with all constituents

1e Developing measures to evaluate the counseling program

• Highly sophisticated plan with variety of sources of evidence and clear path to goals • Active involvement of constituents • Careful data collection on goals

Domain 1: PLANNING AND PREPARATION

2a: Creating an environment of respect and rapport

• Environment is inviting and reflecting sensitivity to characteristics of the population • Interactions are warm and caring • Relationships with all students reflect high degree of comfort and trust • Students feel valued and will take emotional risks

2b: Establishing a culture for productive communication

• Communication in counselor setting is productive and respectful

• Student responses are in depth and committed to the counseling process

2c: Managing routines and procedures in the counseling setting

• Routines are seamless and students work to maintain them • The emergency response plan results from collaboration with all constituents

2d: Establishing expectations/norms for student behavior in the counseling setting

• Clear conduct standards for counseling sessions and students work to maintain them • Significant contribution to the environment of civility • Collaboration with all constituents and responsive to intervention needs as they arise

Domain 4: PROFESSIONAL RESPONSIBILITIES

4a: Reflecting on counseling practice

• Highly accurate and perceptive description of practice • Accurate process of evaluation •Makes detailed suggestions about program improvement based on multiple data sources

4b: Maintaining Accurate Records

• Highly systematic and efficient record keeping • Records provide model for others

4c: Communicating with Families

• Consistently provides thorough and accurate information to families about the program, student services and individual students • Includes colleagues when necessary

4d: Participating in a Professional Community

• Assumes leadership role • Makes a substantial contribution to school and district meetings/events • Creates positive, productive collegial relationships •Supports district mission

4e: Growing and Developing Professionally

• Leads in seeking professional development opportunities • Contributes to the profession •Presents information to colleagues

4f: Showing Professionalism,

• High standards of honesty, integrity and confidentiality • Adheres to district, state, and federal regulations •Advocates for all students • Models professionalism

Domain 3: DELIVERY OF SERVICE

3a: Communicating with students to determine their needs

• Conducts detailed, individualized behavior and/or academic assessments

• Opportunities for student involvement • Communicates with colleagues parents and community agencies when assessing student needs

3b: Assisting students in the formulation of academic, personal/social, and career plans based on knowledge of student needs

• Helps students individually create academic, personal/social and career plans based on data of needs • Students actively participate in the creation of academic, personal/social and career plans

3c: Delivering counseling services and resources to support students

• Collaborates with other colleagues, programs and agencies to meet individual student needs • Uses available resources to provide services • Makes appropriate referrals consistently and collaboratively based on individual student needs

3d: Using assessment to guide counseling service

• Consistently evaluates student progress with multiple measures • Counselor consults with team members during evaluation • Students demonstrate some self-assessment and self-advocacy

3e:Demonstrating flexibility and responsiveness

• Proposes changes based on student need • Quickly incorporates new developments • Continual awareness of student needs and adjusts daily routines

AR TESS SCHOOL COUNSELOR RUBRIC

DOMAIN 1: PLANNING AND PREPARATION				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little or no understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates thorough understanding of counseling theory and techniques	Counselor demonstrates comprehensive understanding of counseling theory and techniques and uses knowledge to offer differentiated support appropriate to each situation
1a: Critical Attributes	• Incorrect knowledge of counseling techniques • Unable to identify appropriate application of various techniques	• Limited counseling theory and techniques • Depth of knowledge is limited and variety of techniques does not extend to all populations served • Inconsistent ability to identify appropriate application of various techniques.	• Demonstrates solid knowledge of counseling discipline. • Multiple techniques for all populations served • Solid foundation of counseling techniques and their application to individual situations.	• Demonstrates extensive knowledge of concepts • Familiar with a wide range of methods and how to use them flexibly. • Links the concepts to other areas of counseling or other disciplines • Extensive knowledge of the most appropriate techniques for each situation.
1b: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as recognizing exceptions to the general patterns.	Counselor uses accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns to determine which individual students follow the general patterns. The counselor thoroughly considers, recognizes, and acquires knowledge from several sources to work with students with individual differences.
1b: Critical Attributes	• Cannot identify cognitive and/or social-emotional developmental attributes • Does not value or use specific cultural or societal factors to guide counseling decisions • Unaware of student background or experience.	• Has basic understanding of cognitive and/or social-emotional developmental theory • Has limited knowledge of specific cultural or societal factors to guide counseling decisions • Aware of student background and experiences but does not apply information to practice.	• Well informed about cognitive and/or social-emotional developmental theory • Can identify specific cultural or societal factors to guide counseling decisions. • Actively seeks knowledge of student's background, including skills, culture, language, interests, and special needs.	• Well informed about cognitive and/or social-emotional developmental theory applicable to the individual student population served • Applies understanding of specific cultural or societal factors to individualized practice. • Applies awareness of typical cognitive and developmental functioning to individual cases of practice • Actively seeks and applies knowledge of student's background, including skills, culture, language, interests, and special needs from a variety of sources.

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AR TESS SCHOOL COUNSELOR RUBRIC

DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program or appropriate goals to either the situation or the age of the students.	Counselor's goals for the counseling program are undeveloped and/or 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 school, the environment, and the students.	Counselor's goals for the counseling program are highly appropriate to the situation, the school, and to the age of the students. The goals have been developed following collaboration with students, colleagues, and staff.
1c: Critical Attributes	• Cannot identify goals. • Goals do not represent response to the needs of the population. • No communication or collaboration with others in the development of goals.	• Goals represent low expectations and rigor. • Goals reflect minimal consideration of needs of population. • Collaboration with stakeholders is minimal.	• Goals represent appropriate expectations and rigor. • Goals reflect consistent consideration of needs of population. • Collaboration with stakeholders in the school setting is consistent.	• Goals represent high expectations and rigor. • Goals are carefully tailored to meet the individual or group needs of the population. • Goals are developed through consistent communication and collaboration with multiple stakeholders including those outside the regular school setting.
1d: Planning the counseling program with appropriate resources	Counselor plan lacks coherence and is developed without input from stakeholders or inclusion of individual, school, and district needs.	Counselor plan contains guiding principles but is not consistent with individual, school, and district goals. Counselor seeks minimal input from stakeholders.	Counselor plan provides services and seeks resources that are consistent with individual, school, and district goals and individual student needs. Counselor actively collaborates with colleagues and staff in regards to designing plans.	Counselor plan provides extensive knowledge of resources including those available through the school or district and in the community. Counselor has a deep understanding of the student needs and the best practice and resources as to meeting those needs. Counselor identifies all stakeholders, ensuring collaboration with them when designing program of services.
1d: Critical Attributes	• No knowledge of resources appropriate for student population. • No collaboration with stakeholders. • No coherent structure to counseling plan/process.	• Basic awareness of resources that are appropriate for the needs of individuals, school, and district • Inconsistent collaboration with stakeholders • Limited structure to the counseling plan/process.	• Applies knowledge and understanding of available resources and student needs in creation of a comprehensive counseling program. • Counselor ensures ongoing input from stakeholders developing and updating the counseling program. • Plan provides a clear, detailed structure for implementing the counseling plan/process.	• Regularly seeks updated information about resources and best practices for providing a comprehensive counseling program. • Demonstrates application of counseling knowledge to consistently develop individualized counseling services. • Collaboration with district and community stakeholders is evident in design of plan. • Plan reflects deep understanding of available resources and best practices for addressing individual student and building needs.

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AR TESS SCHOOL COUNSELOR RUBRIC

DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1e: Developing measures to evaluate the counseling program	Counselor has not created a plan to evaluate the program.	Counselor has a rudimentary plan to evaluate the counseling program. The plan has limited provision for the inclusion of input from others or the collection of data designed to assess the degree to which goals have been met.	Counselor's plan to evaluate the program involves all stakeholders. The plan is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's plan to evaluate the program is highly sophisticated, with a wide-variety of sources of evidence and a clear path toward improving the program on an ongoing basis. The plan provides for active involvement of stakeholders and careful data collection on program goals.

1e: Critical Attributes	• No plan for evaluation of the counseling program exists.
	• Plan contains no provisions for feedback from stakeholders.
		• Evaluation plan has a limited provision for data collection
		• Plan contains limited provision for feedback from stakeholders.
		• Plan doesn't reflect consideration of program goals.
			• Plan provides for collection of relevant data.
			• Plan is consistently updated based upon feedback from stakeholders.
			• Plan provides for input from stakeholders.
			• Plan is consistent with program goals.
				• Plan includes processes for reviewing the counseling program so that formative adjustments can be made several times throughout the evaluation process.
				• Counselor communicates with all stakeholders and seeks out support and resources for their practice and performance in order to best serve students and the needs of the community.
				• Counselor uses a variety of methods in program evaluation.
				  o Organization of plan provides for changes to assessment methods and details as dictated by feedback from stakeholders and/or data collected.
				  o Counselor consistently evaluates his/her performance on an ongoing basis.

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AR TESS SCHOOL COUNSELOR RUBRIC

DOMAIN 2: ENVIRONMENT				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2a: Creating an environment of respect and rapport	Counselor does not create a safe and inviting environment. Interactions between counselor and students are negative, inappropriate, or insensitive to their cultural background.	Counselor creates an environment that is safe and accessible, with interactions between counselor and students being generally appropriate and free from conflict. They may be characterized by occasional displays of insensitivity or lack of responses to cultural or developmental differences.	Counselor creates an environment that is safe, accessible, and inviting, designed to appeal to the population served. Interactions between students and counselor are respectful, reflect general warmth and caring, and are appropriate to the cultural and developmental characteristics of the population served. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking emotional risks.	Counselor creates an environment that is always inviting and appealing reflecting sensitivity to the cultural and developmental characteristics of the population. Interactions reflect general warmth and caring, and are appropriate to the cultural and developmental characteristics of the population served. Individual students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. The net result is an environment where all students feel valued and are comfortable taking emotional risks.
2a: Critical Attributes	• Speaks disrespectfully to students • Displays a lack of familiarity with or caring about individual student • Unaware of cultural and developmental characteristics	• Occasional disrespect • Attempts to make connections, but reactions indicate the efforts are not successful or usual • Limited awareness of cultural and developmental characteristics	• Interactions uniformly respectful • General connections with students are positive • Aware of cultural and developmental characteristics	• Consistently demonstrates knowledge and caring about individual students • Treats individual students with dignity in all situations • Demonstrates and applies appropriate cultural and developmental awareness in interactions with students
2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the counseling setting between student and counselor.	Counselor's attempts to promote a culture of productive and respectful communication between student and counselor in the counseling setting.	Counselor promotes a culture in the counseling setting for productive and respectful communication between student and counselor	Counselor promotes a culture in the counseling setting for productive and respectful communication with the expectation of more in depth responses and commitment to the counseling process from the student.
2b: Critical Attributes	• Does not participate or attend meetings or discussions • Unwilling to communicate with different stakeholders	• Attends some meetings and discussions regarding students • Inconsistently communicates with different stakeholders	• Attends all meetings regarding students • Communicates regularly with different stakeholders	• Initiates and or is involved in setting up and planning meetings regarding individual students • Consistently initiates communication with all stakeholders

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AR TESS SCHOOL COUNSELOR RUBRIC

DOMAIN 2: ENVIRONMENT*(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2c: Managing routines and procedures in the counseling setting	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray. Counselor is unable to prioritize time-sensitive tasks. Counselor does not have an organized plan to address emergencies.	Counselor has rudimentary and partially successful routines for the counseling center or classroom. Counselor is inconsistent in prioritizing tasks. Counselor has a rudimentary plan for handling emergencies.	Counselor's routines for the counseling center or classroom work effectively. Counselor consistently prioritizes tasks and has a defined plan to handle emergencies.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them. Counselor prioritizes all tasks. Counselor develops and communicates an emergency response plan collaborating with all stakeholders.
2c: Critical Attributes	• No established procedures or routines • Procedures for other activities are confused or chaotic for the counseling sessions • Counselor is unaware of roles and responsibilities in response to an emergency	• Procedures have been established, but operation is inconsistent • Routines are developing or inconsistently organized for student involvement in the counseling sessions • Counselor has limited awareness of roles and responsibilities in response to an emergency	• Office routines are followed consistently • Routine is even and supportive for student involvement in the counseling sessions. • Counselor is aware of roles and responsibilities in response to an emergency	• Office routines are seamless and adapted as needed • Counselor initiates suggestions from students regarding improving student involvement in the counseling sessions • Counselor consistently collaborates and initiates communication with all stakeholders regarding different stakeholder roles and responsibilities in response to emergencies.
2d: Establishing expectations/norms for student behavior in the counseling setting	Counselor has established no standards of conduct for students during counseling sessions and makes no effort to maintain 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 contribution to the environment of civility in the school. Counselor communicates, models, and encourages high expectations for student behavior.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor makes a significant contribution to the environment of civility in the school. Counselor collaborates with all stakeholders and is responsive to intervention needs related to student behaviors as they arise.
2d: Critical Attributes	• No standards for student conduct have been established or not consistently addressed • Disregards violation of rules of the counseling session • Does not collaborate with colleagues to support school-wide civility as a model for students	• Standards have been established and counselor attempts to maintain order, with uneven success. • Response to student misbehavior is inconsistent during the counseling session • Works with colleagues to support school-wide civility as a model for students	• Standards of conduct have been established and counselor maintains order with overall success • Student behavior is consistently appropriate during the counseling session. • Counselor models appropriate behavior expectations and collaborates with colleagues to embed a culture of civility throughout the school	• Students monitor their own behavior or student behavior is entirely appropriate • Students address misbehavior of their peers in compliance with standards of conduct. • Counselor always models and provides interventions for appropriate behavior expectations and provides leadership in supporting a culture of civility throughout the school

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DOMAIN 3: DELIVERY OF SERVICE				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3a: Communicating with students to determine their needs	Counselor does not assess behavior or academic student needs, or the assessments result in inaccurate conclusions. Counselor does not communicate or collaborate with colleagues to assess student needs.	Counselor's assessments of student behavior or academic needs are basic. Counselor sporadically communicates and collaborates with colleagues regarding student needs.	Counselor assesses student behavior or academic needs and knows the range of student needs in the school. Counselor provides opportunities for all students to be involved in the counseling program either through individual, group, and or classroom counseling. Counselor uses communication with colleagues as part of the assessment of student needs.	Counselor conducts detailed and individualized behavior and/ or academic assessments of student needs to develop a program plan. Provides opportunities for all students to be involved in the counseling program either through individual, group, or classroom counseling. Counselor uses communication with colleagues, parents, and outside community agencies as part of the assessment of student needs.
3a: Critical Attributes	• Counselor has no system for assessing student needs • Counselor inaccurately interprets student data • Counselor does not communicate or collaborate with colleagues regarding student needs	• Counselor utilizes a rudimentary assessment system • Counselor displays limited ability to interpret student data • Counselor sporadically communicates and collaborates with stakeholders regarding student needs	• Counselor has comprehensive system for assessing needs • Counselor is proficient in interpreting assessment data and using data to identify needs • Counselor maintains collaborative communication with colleagues throughout the assessment process to determine student needs	• Counselor has comprehensive system for assessing needs • Counselor consistently interprets data to determine detailed individualized behavior and/or academic needs • Counselor maintains collaborative communication with all stakeholders including colleagues, parents, and community agencies throughout the assessment process • Assessment is ongoing and flexible based upon student needs
3b: Assisting students in the formulation of academic, personal/social, and career plans based on knowledge of student needs	Counselor does not attempt to help students formulate academic, personal/social, and career plans.	Counselor attempts to help students formulate academic, personal/social, and career plans.	Counselor helps students formulate academic, personal/social, and career plans while using some data regarding student needs.	Counselor helps individual students formulate academic, personal/social, and career plans while using data regarding student needs. Counselor encourages students to take part in the creation of their academic, personal/social, and career plan.
3b: Critical Attribute	• Counselor does not seek out or develop appropriate guidance curriculum for needs of the school population • Counselor does not utilize appropriate techniques when assisting students • Counselor does not attempt to assist students in goal setting and problem solving.	• Counselor develops basic guidance curriculum for needs of the school population • Counselor utilizes few techniques when assisting students • Counselor is inconsistent in assisting students in goal setting or problem-solving.	• Counselor develops a comprehensive guidance curriculum for needs of the school population • Counselor utilizes a variety of techniques when assisting students • Counselor consistently assists students in goal setting and problem solving.	• Counselor develops a guidance curriculum that is individualized and personalized for the needs of the school population • Counselor utilizes a variety of techniques and is able to make adjustments in all situations to meet student needs • Students are actively involved in goal setting and problem-solving and the counselor is able to facilitate the needs of the individual student.

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DOMAIN 3: DELIVERY OF SERVICE *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3c: Delivering counseling services and resources to support students	Counselor does not make connections with other programs in order to meet student needs. Counselor does not provide appropriate services and is unaware of resources or does not make appropriate referrals.	Counselor's efforts to collaborate services with other programs in the school are partially successful. Counselor has basic understanding of services to be delivered but makes minimal use of resources and makes appropriate referrals inconsistently.	Counselor collaborates with other colleagues and programs within the school or district to meet student needs. Counselor provides appropriate services using available resources and makes appropriate referrals consistently.	Counselor collaborates with other colleagues, programs and agencies both within and beyond the school or district to meet individual student needs. Counselor utilizes available resources to provide appropriate services and makes the appropriate referrals on a consistent basis in collaboration with school service personnel based upon the needs of individual student needs.
3c: Critical Attributes	• Counselor lacks knowledge of community or school resources • Counselor does not provide appropriate services to assist in meeting student needs • Counselor does not advocate for individual students.	• Counselor is aware and utilizes a limited set of community and school resources • Counselor makes a limited number of referrals. • Counselor is inconsistent in advocating for individual students.	• Counselor is well versed in all school, district, and community resources for students • Counselor collaborates with stakeholders in the school setting to maximize services and resources for students • Counselor makes appropriate referrals in addressing the student needs • Counselor advocates for each student as necessary.	• Counselor uses a wide variety of resources available to provide the most appropriate services • Counselor partners with community agencies and sources outside of the school setting in the development of services designed to meet students needs • Counselor seeks out and makes appropriate referrals based upon student needs • Counselor is proactive and highly engaged in student advocacy.
3d: Using assessment to guide counseling services	Counselor does not evaluate student progress or consult with team members to meet students' needs.	Counselor inconsistently evaluates student progress or consults with team members to meet students' needs.	Counselor consistently evaluates student progress and consults with team members to meet students' needs.	Counselor consistently evaluates student progress using multiple measures and consults with team members. Students demonstrate some self-assessment techniques and self-advocacy.
3d: Critical Attribute	• Counselor does not monitor student progress or communicate with student • No data collection to determine student progress • No communication or collaboration with school personnel involved in the plan to monitor progress across settings	• Counselor inconsistently monitors and communicates student progress • Limited data collection to determine student progress • Limited communication and collaboration with school personnel involved in the plan to monitor progress across settings	• Counselor consistently monitors student progress and communicates with student • Data collection is used to guide and determine student progress • Communicating and collaborating with school personnel involved in the plan to monitor progress across settings	• Students are able to self-monitor their individual progress related to counseling • Ongoing data collection from multiple sources to determine student progress • Communicating and collaborating with all stakeholders involved in the plan to monitor progress across settings

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DOMAIN 3: DELIVERY OF SERVICE *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3e: Demonstrating flexibility and responsiveness	Counselor does not adjust and prioritize routines to meet student needs.	Counselor makes minor revisions and adjustments in the daily schedule as needed. Counselor attempts to modify priorities to meet student and building needs through use of technology and best practice.	Counselor is aware of student needs and makes revisions and adjustments to the daily schedule as needed. Counselor routinely modifies priorities to meet student and building needs through use of technology and best practice.	Counselor proposes changes and quickly incorporates new developments that will best serve needs of students. Counselor is continually aware of student needs and proactively adjusts daily routines to serve student needs.
3e: Critical Attributes	• Counselor does not adjust to address student needs • Counselor does not prioritize tasks with student or school goals in mind • Counselor's plan is not informed by assessment • Counselor is unaware of advances to technology and new practices in the field.	• Counselor inconsistently recognizes student needs and make adjustments accordingly, • Counselor attempts to modify priorities to address student needs • Counselor has limited awareness of advances in technology and new practices and is inconsistent in their application.	• Counselor recognizes change in student needs and makes adjustments accordingly • Counselor will routinely modify priorities to meet the needs of students • Counselor is aware of advances in technology and applies new practices in the field.	• Counselor consistently monitors and uses ongoing student needs to make adjustments accordingly • Counselor seeks a thorough understanding of student needs and modifies program accordingly. • Counselor actively seeks information about advances in technology, educational trends, and applies this knowledge to daily best practices.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4a: Reflecting on counseling practice	Counselor does not reflect, adjust, or evaluate practice.	Counselor's reflection, adjustment, and evaluation on practice are moderately accurate and objective. Counselor makes general suggestions as to how the counseling program might be improved based on some data sources.	Counselor's reflection, adjustment, and evaluation provide an accurate and objective description of the practice and process of evaluation. Counselor makes some specific suggestions as to how the counseling program might be improved based on multiple data sources.	Counselor's reflection, adjustment, and evaluation provide a highly accurate and perceptive description of the practice and process of evaluation. Counselor makes detailed suggestions as to how the counseling program might be improved based on multiple data sources.
4a: Critical Attributes	• Counselor does not participate in the process of evaluation	• Counselor participates in the process of evaluation • Counselor reflections and evaluations of practice are moderately accurate • Counselor makes general suggestions on how to improve the program • Counselor utilizes minimal data in order to improve the program	• Counselor actively participates in the process of evaluation • Counselor's reflections and evaluations of practice are accurate • Counselor makes specific suggestions on how to improve the program • Counselor utilizes a variety of data in order to improve the program	• Counselor initiates and leads participation in the process of evaluation • Counselor independently reflects on and revises current practices • Counselor's reflections and evaluations of practice are highly accurate • Counselor makes detailed suggestions on how to improve the program and initiates these suggestions when appropriate • Counselor utilizes several data sources in order to improve the program
4b: Maintaining 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 are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and could serves as a model for other colleagues.
4b: Critical Attributes	• Counselor does not maintain records • Records are inaccurate • Counselor does not meet deadlines	• Counselor maintains records, but organization is lacking • Counselor recordkeeping is occasionally inconsistent and/or inaccurate • Counselor meets deadlines inconsistently	• Counselor maintains organized records • Counselor reports are accurate. • Counselor consistently meets deadlines	• Counselor maintains records that are well organized • Counselor reports are accurate on a consistent basis • Counselor consistently meets deadlines and is able to complete reports efficiently. • Counselor serves as a model for record keeping and completion of reporting.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4c: Communicating with Families	Counselor provides no information to families, either about the counseling program, affiliated student service programs or about individual students.	Counselor provides limited information to families about the counseling program, affiliated student service programs or about individual students.	Counselor provides thorough and accurate information to families about the counseling program, affiliated student service programs, and individual students.	Counselor consistently and regularly provides thorough and accurate information to families about the counseling program, affiliated student service programs and individual students, in a variety of ways and include other colleagues when necessary.
4c: Critical Attributes	• Counselor does not contact parents • Counselor does not respond to parent requests for contact or information.	• Counselor's communication with parents is minimal. • Counselor will respond to parent requests for information.	• Counselor communicates with parents regularly. • Counselor initiates contact with families, providing thorough information. • Counselor makes contact in timely fashion.	• Counselor communicates with families in a variety of ways. • Counselor seeks out avenues and means to further improve communication with families • Counselor ensures a variety of means of access are available to families.
4d: Participating in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects. Counselor does not support and has no involvement in implementation of the district mission.	Counselor participates in school and district meetings and events when specifically requested to do so. Counselor's relationships with colleagues are cordial. Counselor supports the district mission and is somewhat involved in its implementation.	Counselor actively participates in school and district meetings and events and maintains positive and productive relationships with colleagues. Counselor is supportive of the district mission and actively engaged in its implementation.	Counselor assumes a leadership role and makes a substantial contribution to school and district meetings and events and creates positive and productive relationships with colleagues. Counselor is highly supportive of the district mission and actively involved in its implementation.
4d: Critical Attributes	• Counselor does not interact positively with other staff • Counselor is unaware of district and school missions	• Counselor has minimal communication with other staff • Counselor is aware of the school or district mission but is minimally involved in its implementation	• Counselor is interactive with staff on a regular basis and maintains positive relationships • Counselor actively engages in meetings and events toward the improvement of the school and district.	• Counselor is interactive with staff on a regular basis and builds positive relationships • Counselor is a highly active participant in meetings and events to address the improvement of the school and district • Counselor seeks out opportunities to address needs that exist in the building and communicate concerns to other for the purpose of feedback • Counselor serves in a leadership role in the development of school and district mission.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4e: Growing and developing professionally	Counselor does not participate in professional development even when the need is evident.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks additional opportunities for professional development to enhance best practice, content knowledge and pedagogy.	Counselor actively provides a leadership role in seeking out professional development opportunities for increasing district counseling services. Counselor makes a substantial contribution to the profession and takes on a leadership role by presenting information to colleagues.
4e: Critical Attributes	• Counselor does not participate in continuing education • Counselor is not involved in any professional associations	• Counselor participates in little continuing education • Counselor is a member of a professional organization • Counselor does not seek out additional professional development opportunities	• Counselor participates in continuing education • Counselor has active memberships in professional organizations • Counselor actively seeks out additional professional development	• Counselor frequently participates in continuing education related to the needs of the population served. • Counselor has an active membership in professional organizations and participates as a speaker/presenter at the district, state, or national level • Counselor actively seeks out contemporary and relevant professional development • Counselor serves as a role model/mentor for colleagues
4f: Showing professionalism	Counselor does not display honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Counselor does not adhere to district, state and federal regulations.	Counselor displays honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Counselor is inconsistent in adherence to district, state and federal regulations.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Counselor advocates for students when needed. Counselor's practice reflects high professional and ethical standards as well as adherence to district, state and federal regulations.	Counselor consistently maintains the highest standards of honesty, integrity, and confidentiality as well as adherence to district, state, and federal regulations. Counselor advocates for all students. Counselor models professionalism with colleagues.
4f: Critical Attributes	• Counselor does not maintain confidentiality with students, staff or parents • Counselor is dishonest with staff, students, or parents • Counselor violates district, state and federal regulations	• Counselor maintains confidentiality in most situations • Counselor is honest and ethical • Counselor is inconsistent in compliance with district, state and federal regulations	• Counselor maintains confidentiality and honesty with all stakeholders • Counselor advocates for students as needed • Counselor maintains integrity in all situations • Counselor demonstrates respect for stakeholders • Counselor follows district, state and federal regulations	• Counselor consistently maintains highest standards of confidentiality and honesty with all stakeholders • Counselor advocates for all students • Counselor consistently maintains integrity in all situations • Counselor serves as a mentor and role model of professional and ethical standards • Counselor models professionalism among colleagues. • Counselor strictly adheres to district, state and federal regulations

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AR Teacher Excellence Support System (TESS) Pre-Conference Questions Formal Observation – School Counselor

Counselor's Name	Grade/Subject	TESS Track
Evaluator	Pre-Conference	Date of Observation

1. **What will I observe you doing?**

2. **Why is it important for me to observe this activity?**

3. **What are your goals for this activity?**

4. **What materials and/or technology will be used?**

5. **How will you engage the participants?**

6. **Should the observer be aware of any special circumstances?**

AR Teacher Excellence Support System (TESS) Pre-Conference Questions Formal Observation – School Counselor

7. **What challenges do you anticipate in completing this activity? What plans have you made to address these changes?**

8. **How does this activity fit with your comprehensive counseling program?**

9. **How will you determine if you have met your goals? What evidence will you use to make this determination?**

***If more space is needed, please add additional pages.**

AR Teacher Excellence Support System (TESS) Post-Conference Questions Formal Observation – School Counselor

Counselor's Name	Grade/Subject	TESS Track
Evaluator	Pre-Conference	Date of Observation

1. **What were the strengths of your activity?**

2. **How well do you think you met your goals for this activity? What evidence did you use to make this determination?**

3. **What did you do to engage the participant(s)? What evidence leads you to believe that your participants were engaged?**

4. **How well did you meet the challenges you anticipated?**

5. **If special circumstances were identified, how did they impact the activity?**

6. **If you had the opportunity to do this activity again with the same participant(s), would you do anything differently? If so, what would that be?**

7. How will the outcome of this activity influence your comprehensive counseling program?

***If more space is needed, please add additional pages.**

AR Teacher Excellence Support System

EXAMPLES of ARTIFACTS For SCHOOL COUNSELORS

Note: This is a brainstormed list of possible artifacts. Counselors should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list nor should counselors expect to use all of the examples provided.

Domain 1: Planning and Preparation

a. Demonstrating knowledge of counseling theory and techniques
   - Professional development participation in relevant areas
   - Participation in statewide ADE counselor meetings
   - Literature/resources
   - Policy reviews/handbooks
   - Situational examples
   - Small groups
   - Best practices (procedure for suicidal ideation, consultation for IEP's)
   - Observations.

b. Demonstrating knowledge of child and adolescent development
   - Professional development
   - Lesson plans
   - Presentations
   - Meeting agendas (meetings with teachers, parents and students)
   - IEP's
   - Referrals
   - Student activity/interaction
   - Observations

c. Establishing goals for the counseling program appropriate to the setting and the students served.
   - Master calendar
   - Measurable data (school improvement teams, attendance, behavior, etc.)
   - Pre-post assessments
   - Climate surveys
   - Needs assessments
   - School profile
   - Create and monitor annual program goals.

d. Planning the counseling program that is integrated with the regular school program
   - Master calendar/action plan
   - Guidance curriculum (character counts, bullying programs, etc.)
   - Needs assessment
   - Self-assessment
   - Mission statement (aligned with school's mission statement)
   - Aligned to ASCA National Model samples.

e. Developing measures to evaluate the counseling program
   - Portfolios
   - Rubric
   - Pre-post assessments for guidance units
   - Communication with staff and administration
   - Results of student data
   - Needs assessment (parents, teachers, students, community, etc.)

AR Teacher Excellence Support System

EXAMPLES of ARTIFACTS For SCHOOL COUNSELORS

Note: This is a brainstormed list of possible artifacts. Counselors should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list nor should counselors expect to use all of the examples provided.

Domain 2: Environment

a. Creating an environment of respect and rapport
- Student request forms
- Surveys
- Visibility to students (hallways, activities)
- Immediate interventions
- School climate involvements
- Leadership initiatives
- Personal statements from parents, teachers, students
- Student interaction observations (also informal – student activities, hallways, etc.)

b. Establishing a culture for productive communication
- Teacher referral documentation
- Teacher/student mediation
- Presentations
- Educate students on productive communication
- Conflict resolutions, etc.
- Modeling productive communication (formal and informal observations).

c. Managing routines and procedures in the counseling setting
- Posted availability/daily schedule (whiteboard, posted schedule, request form)
- Master calendar
- Referral procedure
- Newsletter
- School counseling website
- Aligned evidence to ASCA National Model
- Time on task effectiveness to program (direct services, administrative services, etc.

d. Establishing expectations/norms for student behavior in the counseling setting
- Active leadership roles
- Committee involvement
- Counseling session times focused and goal-oriented
- Session expectations and limitations
- Student/staff conduct (handbook policies/procedures)

AR Teacher Excellence Support System

EXAMPLES of ARTIFACTS For SCHOOL COUNSELORS

Note: This is a brainstormed list of possible artifacts. Counselors should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list nor should counselors expect to use all of the examples provided.

Domain 3: Delivery of Service

a. Communication with students to determine their needs.
   - Climate survey
   - Needs assessments
   - Use of career, academic and personal/social planning and assessments (ACT, ASVAB, Explore, Plan, Kuder)
   - Orientation and referrals

b. Assisting students in the formulation of academic, personal/social, and career plans, based on the knowledge of students' needs.
   - Advisory
   - Use of career, academic, personal/social planning and assessments (ACT, ASVAB, Explore, Plan, Kuder)
   - Master calendar
   - Classroom guidance
   - Graduation requirements
   - Contact log

c. Delivering counseling services and resources to support students
   - Collaboration with other school counselors
   - Resource officers
   - Supervision
   - Observable situations
   - Counselor website or other social media communication
   - Sign-in sheets and agendas
   - Coordination of activities (special programs, college recruiters, etc.)

d. Using assessment to guide counseling services
   - Coordinating student data (Kuder, ACT, Explore, PLAN, Benchmark, etc.) to fully evaluate student needs
   - Survey of needs assessment
   - Pre and post-test
   - Graduation report
   - Stakeholder surveys

e. Demonstrating flexibility and responsiveness
   - Observations
   - Contact log
   - Time task analysis
   - Needs assessments
   - Crisis plan implementation
   - Providing staff development
   - Active professional development
   - Active best practices
   - Flexibility in scheduling
   - Crises

AR Teacher Excellence Support System

EXAMPLES of ARTIFACTS For SCHOOL COUNSELORS

Note: This is a brainstormed list of possible artifacts. Counselors should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list nor should counselors expect to use all of the examples provided.

Domain 4: Professional Responsibilities

a. Reflecting on counseling practice
- Establishing personal and professional goals
- Reflection (formal and informal reviewing personal/professional goals, etc.)
- Document meeting administrators to review counseling goals
  Staff and student meetings regarding counseling program (strengths, weaknesses, needs)
- Yearly review/program audit
- Develop personal wellness plan (mental, physical, emotional, etc.)

b. Maintaining accurate records
- School policy paperwork and documentation
- Handling confidential materials (secure)
- Timely referrals (DHS, public agencies, etc.)
- Organized, logical record keeping

c. Communicating with families
- Introduction to counseling program letter (newsletter, brochure, website)
- Informed consent, back to school night, student handbook, verbal
- reminders, parent contact log (email, phone tally)
- Parent outreach (parent/teacher conferences)
- Counselor website
- Stakeholder survey

d. Participating in a professional community
- Membership in professional organizations (local, state, national)
- Leadership roles
- Awards and recognition
- Volunteering

e. Growing and developing professionally
- Presenting at conferences
- Active attendance at conferences and professional development opportunities
- Presenting or attending in-services (webinars, or other technology delivered PD, etc.)

f. Showing Professionalism
- Observations
- Communicating respectfully
- Maintaining confidentiality
- Approach to advocating for students

SCHOOL PSYCHOLOGIST FRAMEWORK

Domain 1: PLANNING AND PREPARATION

1a Demonstrating Knowledge of Local, State, and Federal Regulations, and of Academic and Psychological Supports within and beyond the School and District
- Knowledge of regulations • Knowledge of supports

1b Demonstrating Knowledge of Child and Adolescent Development, Learning, and Psychopathology
- Current with research • Shares knowledge

1c Establishing Goals for the School Psychologist Appropriate To the Setting and the Students Served
- Clear and appropriate goals • Personalized with multiple factors

1d Considering Possible Interventions and Instructional Supports based on Student Needs
- Understanding of available resources • Leadership in collaboration
- Proactive research in interventions

1e Demonstrating Knowledge of a Variety of Assessment Instruments and Identifying Measures that are Able to Evaluate Educational Needs and Eligibilities
- Knowledge of assessment instruments for systems, groups and Individuals • Effective educational need and eligibility evaluations

Domain 2: ENVIRONMENT

2a Establishing Rapport with Students, Parents, School Personnel
- Appropriate to population served • Students are comfortable and trusting

2b Establishing a Positive Culture and Climate Throughout the School
- Models positive mental health • Knowledge and involvement in behavioral supports and interventions

2c Establishing and Maintaining Clear Procedures for Referrals and Using Time Effectively
- Appropriate referral practices • Established as resource for others
- Time management skills

2d Establishing Standards of Student Conduct in the Evaluation and Counseling Environment and Organizing that Environment for Optimal Results
- Clear conduct standards • Student behavior monitored • Model for others
- Meets needs of individuals

Domain 4: PROFESSIONAL RESPONSIBILITIES

4a Reflecting on Professional Practice
- Accurate and objective • Specific references to characteristics
- Suggestions for improvement

4b Maintaining Accurate Records
- Completion of evaluations • Proactive communication

4c Collaborating with Teachers, Administrators, Parents, Students and Appropriate Community Supports
- Initiates contacts • Response to parent inquiries

4d Participating in a Professional Community
- Required meetings • Relationships with colleagues

4e Growing and Developing Professionally
- Proactive professional development • Contribution to the profession
- Leadership role

4f Showing Professionalism, including Integrity, Advocacy and Maintaining Confidentiality
- Ethical standards • Student advocacy
- Leadership in advocacy

Domain 3: DELIVERY OF SERVICE

3a Demonstrating the Ability to Communicate Effectively with Students at their Developmental Level
- Developmentally appropriate language • Clear directions and procedures • Uses student feedback

3b Interpreting Data to Facilitate Effective Instructional Decision-Making
- Clear, concise data interpretation • Decision-making for system, Groups and students

3c Promoting the Use of Evidence-based Interventions and Supports Based on Student Needs
- Initiates consultations • Consultation contributions • Aligns interventions

3d Administering and Interpreting the Appropriate Assessments in order to Make a Thorough Evaluation of Student Educational Needs
- Consistent administration of assessments • Accurate scoring and Communicating results • Contribution to eligibility determinations

3e Demonstrating Flexibility, Adaptability, and Responsiveness When working with Staff, Students, and Parents
- Response to input • Range of approaches for differentiation
- Adjusts to meet student needs

AR TESS SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN 1: PLANNING AND PREPARATION				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1a: Demonstrating knowledge of local, state, and federal regulations, and of academic and psychological supports within and beyond the school and district.	School Psychologist demonstrates little or no knowledge of local, state, and federal regulations and/or academic and psychological supports for students available through the school and district.	School Psychologist demonstrates basic knowledge of local, state, and federal regulations and of academic and psychological supports for students available through the school and district.	School Psychologist demonstrates thorough knowledge of local, state, and federal regulations, thorough knowledge of academic and psychological supports within the school and district, and some familiarity with resources outside the district.	School Psychologist demonstrates extensive knowledge of local, state and federal regulations and also of academic and psychological supports within the school, district, and outside the district.
1a: Critical Attributes	• State level certification/license is absent, revoked or expired. • Lacks current knowledge of federal state and local regulations • References outdated or disproven research and practices • Provides no information regarding available academic or psychological supports for students within the school and district.	• State level certification/license is maintained and current • Provides but doesn't explain regulatory information. (e.g., parent rights, child find, timelines). • Provides accurate but limited information regarding available academic or psychological supports for students (e.g., one resource only) with the school and district.	• State level certification/license is maintained and current • Speaks about regulations as they apply to evaluations, child find and eligibility of students with disabilities. • Provides comprehensive information about school and district resources • Responds to parent request for community support by directing them appropriately to helpful resources.	• State level certification/license is maintained and current. • Has achieved or maintained NCSP status • Enhances others' knowledge about regulations • Actively maintains current knowledge of resources and services available to students/families within and outside of school • Is identifiable as a go-to person for resources and information for academic and psychological supports.
1b: Demonstrating knowledge of child and adolescent development, learning, and psychopathology.	School psychologist demonstrates little or no knowledge of child and adolescent development, learning, and psychopathology.	School psychologist demonstrates basic knowledge of child and adolescent development, learning, and psychopathology.	School psychologist demonstrates thorough knowledge of child and adolescent development, learning, and psychopathology.	School psychologist demonstrates extensive knowledge of child and adolescent development, learning, and psychopathology.
1b: Critical Attributes	• Does not know the basic tenets of child/adolescent development, learning and psychopathology. • Makes erroneous statements about child/adolescent development, learning, and psychopathology.	• Knowledge is limited to that acquired during university training.	• Remains current with the latest research in the field via DSM updates, research articles, attending conferences.	• Remains current and shares with others the latest research that is relevant.

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AR TESS SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1c: Establishing goals for the school psychologist appropriate to the setting and the students served	School Psychologist has no clear goals or the goals are inappropriate to either the situation or the age of the student(s).	School Psychologist's goals are rudimentary and only partially suitable to the situation and the age of the student(s).	School Psychologist's goals are clear and appropriate within the context of the educational setting and to the age/developmental level of the student(s).	School Psychologist's goals are highly appropriate and personalized based upon multiple factors within the context of the educational setting and to the age/developmental level of the student(s).
1c: Critical Attributes	• Goals are not appropriately aligned to meet the needs of student population • Lack of collaboration with school or district colleagues in order to develop goals for direct service.	• Goals have limited alignment for meeting the needs of student population. . • Collaborates with school or district colleagues in the development of goals only when required	• Goals are clear and appropriate for meeting the needs of student population. • Collaborates with school or district colleagues in order to develop goals for direct services	• Goals are clear, appropriate, and highly personalized to context of the educational setting • Seeks opportunities for ongoing dialogue with colleagues at school/district level to set goals • Goals show awareness of nondiscriminatory practices/assessments to protect against disproportionate labeling or special education identification of students.
1d: Considering possible interventions and instructional supports based on student needs.	School psychologist does not consider possible academic, behavioral, and social/emotional interventions/supports for students.	School psychologist considers possible academic, behavioral, and social/emotional interventions/supports but inconsistently aligns supports to the specific needs of the student(s).	School psychologist considers possible evidence-based academic, behavioral, and social/emotional interventions/ supports that targets the specific needs of the student(s).	School psychologist thoroughly considers possible evidence-based academic, behavioral, and social/emotional interventions/supports that targets the specific needs of the student(s) and are connected to building/district goals.
1d: Critical Attributes	• Does not demonstrate knowledge of evidence-based interventions across all Tiers • Does not collaborate with school personnel in order to identify school-wide, at-risk, or special education interventions • Unable to suggest or identify appropriate interventions that meet the needs of students	• Demonstrates limited knowledge of evidence-based interventions across all Tiers • Collaborates only when requested with school personnel in order to identify school-wide, at-risk, or special education interventions • Limited suggestions for appropriate interventions to meet the needs of students	• Demonstrates an understanding of the supports and interventions that are available to students across all Tiers • Frequently collaborates with school personnel in order to develop school-wide, at-risk, or special education interventions • Regularly suggests or identifies appropriate interventions that meet the needs of students	• Demonstrates an extensive understanding of the supports and interventions that are available to students across all Tiers • Provides leadership when collaborating with school personnel in order to develop school-wide, at-risk, or special education interventions • Functions within a leadership role by researching interventions that are available to meet the needs of students and soliciting the obtainment of such materials

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AR TESS SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1e: Demonstrating knowledge of a variety of assessment instruments and identifying measures that are able to evaluate educational needs and eligibilities.	School psychologist demonstrates little or no knowledge of assessment instruments and is unable to identify instruments that effectively evaluate educational needs and eligibilities.	School psychologist has limited knowledge of assessment instruments for systems, groups, and individuals and inconsistently identifies instruments that effectively evaluate educational needs and eligibilities.	School psychologist has knowledge of a variety of valid and reliable assessment instruments for systems, groups, and individuals and consistently identifies instruments that effectively evaluate educational needs and eligibilities.	School psychologist has extensive knowledge of valid and reliable assessment instruments for systems, groups, and individuals and always identifies instruments that effectively evaluate educational needs and eligibilities.
1e: Critical Attributes	• Use incorrect or inappropriate data sources • Uses inappropriate or outdated instruments to evaluate educational needs, interventions, and progress	• Relies on limited data sources • Suggests inappropriate instruments to evaluate educational needs, interventions, and progress	• Relies on a breadth of data sources • Accurately selects this information to suggest appropriate instruments that evaluate educational needs, interventions, and progress	• Relies on a breadth of data sources -- Accurately selects information to make specific recommendations for effective instruments that evaluate educational needs, interventions, and progress • Selects evaluation instruments based on specific student needs

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AR TESS SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN 2: ENVIRONMENT				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2a: Establishing rapport with students, parents, school personnel.	School psychologist's interactions with students, staff, and parents are negative or inappropriate. Students appear uncomfortable in the school psychologist's environment.	School psychologist's interactions with students, staff, and parents are a mix of positive and negative. The school psychologist's efforts at developing rapport are inconsistent.	School psychologist's interactions with students, staff, and parents are positive and respectful. Students appear comfortable in the school psychologist's environment.	School Psychologist creates an environment that is welcoming to diverse students and families, using knowledge of individual students' background information to guide interactions. Students, staff, and parents seek out the school psychologist, reflecting a high degree of comfort and trust in the relationship.
2a: Critical Attributes	• Lack of respect observed in interactions with others • Students refuse to speak with school psychologist • No effort made towards repairing relationships or building rapport	• Interactions with others are inconsistent and there is limited respect demonstrated through words or actions to students, parents, and/or school personnel • Some students refuse to speak with school psychologist • Inconsistent effort made towards supporting respectful relationships and building rapport	• Respectful interactions with all stakeholders • Effort made towards repairing relationships and building rapport • Establishes visibility in the school and is approachable to all • Has an "open door" policy for students, staff, and parents	• Parents, students, and staff regularly seek out the support of school psychologist • Interactions with staff during consultation are respectful and reciprocal • Efforts are made to repair relationships and reestablish rapport with all stakeholders • School psychologist is sought out by building/district administration to act in a leadership or facilitator role • Establishes visibility in the school/district and is approachable to all • Promotes an "open door" policy for students, staff, and parents

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DOMAIN 2: ENVIRONMENT*(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2b. Establishing a positive culture and climate throughout the school.	School psychologist makes no attempt to establish a culture for positive mental health in the testing environment and/or school. Demonstrates a lack of knowledge and involvement in school-wide/tiered social/emotional and behavioral supports and interventions	School psychologist inconsistently promotes a culture for positive mental health in the testing environment and/or school. Has limited knowledge of school-wide/tiered social/emotional and behavioral supports and interventions	School psychologist consistently promotes a culture for positive mental health in the testing environment and/or school. Demonstrates knowledge of school-wide/tiered social/emotional and behavioral supports and interventions	School psychologist models and facilitates a culture for positive mental health throughout the school. School psychologist demonstrates a vast knowledge of and involvement in school-wide/tiered behavioral supports and interventions.
2b: Critical Attributes	• Unaware of or not invested in the culture and climate of the school • Does not participate in school-wide committees, leadership teams, or problem-solving teams • Does not participate in nor have knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral interventions	• Has limited knowledge or commitment to supporting the culture and climate of the school • Participates when required in school-wide committees, leadership teams, or problem-solving teams • Limited participation in or demonstrates limited knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral interventions	• Aware of and actively works to enhance the culture and climate of the school • Participates in school-wide committees, leadership teams, or problem-solving teams • Is involved in and demonstrates knowledge of the planning and implementation of Tier 1 social/emotional and behavioral interventions	• Invested in establishing a positive culture and climate throughout the school • Assumes a leadership role in school-wide committees, leadership teams, or problem-solving teams • Actively involved in and demonstrates a vast knowledge of the planning and implementation of Tier 1 social/emotional and behavioral interventions • Assists in the development and/or implementation of assessments in order to determine which areas of climate and culture need support

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DOMAIN 2: ENVIRONMENT*(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2c: Establishing and maintaining clear procedures for referrals and using time effectively.	School Psychologist does not follow district and building referral procedures. School Psychologist exercises poor judgment in setting priorities, resulting in confusion and missed deadlines.	School Psychologist understands but does not consistently comply with district and building referral procedures. School Psychologist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	School Psychologist understands and consistently adheres to building and district referral procedures. School Psychologist effectively sets priorities, resulting in the efficient completion of evaluations and other assigned job duties.	School Psychologist understands referral procedures, consistently adheres to those procedures, and has established himself or herself as a resource person for others to learn the referral procedures. School Psychologist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner.
2c: Critical Attributes	• Frequently leaves confidential materials in view of others and does not take proper measures to dispose of confidential materials • Materials are lost, misplaced, or unsecured • Does not respect copyright laws pertaining to assessment materials • District procedures for maintaining student files/ protocols are not followed • Timelines are regularly not met by the school psychologist	• Occasionally leaves confidential materials in view of others and improperly disposes of confidential materials • Materials are not easily assessable and not always secured • Inconsistently adheres to copyright laws that pertain to assessment materials • District procedures for maintaining student files/ protocols are followed inconsistently • Timelines are occasionally not met by the school psychologist	• Confidential materials are appropriately stored and properly disposed (e.g., shredding) • Materials are readily available and secured • Copyright laws pertaining to assessment instruments and protocols are respected • District procedures for maintaining student files/protocols are followed • Timelines are met by the school psychologist	• Specific protocols of practice are used to ensure that materials are kept confidential and properly disposed • Materials are readily available and consistently secured • Consistently respects copyright laws pertaining to assessment instruments and protocols • District procedures for maintaining student files/protocols are consistently followed • School psychologist coordinates team efforts to meet special education timelines

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AR TESS SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN 2: ENVIRONMENT*(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2d: Establishing standards of student conduct in the evaluation and counseling environment and organizing that environment for optimal results.	No standards of conduct have been established and the School Psychologist disregards or fails to address negative student behavior in the evaluation/counseling environment.	Standards of conduct appear to have been established for the evaluation and counseling environment. School Psychologist's attempts to monitor and correct negative student behavior in the evaluation/counseling environment are partially successful.	Standards of conduct have been established for the evaluation and counseling environment. School Psychologist monitors student behavior against those standards; response to students is appropriate, respectful, and consistent with school-wide expectations.	Standards of conduct have been established for evaluation and counseling environment. School Psychologist's monitoring of students is subtle and preventive, students engage in self-monitoring of behavior, and the milieu serves as a model for other school staff.
2d: Critical Attributes	• Does not collaborate with school personnel regarding student behavior • Refuses to deal with crisis situations • No environmental structure or behavior management techniques that support student behavior	• Collaborates infrequently with school personnel regarding student behavior • Avoids dealing with crisis situations • Uses same environmental structure or behavior management techniques regardless of student needs	• Collaborates with school personnel regarding student behavior • Helps defuse students in crisis • Flexibly structures environment and employs techniques designed to effectively manage student behavior	• Sought out by school personnel in order to address student behavioral concerns • Frequently sought out to defuse students in crisis • Flexibly structures environment and employs techniques designed to effectively manage and promote positive student behavior by responding to individual needs

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AR TESS SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN 3: DELIVERY OF SERVICE				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3a: Demonstrating the ability to communicate effectively with students at their developmental level.	School psychologist does not interact with students or engages in inappropriate interactions. Direct interactions with students are extremely limited or the purposes of such interactions are not clearly communicated with the student(s).	School psychologist's communication with students is not always developmentally appropriate. The purpose of and directions for activities are not clearly expressed or developmentally appropriate.	School psychologist effectively communicates with students using developmentally appropriate language. The purpose of and directions for activities are clearly expressed and developmentally appropriate.	School psychologist's communication with students is consistently effective and uses developmentally appropriate language. The purpose of and directions for activities are clearly expressed, developmentally appropriate, and generalizable to other settings.
3a: Critical Attributes	• Interactions with students are disrespectful, condescending, or inappropriate to the students developmental level • Boundaries between school psychologist and student are inappropriate • No expectations or explanations of activities are given to students	• Boundaries between school psychologist and student are unclear • Uses confusing or developmentally inappropriate language when interacting with students • Inconsistent expectations or explanations of activities are given to students	• Boundaries between school psychologist and student are clear and developmentally appropriate • As developmentally appropriate, students are included in discussions about their education and needs • Expectations or explanations of activities are clearly communicated to students	• Boundaries between school psychologist and student are explicit and understood by students, families, and staff • Students are involved in personalized discussions about their education and needs • Expectations or explanations of activities are communicated in a variety of ways to students • Practitioner uses student feedback in order to make recommendations

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DOMAIN 3: DELIVERY OF SERVICE *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3b: Interpreting data to facilitate effective instructional decision-making.	School psychologist does not use data and/or incorrectly interprets data to inform decision making in problem-solving and eligibility meetings.	School psychologist presents data in a way that is not clearly understood by other team members. School psychologist is a passive participant in problem-solving and eligibility meetings.	School psychologist clearly interprets data for team members and facilitates effective decision-making in problem-solving and eligibility meetings.	School psychologist always interprets data clearly and concisely and promotes effective decision making in a culturally responsive manner across meetings at the system, group, and individual level.
3b: Critical Attributes	• School psychologist refuses to be a part of the problem-solving team or does not participates in discussions about student concerns • Fails to make data-based decisions regarding instruction and interventions • Does not collaborate with other staff	• Participation on the problem-solving team is inconsistent and rarely participates in discussions about student concerns • Has limited knowledge of tools and processes to effectively collect data and monitor progress • Uses incorrect or superfluous data for instructional planning or decision making	• Regularly participates on the problem-solving team and makes meaningful contributions to discussions about student concerns • Consistently uses tools and processes to effectively collect data • Uses accurate data sources to assist with instructional planning, progress monitoring, and decision making	• Provides leadership to the problem-solving team and facilitates the process so that all members can provide meaningful contributions to discussions about student concerns • Effectively and consistently uses tools and processes to collect data and monitor progress • Mentors and/or guides others in the use of tools and process to collect data and monitor progress • Relies on a variety of data sources to drive instructional planning, progress monitoring, and decision making
3c: Promoting the use of evidence-based interventions and supports based on student needs.	School psychologist does not attend scheduled consultations regarding evidence-based interventions for specific students.	School psychologist passively participates in scheduled consultations regarding evidence-based interventions for specific students and provides limited input.	School psychologist is actively involved in scheduled consultations regarding evidence-based academic, behavioral, and social/emotional interventions that target the specific needs of the student(s).	School psychologist initiates consultations regarding evidence-based interventions with staff and families, contributes actively and positively during consultations, and helps to align interventions with building/district goals.
3c: Critical Attributes	• Refuses to attend or does not contribute in appropriate ways to meetings in which interventions are developed for students • Makes no recommendations or recommendations are not based on student data	• Provides limited, meaningful contributions to meetings in which interventions are developed for students • Recommends standard interventions without attention to student data	• Regularly participates in meetings in which appropriate interventions are developed for students • Recommends appropriate interventions based on student data	• Provides leadership during meetings in which appropriate interventions are developed for students • Recommends individual interventions that are responsive to individual student needs

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DOMAIN 3: DELIVERY OF SERVICE *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3d. Administering and interpreting the appropriate assessments in order to make a thorough evaluation of student educational needs.	School psychologist does not adhere to standardization procedures when administering assessments or does not score assessments accurately.	School psychologist administers assessments adhering to standardization procedures and accurately scores assessments. School psychologist either does not synthesize evaluation data accurately or prepares paperwork that is not understandable to school staff.	School psychologist properly administers assessments adhering to standardization procedures. School psychologist scores and interprets assessments and prepares paperwork that accurately synthesizes evaluation data in a manner understandable to school staff.	School psychologist properly administers assessments adhering to standardization procedures. School psychologist scores and interprets assessments and prepares paperwork that accurately synthesizes evaluation data that are understandable to students (when appropriate), parents, and school staff, and the assessments meaningfully contribute to eligibility determinations.
3d: Critical Attributes	• Does not use appropriate assessment materials • Does not follow standardized procedures when evaluating • Reports are full of errors, are unclear, and contain professional jargon • Evaluation results do not inform or guide interventions, eligibility, or supports	• Has limited knowledge about available assessment materials or uses inappropriate assessments • Follows standardized procedures for evaluation inconsistently • Reports are a mixture of professional jargon and "laymen's" terms and are unclear to parents and staff • Evaluation results provide limited guidance in the development of interventions, eligibility, or supports	• Knowledgeable about available assessments and uses the appropriate instruments to answer questions based upon student characteristics • Follows standardized administration procedures • Reports rely on the use of "laymen's" terms to ease comprehension for parents and staff • Evaluation results inform and guide interventions, eligibility, and supports	• Knowledgeable about a variety of assessments and selects the most appropriate instruments for addressing unique student characteristics • Proficient in assessing a variety of student needs (e.g., autism, nonverbal, executive functioning, cognitive impairments) • Proficient in building rapport with students during assessment in order to obtain valid results • Reports are understandable to parents and staff and include examples of student performance • Results meaningfully contribute to the determination of interventions, eligibility, and supports

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DOMAIN 3: DELIVERY OF SERVICE *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3e: Demonstrating flexibility, adaptability, and responsiveness when working with staff, students, and parents.	School psychologist avoids input from staff, students, and parents and adheres to rigid procedures even when they are proven ineffective.	School psychologist responds reluctantly to staff, student, and parent input and may make minor changes in response to students' needs.	School psychologist makes changes as needed in response to staff, student, and parent input, and demonstrates flexibility and adaptability to students' needs.	School psychologist readily and courteously responds to staff, student, and parent input and proactively anticipates students' needs. School psychologist collaboratively seeks ways to improve the responsiveness of the school-wide environment to student needs.
3e: Critical Attributes	• Knowledge of students' needs and interests does not drive recommendations • Has very limited approaches within their repertoire to address the diverse needs of students • During unexpected situations the school psychologist does not assist	• Knowledge of students' needs and interests does not drive recommendations; rather, the school psychologist adheres to a pre-determined approach • Has limited approaches within their repertoire to address diverse needs of students • During unexpected situations, the school psychologist responds only when directed by administration	• Knowledge of students' needs and interests drive recommendations • Has different approaches within their repertoire to address the diverse needs of students • During unexpected situations, the school psychologist responds flexibly with usage of their time and adjustment of priorities	• Knowledge of students' needs and interests consistently drive recommendations • Has a multitude of approaches within their repertoire to address the diverse needs of students • During unexpected situations, the school psychologist responds flexibly with usage of their time and adjustment of priorities and will assist other schools and/or staff within the district as needed

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4a: Reflecting on professional practice	School Psychologist does not reflect on practice or the reflections are inaccurate or self-serving.	School Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved.	School Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; School Psychologist makes some specific suggestions as to how his or her performance might be improved.	School Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; School Psychologist draws on an extensive repertoire to suggest alternative strategies.
4a: Critical Attributes	• Does not assess the effectiveness of professional practice • Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved	• Inconsistently assesses the effectiveness of professional practice • Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved	• Accurately assesses the effectiveness of professional practice • Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved	• Regularly and accurately assesses the effectiveness of professional practice • Engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that professional practice can be improved
4b: Maintaining accurate records	School Psychologist does not have a system for monitoring deadlines; many evaluations are not completed by the deadline.	School Psychologist has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline.	School Psychologist has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline.	School Psychologist has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel.
4b: Critical Attributes	• Records are inaccurate and/or unavailable • Does not follow procedures for obtaining and maintaining records • Does not attend trainings/in-services provided by the district about updates to district/legal mandates • No data management system	• Records are somewhat accurate and inconsistently accessible • Inconsistently follows procedures for obtaining and maintaining records • Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates • Inconsistent data management system	• Records are accurate and accessible when needed • Follows correct procedures for obtaining and maintaining records • Attends trainings/in-services provided by the district about updates to district/legal mandates • Utilizes an effective data management system and can readily access data	• Records are always accurate and accessible when needed • Follows correct procedures for obtaining and maintaining records • Regularly attends trainings/in-services about updates to district/legal mandates and disseminates this information to colleagues • Produces and explain his/her data

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4c: Collaborating with teachers, administrators, parents, students, and appropriate community supports	School Psychologist does not respond to staff and parent requests for information.	School Psychologist responds to staff and parent requests for information within a reasonable timeline.	School Psychologist initiates contact with teachers and administrators to confer regarding student needs; School Psychologist responds promptly and appropriately to parent inquiries.	School Psychologist proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports.
4c: Critical Attributes	• Little or no information regarding students or the services that are provided are available to parents, staff, and/or community agencies • Does not respond to communication requests made by students, parents, staff, and/or community agencies • Communication during meetings or consultation is ineffective or disrespectful • Does not advocate for the best interests of the student	• Some information regarding students or the services that are provided are articulated to parents, staff, and/or community agencies • Slow to respond to communication requests made by students, parents, staff, and/or community agencies • Communication during meetings or consultation can be ineffective • Inconsistently advocates for the best interests of the student	• Information regarding students and the services that are provided are regularly articulated to parents, staff, and/or community agencies • Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them • Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion • Communication during meetings or consultation is effective and meaningful • Advocates for the best interests of the student	• Information regarding students and the services that are provided are initiated by the school psychologist and well-articulated to parents, staff, and/or community agencies • Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them • Initiates communication and responds to requests made by students, parents, staff, and/or community agencies • Facilitates effective communication during meetings or consultation • Always advocates for the best interests of the student

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4d: Participating in a professional community	School Psychologist does not consistently attend required school and required district meetings. School Psychologist's relationships with colleagues are negative or unprofessional.	School Psychologist inconsistently attends required school and required district meetings, is often late, or does not contribute to the meeting. School Psychologist's relationships with colleagues are cordial	School Psychologist attends required school and required district meetings, is punctual, and actively participates. The School Psychologist maintains positive and productive relationships with colleagues.	School Psychologist makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues.
4d: Critical Attributes	• Aversive to feedback from colleagues and administration • Does not participate in professional collaboration • Does not attend department meetings	• Inconsistently accepts feedback from colleagues and administration • Participates in professional collaboration, but does not contribute • Inconsistently attends and rarely participates in department meetings	• Accepts feedback from colleagues and administration in order to improve practice • Regularly participates in professional collaboration and makes contributions • Consistently attends and participates in department meetings • Provides in-services or presentations to team • Participates on and contributes to building-level committees as requested	• Solicits feedback from colleagues and administration in order to improve practice • Assumes a leadership role in professional collaboration • Consistently attends and provides expertise to department meetings • Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district • Participates on and contributes to district-level committees

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AR TESS SCHOOL PSYCHOLOGIST RUBRIC

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4e: Growing and developing professionally	School Psychologist does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills.	School Psychologist's participation in professional development activities is limited to those that are convenient or are required.	School Psychologist seeks out opportunities for professional development based on an individual assessment of need.	School Psychologist provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4e: Critical Attributes	• Does not seek opportunities for continued professional development • Does not participate in any activity that might enhance knowledge or skill. • Purposefully resists discussing performance with supervisors or colleagues. • Makes no effort to participate in professional organizations.	• Rarely seeks opportunities for continued professional development • Participates in professional development when they are required. • Reluctantly accepts feedback from supervisors and colleagues. • Rarely participates in professional organizations.	• Regularly seeks opportunities for continued professional development. • Welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. • Actively participates in organizations designed to contribute to the profession.	• Continuously seeks opportunities for ongoing professional development, including initiating action research. • Actively seeks feedback from supervisors and colleagues. • Takes an active leadership role in professional organizations in order to contribute to the profession.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	School Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	School Psychologist is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality.	School Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	School Psychologist can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students learning needs.
4f: Critical Attributes	• Dishonest • Does not notice the needs of students • Engages in practices that are self-serving • Willfully rejects district regulations • Is not aware of NASP's Principles for Professional Ethics	• Consistently honest • Notices the needs of students, but is inconsistent in addressing them • Does not notice that practices are ineffective or that they result in poor outcomes for students • Complies with district regulations • Inconsistently adheres to NASP's Principles for Professional Ethics	• Consistently honest and known for having high standards of integrity • Actively addresses student needs • Actively works to provide opportunities for student success within the psychological practice • Complies with district regulations • Adheres to NASP's Principles for Professional Ethics	• Considered a leader in terms of honesty, integrity, and confidentiality • Proactively addresses student needs • Makes a concerted effort to ensure opportunities are available for student success within the psychological practice • Takes a leadership role regarding district regulations • Always adheres to NASP's Principles for Professional Ethics

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SPEECH LANGUAGE PATHOLOGIST FRAMEWORK

Domain 1: PLANNING AND PREPARATION

1a: Demonstrating knowledge and skills

• Makes discipline connections • Participates in relevant continuing education • Leads other professionals in professional development

1b: Establishing goals for the therapy program appropriate to the setting and the students served

• Develops/articulates consistent goals • Develops /articulates goals aligned with school and classroom needs

1c: Demonstrating knowledge of district, state, and federal regulations and guidelines

• Understands IEP paperwork and process law • Clearly explains paperwork and procedures • Proactive in understanding and assisting others • Meets timelines with content • Writes measureable goals • Holds IEP meetings; communicates clearly

1d: Demonstrating knowledge of resources, both within and beyond the school and district

• Knows resources and uses them consistently • Aware of additional community resources • Assists students, families and staff resource access

1e Developing therapy program, integrated with the regular school program, by collaborating with teachers and administrators

• Collaborates on therapy • Models classroom suggestions for reinforcement • Identifies student needs and matches delivery model • Seeks input from others

Domain 2: CLASSROOM ENVIRONMENT

2a: Creating and maintaining rapport with students

•Interactions show genuine care and respect for individual students • Establishes and maintains rapport through knowledge of students' interests in and out of school

2b: Managing routines and procedures

•Priorities based on student needs and work responsibilities •Uses a daily/weekly flexible schedule • Communicates the schedule to teachers and students • Anticipates schedule changes and adjusts • Transitions and routines are seamless and easily used by students

2c: Managing and maintaining clear procedures for consultations

•Consistent procedures for consultations • Informs staff of proper procedures • Seeks feedback from colleagues •Uses feedback to improve procedures • Provides feedback on screening/testing to the consultation source

2d: Establishing standards of conduct in the therapy setting

•Establishes clear standards of conduct • Monitors student behavior • Responds to behavior with effectiveness and sensitivity • Students interact properly with each other

2e: Organizing physical space for assessment of students and providing therapy

• Routines are seamless without interruption • Optimal use of time in the therapy environment • Adapts therapy environment when needed • Therapy environment is student friendly • Organizes for working in a variety of settings

Domain 4: PROFESSIONAL RESPONSIBILITIES

4a: Reflecting on practice

•Recognizes, articulates and correlates strategies with student progress • Considers individual rates of progress • Solicits input from other staff and parents

4b: Maintaining an effective data management system

•Organized and accessible data management system • Seeks students' success on goals in other environments

4c: Communicating with families

•Facilitates effective communication in native language • Respectful and responsive to cultural and linguistic traditions • Two-way communications with families

4d: Participating in a professional community

• Supportive and collaborative collegial relationships • Takes a leadership role in professional inquiry activities • Contributes to and leads events that positively impact school life

4e: Engaging in professional development

• Seeks professional development • Uses information from professional development to make program improvements • Takes leadership role and provides training for others

4f: Showing professionalism

• Has highest ethical standards • Proactive student service, seeking resources • Challenges negative attitudes/ practices•Leads in team decision making • Complies with all regulations

Domain 3: DELIVERY OF SERVICE

3a: Responding to teacher and/or parent concerns, and evaluating student needs

• Follows-up on parent and/or teacher concerns promptly • Includes information from teachers, parents, observations and response to intervention • Communicates with team on student needs and strengths • When speaking with parents, is sensitive to cultural and linguistic backgrounds

3b: Communicating with students

• Students can explain what they are learning • Explains tasks clearly and creatively • Is aware of possible misunderstandings • Can apply skills and/or strategies to new materials, tasks or settings • Adapts vocabulary and/or communication for individual students

3c: Developing and implementing IEPs to engage students in learning

• Develops goals using assessment information • Uses therapy data to guide future therapy • Incorporates CCSS when appropriate •Therapy plan connects to content and other disciplines • Therapy plans are culturally and linguistically sensitive • Seizes teachable moments • Encourages self-prompting by students

3d: Using data: Collecting information; Reporting effectiveness

• Collects consistent and accurate therapy data • Seeks out students' successes in other environments • Differentiates reports • Reports include information from multiple sources

3e: Demonstrating flexibility and responsiveness

• Enhances therapy by consulting with team members • Uses data to evaluate therapy and make changes • Considers additional data sources to revise therapy plan • Responsive to change

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

DOMAIN 1: PLANNING AND PREPARATION				
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge and skills	Speech Language Pathologist demonstrates little or no knowledge and skill in the therapy area.	Speech Language Pathologist demonstrates basic knowledge and skill in the therapy area.	Speech Language Pathologist demonstrates thorough knowledge and skill in the therapy area.	Speech Language Pathologist demonstrates extensive knowledge and skill in the therapy area.
1a: Critical Attributes	• Speech Language Pathologist makes content errors	• Speech Language Pathologist cannot make connections within the discipline.	• Speech Language Pathologist can make connections within their discipline. • Speech Language Pathologist participates in ongoing continuing education relevant to a Speech Language Pathologist's practice.	• Speech Language Pathologist can make connections within their discipline. • Speech Language Pathologist participates in ongoing continuing education relevant to Speech Language Pathologist practice. • Speech Language Pathologist leads other professionals in professional development.
1b: Establishing goals for the therapy program appropriate to the setting and the students served	Speech Language Pathologist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Speech Language Pathologist's goals for the therapy program are rudimentary, and are partially suitable to the situation and the age of the students.	Speech Language Pathologist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Speech Language Pathologist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with administrators and teachers.
1b: Critical Attributes	• Speech Language Pathologist does not develop goals OR • Speech Language Pathologist develops goals that are not aligned to school and classroom needs	• Speech Language Pathologist develops goals that only take into consideration a select portion of the school and classroom needs	• Speech Language Pathologist develops and articulates goals for program that are consistent and aligned with school and classroom needs	• After collaboration with administrators and teachers, Speech Language Pathologist develops and articulates goals for the therapy program that are consistent and aligned with school and classroom needs

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DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	Speech Language Pathologist demonstrates little or no knowledge of special education laws, rules and procedures.	Speech Language Pathologist demonstrates basic knowledge of special education laws, rules and procedures.	Speech Language Pathologist demonstrates thorough knowledge of special education laws, rules and procedures.	Speech Language Pathologist's knowledge of special education laws, rules procedures is extensive.
1c: Critical Attributes	• Speech Language Pathologist demonstrates little or no understanding of special education law in relation to IEP process and related paperwork. • Speech Language Pathologist cannot explain procedures to others (i.e. parents, teachers, administrators, etc.). • Speech Language Pathologist does not meet timelines, include all necessary content, or write measureable goals. • Speech Language Pathologist holds IEP meetings and is unable to explain information to parents and school staff.	• Speech Language Pathologist demonstrates limited understanding of special education law in relation to IEP process and related paperwork. • Speech Language Pathologist can explain some procedures to others (i.e. parents, teachers, administrators, etc.). • Speech Language Pathologist occasionally meets timelines, includes all necessary content, and writes measureable goals. • Speech Language Pathologist holds IEP meetings and is able to explain some information to parents and school staff.	• Speech Language Pathologist demonstrates understanding of special education law in relation to IEP process and related paperwork. • Speech Language Pathologist can explain procedures to others. • Speech Language Pathologist is proactive in developing his/her own understanding and asks for assistance when needed. • Speech Language Pathologist consistently meets timelines, includes all necessary content, and writes measureable goals. • Speech Language Pathologist holds IEP meetings and is able to explain all information to parents and school staff.	• Speech Language Pathologist demonstrates thorough understanding of special education law in relation to IEP process and related paperwork. • Speech Language Pathologist is able to clearly explain paperwork and/or procedures to others (i.e. parents, teachers, and administrators, etc.). • Speech Language Pathologist is proactive in developing their own understanding and assists others. • Speech Language Pathologist always meets timelines, includes all necessary content, and writes measureable goals. • Speech Language Pathologist holds IEP meetings and is able to clearly explain all information to parents and school staff.

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DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Speech Language Pathologist demonstrates little or no knowledge of resources for students available through the school or district.	Speech Language Pathologist demonstrates basic knowledge of resources for students available through the school or district.	Speech Language Pathologist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Speech Language Pathologist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1d: Critical Attributes	• Speech Language Pathologist is unaware of or refuses to seek resources available.	• Speech Language Pathologist demonstrates limited awareness of resources. • Speech Language Pathologist inconsistently makes use of available resources.	• Speech Language Pathologist is aware of resources available within the school or district and makes use of them. • Speech Language Pathologist demonstrates limited knowledge of external resources • Speech Language Pathologist shares information regarding resources with staff.	• Speech Language Pathologist is aware of resources available inrschool or district and consistently makes use of them. • Speech Language Pathologist is aware of additional resources available through the community. • Speech Language Pathologist assists students, families, and staff in gaining access to outside resources with administrative support. Examples of community resources may include: o EARS o ICAN o Timber Ridge Ranch o Easter Seals

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AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

DOMAIN 1: PLANNING AND PREPARATION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
1e: Developing therapy program, integrated with the regular school program, by collaborating with teachers and administrators	Speech Language Pathologist has developed an ineffective therapy program that does not meet individual needs of students.	Speech Language Pathologist has developed a program that is somewhat effective. Program is delivered in a manner that matches some needs of the students.	Speech Language Pathologist has developed a program that is effective. Program is delivered in a manner that matches individual needs of students.	Speech Language Pathologist has developed a program that is effect, engaging and based on evidence based practice. Therapy program is delivered in a manner that matches individual needs of students.
1e: Critical Attributes	• Speech Language Pathologist does not collaborate with teachers. • Speech Language Pathologist does not use culturally and linguistically appropriate services. • Therapy is not engaging and does not meet needs addressed in the IEP. • Speech Language Pathologist is not available to staff for questions and planning, and declines to provide background material when requested.	• Speech Language Pathologist inconsistently collaborates with teachers and infrequently offers suggestions for classroom reinforcement. • Speech Language Pathologist provides some therapy activities that are culturally/linguistically sensitive and address some needs identified in the IEP. • Speech Language Pathologist is available to staff for questions and planning, and provides background material when requested.	• Speech Language Pathologist collaborates with teachers in advance of therapy and offers suggestions for classroom reinforcement. • Speech Language Pathologist incorporates therapy activities that are frequently culturally/ linguistically appropriate. • Speech Language Pathologist uses a services delivery model that matches student's individual needs identified through assessment and included in the IEP. • Speech Language Pathologist initiates contact with teachers to confer regarding individual cases.	• Speech Language Pathologist collaborates with teachers in advance of therapy and offers suggestions for classroom reinforcement and models suggestions in classroom. • Speech Language Pathologist incorporates therapy activities that are consistently culturally/ linguistically appropriate. • Speech Language Pathologist uses a services delivery model that matches student's individual needs identified through assessment and included in the IEP. • Speech Language Pathologist seeks out teachers and administrators to confer regarding cases.

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AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

DOMAIN 2: CLASSROOM ENVIRONMENT				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2a: Creating and maintaining rapport with students	Speech Language Pathologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and therapy setting.	Speech Language Pathologist's interactions are a mix of positive and negative; the Speech Language Pathologist's efforts at developing rapport are partially successful.	Speech Language Pathologist's interactions with students are positive and respectful; students appear comfortable in the testing and therapy settings.	Students seek out the Speech Language Pathologist, reflecting a high degree of comfort and trust in the relationship.
2a: Critical Attributes	• Speech Language Pathologist's interaction with some students is negative. • Speech Language Pathologist is demeaning, sarcastic or inappropriate. • Speech Language Pathologist does not provide redirection or correction when students make negative comments or demonstrate inappropriate behaviors.	• Speech Language Pathologist demonstrates inconsistent redirection or correction when students make negative comments or demonstrate inappropriate behaviors. • Speech Language Pathologist's effort to establish rapport is partially successful by demonstrating a mix of positive and negative interactions with students.	• Speech Language Pathologist demonstrates consistent redirection or correction when students make negative comments or demonstrate inappropriate behaviors. • Speech Language Pathologist uses positive and consistent language in interactions with students. • Speech Language Pathologist establishes rapport by demonstrating general warmth, caring and respect for all students.	• Speech Language Pathologist's interactions demonstrate genuine caring and respect for individual students. • Speech Language Pathologist establishes and maintains rapport by demonstrating knowledge of the student's interests in and out of the school environment.

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DOMAIN 2: CLASSROOM ENVIRONMENT *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2b: Managing routines and procedures	The Speech Language Pathologist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. Much learning time is lost.	The Speech Language Pathologist's time-management skills are partially well developed; essential activities are carried out, but not always in the most efficient manner. Some learning time is lost.	The Speech Language Pathologist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an effective manner. There is little loss of learning time.	The Speech Language Pathologist demonstrates excellent time-management skills, accomplishes all tasks in a seamless manner; teachers and students understand their schedules. Learning time is maximized.
2b: Critical Attributes	• Speech Language Pathologist does not establish priorities or procedures. • Speech Language Pathologist does not develop a daily schedule. • Transitions within and between therapy sessions are confused and chaotic.	• Speech Language Pathologist has difficulty establishing priorities, resulting in disruption of other workload responsibilities. • Speech Language Pathologist develops a daily schedule that is not flexible and does not allow completion of all work duties. • Transitions within and between therapy sessions are awkward. • Therapy session routines function inconsistently.	• Speech Language Pathologist establishes priorities, which are based on students' needs. • Speech Language Pathologist develops and utilizes a daily/weekly schedule that is flexible to allow completion of all work duties. • Speech Language Pathologist uses time appropriately when faced with schedule conflicts. (i.e. school events, absent students). • Transitions within and between therapy sessions are smooth. • Therapy session routines function smoothly.	• Speech Language Pathologist establishes priorities, which are based on students' needs and other workload responsibilities (i.e. evaluations, IEP meetings, writing reports, team meetings/schedules). • Speech Language Pathologist develops and utilizes a daily/weekly schedule that is flexible to allow completion of all work duties, which is communicated to teachers and students in a manner that is easily understood. • Speech Language Pathologist is able to anticipate schedule changes and make adjustments as needed (i.e. field trips, school improvement days, school drills). • Speech Language Pathologist goes above and beyond with creative scheduling when needed. • Transitions and routines are seamless and utilized by student with little or no intervention from the Speech Language Pathologist.

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DOMAIN 2: CLASSROOM ENVIRONMENT *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2c: Establishing and maintaining clear procedures for consultations	No procedures for consultations have been established; teachers not sure of consultation procedures.	Procedures for consultations have been established, but details are not clear.	Procedures for consultations and meetings with parents and administrators are clear to everyone.	Procedures for all aspects of consultation and use of testing protocols are clear to everyone, and have been developed in consultation with teachers and administrators.
2c: Critical Attributes	• Speech Language Pathologist does not have a procedure for consultations. • Speech Language Pathologist does not communicate with teachers and administrators. • Speech Language Pathologist does not follow up on consultations.	• Speech Language Pathologist has procedures for consultations. • Speech Language Pathologist does not always follow through with set procedures. • Speech Language Pathologist does not always communicate procedures with staff and administrators. • Speech Language Pathologist occasionally follows up on consultations.	• Speech Language Pathologist establishes and maintains a consistent procedure for consultations. • Speech Language Pathologist informs staff and administrators of proper procedures. • Speech Language Pathologist provides feedback on the results of screening/testing to the consultation source. • Speech Language Pathologist seeks feedback from teachers and administrators.	• Speech Language Pathologist establishes and maintains a consistent procedure for consultations. • Speech Language Pathologist informs staff of proper procedures. • Speech Language Pathologist seeks feedback from teachers and administrators. • Speech Language Pathologist utilizes feedback to review and revise procedures when necessary. • Speech Language Pathologist provides feedback on the results of screening/testing to the consultation source.

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DOMAIN 2: CLASSROOM ENVIRONMENT *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2d: Establishing standards of conduct in the therapy setting	No standards of conduct have been established and Speech Language Pathologist disregards or fails to address negative student behavior during evaluation or therapy.	Standards of conduct appear to have been established in the testing and therapy setting. Speech Language Pathologist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established in the testing and therapy setting. Speech Language Pathologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing and therapy setting. Speech Language Pathologist's monitoring of students is subtle and preventative, and students engage in self-monitoring of behavior when able to do so given the severity of their disability.
2d: Critical Attributes	• Speech Language Pathologist has not established a standard of conduct. • Student behavior is not monitored. • Speech Language Pathologist's response to misbehavior is ineffective. • Students do not interact appropriately with one another. They also do not follow routines and procedures of the therapy environment without frequent reminders.	• Speech Language Pathologist has established standards of conduct for most situations. • Speech Language Pathologist is usually aware of student's behavior. • Student behavior is generally inappropriate. • Speech Language Pathologist attempts to respond to student's behavior, but with inconsistent results. • Student's interactions are limited and they need frequent reminders to follow procedures.	• Speech Language Pathologist has established standards of conduct that are clear to all students. • Speech Language Pathologist is aware of students behavior at all times. • Student behavior is generally appropriate. • Speech Language Pathologist's response to student's behavior is appropriate and successful (both positive and negative behaviors). • Students interact appropriately with one another and follow established routines/procedures with few reminders.	• Speech Language Pathologist has established standards of conduct that are clear and may have been developed with student input. • Speech Language Pathologist's monitoring of student behavior is subtle and strategies are implemented to maintain positive behaviors. • Students respectfully intervene with peers at appropriate moments to ensure compliance with standards of conduct. • Speech Language Pathologist's response to behavior is highly effective and sensitive to student's needs. • Students interact appropriately with one another and follow established routines/procedures independently.

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DOMAIN 2: CLASSROOM ENVIRONMENT *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
2e: Organizing physical space for assessment of students and providing therapy	The assessment and therapy setting is disorganized and poorly suited for working with students. Materials are difficult to find when needed.	The assessment and therapy settings are moderately organized and moderately suited for working with students. Materials are usually available.	The assessment and therapy setting is organized; materials are available when needed.	The assessment and therapy setting is highly organized and is inviting to students. Materials are convenient when needed.
2e: Critical Attributes	• Routines for handling materials consistently results in a loss of instructional time. • Materials are not prepared and ready for use with students. • Speech Language Pathologist made no attempt to arrange therapy environment.	• Routines for handling materials often results in a loss of instructional time. • Speech Language Pathologist attempts to arrange therapy environment but overlooks key components.	• Routines for handling materials occur smoothly with little loss of instructional time. • Speech Language Pathologist arranges the therapy environment to promote optimal use of time (i.e. minimize distractions based on students' needs). • Speech Language Pathologist organizes therapy materials for working in a variety of settings including the classroom and school community.	• Routine for handling materials are seamless with no loss of instructional time. • Speech Language Pathologist arranges the therapy environment to promote optimal use of time (i.e. minimize distractions based on students' needs). • Speech Language Pathologist is able to adapt therapy environment when needed. • Speech Language Pathologist creates a therapy environment that is student friendly. • Speech Language Pathologist organizes therapy materials for working in a variety of settings including the classroom and school community.

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AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

DOMAIN 3: INSTRUCTION				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3a: Responding to teacher and/or parent concerns, and evaluating students' needs	Speech Language Pathologist fails to establish or makes hasty assessments of students' needs.	Speech Language Pathologist responds to concerns when pressed and makes adequate assessments of students' needs.	Speech Language Pathologist responds to concerns, and makes a comprehensive assessment of students' needs.	Speech Language Pathologist is highly collaborative and prompt in responding to concerns, and makes highly competent and comprehensive assessments of students' needs.
3a: Critical Attributes	• Speech Language Pathologist does not follow up on parent and/or teacher concerns. • Speech Language Pathologist completes observations/ assessments of students but gives no consideration to identified needs. • Speech Language Pathologist does not follow timelines.	• Speech Language Pathologist follows up on parent and/or teacher concerns after several reminders. • Speech Language Pathologist completes observations/ assessments of students but not always based on identified concerns. • Speech Language Pathologist completes evaluations within timelines. • Speech Language Pathologist does not differentiate assessment tools based on students' needs.	• Speech Language Pathologist follows up on parent and/or teacher concerns once brought to their attention in a timely manner. • Speech Language Pathologist completes a comprehensive assessment of student based on identified concerns. • Speech Language Pathologist uses most current standardized and non-standardized assessments.	• Speech Language Pathologist follows up on parent and/or teacher concerns promptly. • Speech Language Pathologist completes a comprehensive assessment of student based on identified concerns. • Speech Language Pathologist includes information from teachers, parents, observations and response to intervention information. • Speech Language Pathologist communicates with team regarding students' needs and strengths. • Speech Language Pathologist is sensitive to cultural and linguistic backgrounds when speaking with parents regarding assessments.

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DOMAIN 3: INSTRUCTION *(continued)*				
	Unsatisfactory	Basic	Proficient	Distinguished
3b: Communicating with students	Speech Language Pathologist's attempts to explain the activities leaves students confused. The instructional purpose of the activity is unclear, and/or the directions are confusing.	Speech Language Pathologist's attempts to explain the activities have limited success, and/or directions must be clarified. Speech Language Pathologist's instruction does not invite the student to engage in the activity. The Speech Language Pathologist does not take into account the individual level of communicative ability.	The instructional purpose of the activity is clearly communicated to students. Directions and procedures are explained clearly and may be modeled. Individual communication abilities of the student are considered when providing instruction.	Speech Language Pathologist links the instructional purpose of the activity to the educational program. The directions and procedures are clear and anticipate possible student misunderstanding. Students contribute to the content of the activity by demonstrating practical application of the skill or strategy.
3b: Critical Attributes	• At no time during the lesson does the Speech Language Pathologist convey what will be learned. • There is no opportunity for questions to be clarified. • Speech Language Pathologist's vocabulary is inappropriate. • Students indicate confusion, physical discomfort or lack of understanding and the Speech Language Pathologist does not respond.	• Speech Language Pathologist provides little elaboration or limited explanation about what will be learned. • Students are unable to follow directions without extensive clarification. • Speech Language Pathologist's explanation of tasks consists of a monologue with minimal participation. • Speech Language Pathologist's vocabulary is sometimes too advanced or too juvenile.	• Speech Language Pathologist clearly explains what the students will be learning. • If appropriate, Speech Language Pathologist models the process to be followed in the task. • Students demonstrate the learning task, indicating understanding. • Speech Language Pathologist describes specific strategies students might use, inviting them to interpret the strategies in the context of what they are learning.	• Students are able to explain what they are learning. • Speech Language Pathologist explains tasks clearly and imaginatively. • Speech Language Pathologist points out possible areas for misunderstanding. • Students are able to apply skills and/or strategies to new materials, tasks or settings. • Speech Language Pathologist adapts vocabulary and/or communication method for individual students.

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DOMAIN 3: INSTRUCTION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3c: Developing and implementing IEPs to engage students in learning	Speech Language Pathologist fails to create an IEP that is not suitable to students or mismatched with the findings of assessments.	Speech Language Pathologist's IEPs are partially suitable, or sporadically aligned with student's individual needs.	Speech Language Pathologist develops and executes IEP's that are aligned with each student's individual needs.	Speech Language Pathologist develops comprehensive IEPs for students, finding creative ways to meet students' needs.
3c: Critical Attributes	• Speech Language Pathologist does not have an IEP plan. • Speech Language Pathologist does not gather data. • Speech Language Pathologist does not use assessment information for goal development. • IEP goals/objectives are not individualized for students' needs. • Speech Language Pathologist does not use cues or prompts to elicit student response.	• Speech Language Pathologist inconsistently uses assessment information for goal development. • Speech Language Pathologist gathers data inconsistently resulting in treatment plans that do not always address students' needs. • IEP goals/objectives are partially aligned with identified students' needs. • Speech Language Pathologist ineffectively utilizes cues and prompts to elicit student response.	• Speech Language Pathologist frequently uses assessment information for goal development. • Speech Language Pathologist uses data from therapy sessions to guide/create future therapy. • IEPs follow developmental markers. • IEP is aligned with students' needs. • IEPs incorporate Common Core State Standards when appropriate. • IEPs are culturally and linguistically sensitive. • Speech Language Pathologist utilizes cues and prompts to elicit student response.	• Speech Language Pathologist always uses assessment information for goal development. • Speech Language Pathologist uses data from therapy sessions to guide/create future therapy. • IEPs incorporate Common Core State Standards when appropriate. • Speech Language Pathologist therapy plan includes connections between their content and other disciplines (i.e. classroom, other related services). • Therapy plans are culturally and linguistically sensitive. • Speech Language Pathologist seizes on a teachable moment to enhance a lesson. • Students use self-prompting as facilitated by the Speech Language Pathologist.

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DOMAIN 3: INSTRUCTION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3d: Using data: Collecting information; Reporting effectiveness	Speech Language Pathologist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Speech Language Pathologist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Speech Language Pathologist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Speech Language Pathologist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3d Critical Attributes	• Data collection is absent and/or not accurate during therapy sessions. • Reports contain content errors or no report is written. • Reports are written in a manner with no regard for the intended audience. • Data is given with no explanation. • Assessments are not explained.	• Data collection is inconsistent and/or not always accurate during therapy sessions. • Reports contain accurate content information but may contain other errors (ie. student names, grammar). • Reports are written in a manner that is not easily understood by general audiences (ie. jargon without explanation, uses abbreviations). • Assessments are explained.	• Data collection is consistent and accurate during therapy sessions. • Data collection is relevant to identified students' needs. • Reports are written in a manner that is easily understood by general audiences. • Reports contain no grammatical errors. • Assessment and results are explained clearly. • Reports include information from a variety of sources including parents, teachers and other service providers.	• Data collection is consistent and accurate during therapy sessions. • Speech Language Pathologist seeks out additional information regarding students' success with goals in other environments. • Reports contain no errors and are well organized. • Speech Language Pathologist demonstrates the ability to differentiate reports based on intended audience (ie. parents, doctors, teachers). • Reports include information from a variety of sources including parents, teachers and other service providers.

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DOMAIN 3: INSTRUCTION *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
3e: Demonstrating flexibility and responsiveness	Speech Language Pathologist adheres to his or her therapy methods, in spite of evidence of the inadequacy.	Speech Language Pathologist makes modest changes in therapy methods when confronted with evidence of the need for change.	Speech Language Pathologist makes revisions in therapy methods when they are needed.	Speech Language Pathologist is continually seeking ways to improve therapy methods, and makes changes to student, parent, or teacher input.
3e: Critical Attributes	• Speech Language Pathologist does not make changes in therapeutic strategies even when data supports need for change. • Speech Language Pathologist ignores indications of students' boredom or lack of understanding. • Speech Language Pathologist conveys to students that when they have difficulty with a task, it is their fault.	• Speech Language Pathologist uses data to evaluate therapy and occasionally make changes. • Speech Language Pathologist does not use immediate student feedback during session to make changes. • Speech Language Pathologist's efforts to modify the lesson are only partially successful. • Speech Language Pathologist conveys to students a level of responsibility for their learning, but also his or her uncertainty about how to assist them.	• Speech Language Pathologist uses data to evaluate therapy and make necessary changes. • Speech Language Pathologist makes immediate and appropriate changes during therapy session. • When improvising becomes necessary. Speech Language Pathologist makes adjustments to the lesson. • Speech Language Pathologist conveys to students that he/she has other approaches to try when they experience difficulty.	• Speech Language Pathologist consults with other team members to enhance therapy. • Speech Language Pathologist uses data to evaluate therapy and make necessary changes. • Speech Language Pathologist takes additional data sources into consideration and revises therapy plan as needed. • Speech Language Pathologist is able to immediately and creatively make changes to therapy during session. • Speech Language Pathologist's adjustments to the session, when needed, are designed to assist individuals. • Speech Language Pathologist conveys to students that mastery of a skill is expected (even if not in the scope of a single lesson).

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Domain 4: Professional Responsibilities				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4a: Reflecting on practice	Speech Language Pathologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Speech Language Pathologist's reflection on practice is moderately accurate and objective without citing specific examples, providing only global suggestions as to how it might be improved.	Speech Language Pathologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Speech Language Pathologist makes some specific suggestions as to how the therapy program might be improved.	Speech Language Pathologist's reflection is accurate and perceptive, citing specific examples that were positive and negative for some students. Speech Language Pathologist draws on extensive repertoire to suggest an alternative as to how the therapy program might be improved.
4a Critical Attributes	• Speech Language Pathologist's suggestions are not relevant or do not make any connections to specific student progress.	• Speech Language Pathologist's suggestions do not take into consideration specific student progress.	• Speech Language Pathologist is able to recognize and articulate strategies used in therapy and how they contributed to student progress.	• Speech Language Pathologist is able to recognize and articulate strategies and correlate these strategies to student progress. • Speech Language Pathologist considers individual rate of student progress. • Speech Language Pathologist solicits input from other staff members and parents (i.e. PACE checklists).

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Domain 4: Professional Responsibilities *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4b: Maintaining an effective data management system	Speech Language Pathologist's data management system is either nonexistent or in disarray; it cannot be used to monitor student progress or adjust student therapy as needed.	Speech Language Pathologist uses an ineffective data management system for monitoring student progress and occasionally uses it to adjust therapy when needed.	Speech Language Pathologist uses and/or develops an effective data management system for monitoring student progress and uses it to adjust therapy when needed.	Speech Language Pathologist uses and/ or develops an effective data management system for monitoring student progress and uses it to adjust student therapy as needed. Speech Language Pathologist uses the system to communicate with teachers, parents and students.
4b Critical Attributes	• Speech Language Pathologist does not use a data management system or system is disorganized. • Data management system structure does not provide necessary information for Speech Language Pathologist to monitor student progress and/or make changes to therapy.	• Speech Language Pathologist's data management system is basic and not organized in an efficient manner. • Data management system structure does not always reflect the need for change in therapy.	• Speech Language Pathologist's data management system is organized and easily accessible. • Data management system allows the Speech Language Pathologist to monitor student progress and implement changes when necessary. • Speech Language Pathologist's data management system is structured in a way that promotes efficient communication with teachers, parents, and students.	• Speech Language Pathologist's data management system is organized and easily accessible. • Data management system allows the Speech Language Pathologist to monitor student progress and implement changes when necessary. • Speech Language Pathologist's data management system is structured in a way that promotes efficient communication with teachers, parents, and students. • Students are actively engaged in tracking their own data to visualize their progress. • Speech Language Pathologist seeks out additional information regarding students' success with goals in other environments.

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Domain 4: Professional Responsibilities *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4c: Communicating with families	Speech Language Pathologist fails to communicate with families and/or communicates in an insensitive manner.	Speech Language Pathologist's communication with families is partially successful and occasionally insensitive to cultural and linguistic traditions.	Speech Language Pathologist successfully communicates with families in a manner sensitive to cultural and linguistic traditions.	Speech Language Pathologist successfully communicates with families in a manner sensitive to cultural and linguistic traditions. Speech Language Pathologist reaches out to families of students to enhance trust and cooperation.
4c: Critical Attributes	• Speech Language Pathologist does not communicate with families. • Speech Language Pathologist is not respectful or responsive to cultural and linguistic traditions.	• Speech Language Pathologist communicates with families occasionally. • Speech Language Pathologist is not always respectful and responsive to cultural and linguistic traditions.	• Speech Language Pathologist communicates with families on a regular basis. • Speech Language Pathologist is respectful and responsive to cultural and linguistic traditions. • Speech Language Pathologist initiates two-way communications with families including progress on goals and suggestions for working in the home environment.	• Speech Language Pathologist facilitates effective communication with families in their native language (i.e. arranges for an interpreter to be present at conferences). • Speech Language Pathologist is always respectful and responsive to cultural and linguistic traditions. • Speech Language Pathologist initiates and maintains two-way communications with families including progress on goals and suggestions for working in the home environment.

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Domain 4: Professional Responsibilities *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4d: Participating in a professional community	Speech Language Pathologist's relationships with colleagues are negative or self-serving; avoids involvement in school and district events and projects.	Speech Language Pathologist's relationships with colleagues are cordial; participates in school and district events/projects when specifically requested.	Speech Language Pathologist maintains positive and productive relationships with colleagues, and participates actively in school and district events and projects.	Speech Language Pathologist makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues.
4d: Critical Attributes	• Speech Language Pathologist's relationships with colleagues are characterized by negativity or combativeness. • Speech Language Pathologist purposefully avoids contributing to activities promoting professional inquiry. • Speech Language Pathologist avoids involvement in school, district, and community events/ projects.	• Speech Language Pathologist has a pleasant relationship with colleagues. • When invited, Speech Language Pathologist participates in activities related to professional inquiry. • When asked, Speech Language Pathologist participates in school, district, and community events/projects.	• Speech Language Pathologist demonstrates supportive and collaborative relationships with colleagues. • Speech Language Pathologist regularly participates in activities related to professional inquiry. • Speech Language Pathologist volunteers to participate in school, district, and community events/ projects.	• Speech Language Pathologist demonstrates supportive and collaborative relationships with colleagues. • Speech Language Pathologist takes a leadership role in promoting activities related to professional inquiry. • Speech Language Pathologist regularly contributes to and leads events that positively impact school life.

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Domain 4: Professional Responsibilities *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4e: Engaging in professional development	Speech Language Pathologist does not participate in relevant Professional Development activities, even when such activities are clearly needed for development of skills.	Speech Language Pathologist's participation in relevant Professional Development activities is limited to those that are convenient or are required.	Speech Language Pathologist seeks out opportunities for relevant Professional Development based on individual assessment of need.	Speech Language Pathologist actively provides a leadership role in seeking out and sharing relevant professional development in order to improve current practices in the speech-language program.
4e: Critical Attributes	• Speech Language Pathologist does not participate in relevant professional development.	• Speech Language Pathologist participates in professional development when required or when provided by the school district/coop. • Speech Language Pathologist attends relevant professional development only if it is convenient.	• Speech Language Pathologist seeks regular opportunities for continued relevant professional development. • Speech Language Pathologist actively participates in professional organizations designed to contribute to the profession.	• Speech Language Pathologist seeks regular opportunities for continued professional development. • Speech Language Pathologist utilizes information gained though individual relevant professional development to make improvements to the current therapy program. • Speech Language Pathologist takes an active leadership role and provides professional development for colleagues.

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Domain 4: Professional Responsibilities *(continued)*				
	Unsatisfactory	*Basic*	*Proficient*	*Distinguished*
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Speech Language Pathologist displays dishonesty in interactions with colleagues, students, and the public. Speech Language Pathologist is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Speech Language Pathologist makes decisions and recommendations based on self-serving interests. Speech Language Pathologist does not comply with school, district and/or cooperative regulations.	Speech Language Pathologist is honest in interactions with colleagues, students, and the public. Speech Language Pathologists' attempts to serve students are inconsistent and does not knowingly contribute to some students being ill served by the school. Speech Language Pathologists' decisions and recommendations are based on limited though genuinely professional considerations. Speech Language Pathologist complies minimally with school, district and/or cooperative regulations, doing just enough to get by.	Speech Language Pathologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Speech Language Pathologist is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Speech Language Pathologist maintains an open mind in team or departmental decision-making. Speech Language Pathologist complies fully with school, district and/or cooperative regulations.	Speech Language Pathologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Speech Language Pathologist is highly proactive in serving students, seeking out resources when needed. Speech Language Pathologist makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Speech Language Pathologist takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Speech Language Pathologist complies fully with school, district and/or cooperative regulations, taking a leadership role with colleagues.
4f: Critical Attributes	• Speech Language Pathologist violates the ABESPA Practice Act, Rules and Regulations, and ASHA Code of Ethics. • Speech Language Pathologist is dishonest • Speech Language Pathologist engages in practices that are self-serving. • Speech Language Pathologist willfully rejects district policies. • Speech Language Pathologist does not maintain confidentiality.	• Speech Language Pathologist is inconsistent in compliance with the ABESPA Practice Act, Rules and Regulations, and ASHA Code of Ethics. • Speech Language Pathologist is honest. • Speech Language Pathologist makes decisions professionally, but on a limited basis. • Speech Language Pathologist minimally complies with district policies. • Speech Language Pathologist maintains confidentiality.	• Speech Language Pathologist adheres to the ABESPA Practice Act, Rules and Regulations, ASHA Code of Ethics, FERPA and HIPAA. • Speech Language Pathologist is honest and known for having high standards of integrity. • Speech Language Pathologist participates in team and departmental decision-making. • Speech Language Pathologist complies with district policies. • Speech Language Pathologist maintains confidentiality.	• Speech Language Pathologist adheres to the ABESPA Practice Act, Rules and Regulations, ASHA Code of Ethics, FERPA, and HIPAA. • Speech Language Pathologist is considered a leader in terms of honesty, integrity. • Speech Language Pathologist takes a leadership role in team and departmental decision-making. • Speech Language Pathologist takes a leadership role in regarding district policies. • Speech Language Pathologist maintains confidentiality.

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AR Teacher Excellence Support System (TESS)

AR TESS Pre-Conference Questions For Speech Pathologists Formal Observation - Track 1, Track 2A, or Track 3

Speech Pathologist Name		TESS Track
Evaluator	Pre-Conference	Date of Observation

1. **Will the session observed be a group or individual therapy session?**

2. **What objective(s) are you focusing on from the students' IEP?**

3. **What do you want the outcome of this session to be?**

4. **How will you measure success of the activity during the session?**

5. **Are there any established routines or procedures that the students carry out independently?**

6. **If this is a group session, why did you decide to group these students together? If this is an individual session, why is the student in an individual session? What is your reasoning?**

7. **Is there anything special I need to know about the session?**

AR Teacher Excellence Support System (TESS)

Post Conference Questions

Formal Observation – Track 1, Track 2A, or Track 3

Speech Pathologist Name		TESS Track
Evaluator	Pre-Conference	Date of Observation

1. **How would you describe today's session?**

2. **What evidence indicates if students did or did not make progress on their objectives?**

3. **If you had the opportunity to work with the same group/individual again what would you change? What would you do the same?**

4. **Please share your system for recording student data.**

5. **Describe how you use your data and how it drives your therapy for your students.**

6. **How do you provide feedback and progress to students and/or families? Share your system to support that feedback.**

7. **What role do students have in maintaining their own records of learning? How do you communicate that with them?**

8. **What types of information do you use to determine what objectives to put into student's Individual Education Plans?**

9. **How do you communicate with parents/guardians? How do they respond to your communications?**

10. **How do you address the concerns of parents/guardians during the school year?**

11. **Please describe the role parents play in your therapy? What methods do you use to encourage family involvement?**

Post Conference Questions
Formal Observation – Track 1, Track 2A, or Track 3

12. **How have you worked with colleagues this year on learning activities? Please describe some successes and area for improvement for that collaboration.**

13. **What influence has your professional learning experience had on your instruction this year? Describe some specific examples of change resulting from professiona**l learning

Arkansas Leader Excellence & Development System Rubric

Standard 1: *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

Functions

A. Collaboratively develop and implement a shared vision and mission
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

Standard 2: *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

Functions

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

Functions

A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Arkansas Leader Excellence & Development System Rubric

Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources*

Functions

A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationships with community partners

Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

Functions

A. Ensure a system of accountability for every student's academic and social success
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
C. Safeguard the values of democracy, equity, and diversity
D. Consider and evaluate the potential moral and legal consequences of decision- making
E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

Functions

A. Advocate for children, families, and caregivers
B. Act to influence local, district, state, and national decisions affecting student learning
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

ARKANSAS LEADS
Leader Excellence and Development System

Arkansas Leader Excellence and Development System Rubric - Form A

☐ Self-Assessment ☐ Superintendent Initial Assessment ☐ Formative Assessment ☐ Summative Assessment

Principal: _____ **Evaluator:** _____
District: _____ **Building/School Assignment:** _____
School Year: _____ **Conference Date:** _____
Category Type: ☐ *Probationary/Novice* ☐ *Inquiry* ☐ *Intensive*

Standard 1 – Vision, Mission, and Goals

Standard 1: An education leader promotes the success of every student by facilitating development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all appropriate stakeholders.

Description: Education leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to guide organizational decisions and actions. Education leaders guide a process for developing and revising a shared vision, strong mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
1 A. Collaboratively develop and implement a shared vision and mission	*The leader…* Allows no opportunity for staff involvement in development and implementation of a vision of learning. ☐	*The leader…* Involves only staff in development and implementation of a vision of learning. ☐	*The leader…* Involves all staff and other appropriate stakeholders in development and implementation of a vision of learning. ☐	*The leader…* Involves all staff and other appropriate stakeholders in an annual revision as necessary of the vision of learning. ☐
1 B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	*The leader…* Collects but fails to analyze data for determining the organization's effectiveness in accomplishing the vision of learning. ☐	*The leader…* Collects and analyzes data for determining the organization's effectiveness in accomplishing the vision of learning. ☐	*The leader…* Collects and analyzes data at least quarterly with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning. Utilizes data to modify organizational practices and procedures to accomplish the vision of learning. ☐	*The leader…* Collects and analyzes data frequently with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning. ☐

Standard 1 – Vision, Mission, and Goals – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
1 C. Create and implement plans to achieve goals	*The leader…* Establishes a school improvement plan which focuses on the vision of learning but has goals that are neither measurable nor specific. ☐	*The leader…* Establishes a school improvement plan which is aligned with district, state, and federal policies and has specific, measurable goals to accomplish the vision of learning. ☐	*The leader…* Collaborates with all appropriate stakeholders to establish a school improvement plan, which is aligned with district, state, and federal policies and has specific, measurable goals to accomplish the vision of learning. Ensures that improvement plans are implemented with fidelity. ☐	*The leader…* Communicates school-wide goals and actions frequently (at least quarterly, if applicable) with all appropriate stakeholders. ☐
1 D. Promote continuous and sustainable improvement	*The leader…* Does not establish a process for monitoring school's progress in achieving the vision of learning. ☐	*The leader…* Establishes a process to monitor school's progress in achieving the vision of learning. ☐	*The leader…* Facilitates a systematic and ongoing process of monitoring the school's progress in achieving the vision of learning inherent in the school improvement plan. Facilitates making appropriate adjustments suggested by data to accomplish the vision of learning. Provides school improvement reports to stakeholders, at least quarterly, recognizing areas for improvement and celebrating successes. ☐	*The leader…* Advocates at district, regional, and state levels for fiscal, human, and technological resources to accomplish the vision of learning. Engages in the political process to advocate for appropriate changes in curriculum, instruction, assessment, and resource allocation. ☐

Standard 1 – Vision, Mission, and Goals – Continued

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
1 E. Monitor and evaluate progress and revise plans	*The leader…* Fails to monitor or revise effectiveness of the school improvement plan. ☐	*The leader…* Annually monitors priorities, goals, and actions of the school improvement plan but does not facilitate adequate mid-course corrections. ☐	*The leader…* Facilitates at least semi-annually the monitoring and revising of priorities, goals, and actions stated in the school improvement plan in order to make corrections. Utilizes classroom observations to ensure that instructional priorities of the school improvement plan are being implemented with fidelity. ☐	*The leader…* Actively participates in specific team, grade level, or departmental meetings to monitor effectiveness of the school improvement plan and to facilitate revisions. ☐
Comments:				

ARKANSAS LEADS
Leader Excellence and Development System

Standard 2 – Teaching and Learning

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Description: A strong, positive, professional culture fosters learning by all educators and students. In a strong professional culture, leaders share and distribute responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system (such as curriculum, instructional materials, pedagogy, and student assessment). Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision and goals and differentiated appropriately to meet the needs of every student. Leaders need knowledge, skills, and beliefs that provide equitable differentiation of instruction and curriculum materials to be effective with a range of student characteristics, needs, and achievement.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
2 A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations	*The leader…* Fails to demonstrate a belief in and commitment to high academic expectations for students and teachers. ☐	*The leader…* Demonstrates a belief in and commitment to high academic expectations for some but not all students. Collects survey data but findings are seldom used to impact decision-making. Provides minimal support for mission and belief statements of the school. Occasionally engages in dialogue with teachers and provides opportunities to share. ☐	*The leader…* Demonstrates a belief in and commitment to high academic expectations for all students. Examines and utilizes data regularly collected through various means (e.g. culture/climate surveys, opinion surveys, needs assessment) to ensure a nurturing learning environment for students and staff. Reinforces and supports mission and belief statements of the school and uses them to guide collaborative decision-making. Engages regularly in dialogue with teachers and provides opportunities for teachers to share innovations that have resulted in higher student achievement. ☐	*The leader…* Promotes the school's mission and beliefs to all appropriate stakeholders. Engages staff members and students in frequent conversations focused on the application of the school's mission and beliefs. ☐

Standard 2 – Teaching and Learning - *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
2 B. Create a comprehensive, rigorous, and coherent curricular program	*The leader…* Neglects to ensure that teachers are implementing standards with fidelity. ☐	*The leader…* Ensures that Arkansas standards documents are implemented. Initiates discussions regarding alignment of standards, instruction, and assessment. ☐	*The leader…* Collaborates with teachers to ensure the implementation of a developmentally appropriate curriculum that is fully aligned with standards documents with fidelity. Ensures that standards, instruction, and assessment are aligned. Ensures that implemented curriculum demonstrates substantial connections within and between different content areas. ☐	*The leader…* Supports discussions with staff throughout all grade levels and content areas to ensure Arkansas' standards are implemented. Provides and engages in multiple, on-going opportunities for curricular meetings across grade levels within the school to ensure horizontal and vertical curricular alignment between grade levels and across content areas. ☐
2 C. Create a personalized and motivating learning environment for students	*The leader…* Neglects to ensure utilization of differentiated instruction. Fails to celebrate accomplishments of students. ☐	*The leader…* Implements instructional strategies and interventions that may lead to differentiated instruction for some but not all students. Facilitates recognition and celebration of students' accomplishments on an infrequent basis. ☐	*The leader…* Ensures the application of differentiated teaching strategies and use of rich curricular materials. Ensures the use of educational technologies and other appropriate resources to address learning needs of diverse student populations (including students with disabilities; cultural or linguistic differences; gifted and talented; or students from disadvantaged socio-economic backgrounds). Ensures that teachers are giving students multiple opportunities for success and provides viable interventions to support student growth. Facilitates a well-defined process that celebrates students' accomplishments which are communicated to the community. ☐	*The leader…* Ensures effective use of differentiated teaching strategies, curricular materials, educational technologies, and other outside resources (beyond what is provided at building level) appropriate to address diverse student populations. Empowers teachers to design and implement differentiated instructional strategies and interventions in order to reach all students. ☐

Standard 2 – Teaching and Learning - *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
2 D. Supervise instruction	*The leader…* Fails to fully implement district policies and procedures for supervising/evaluating instruction. ☐	*The leader…* Implements district policies and procedures regarding supervision and evaluation of instruction. Monitors classroom instruction but inconsistently provides feedback to assist teachers in their efforts to improve instructional practices. ☐	*The leader…* Monitors classroom instruction formally and informally on a frequent basis. Provides teachers with timely, detailed feedback to assist them in their efforts to improve instructional practices. ☐	*The leader…* Assists teachers in becoming reflective practitioners (i.e. collects and utilizes data to enhance their own teaching and classroom environment). Implements a program of peer coaching/instructional facilitation. ☐
2 E. Develop assessment and accountability systems to monitor student progress	*The leader…* Fails to ensure that staff develop and use formative assessments that are aligned with standards to monitor student progress and guide instruction. ☐	*The leader…* Ensure that staff develop and use only formative assessments that are aligned with standards to monitor student progress and guide instruction. Encourages staff to improve instructional practices based on assessment results. ☐	*The leader…* Collaborates with staff to analyze student performance data and use results to inform programmatic and instructional decisions. Encourages development and analysis of frequent formative assessments to monitor student progress and to diagnose efficacy of teaching practices. Ensures that staff is substantiating quality of their instructional practices with evidence of student mastery on well-developed assessments. ☐	*The leader…* Facilitates through distributed leadership the development and utilization of rigorous, authentic, performance-based, interdisciplinary assessments of student learning. ☐

Standard 2 – Teaching and Learning - *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
2 F. Develop the instructional and leadership capacity of staff	*The leader…* Neglects to provide opportunities for staff to develop their instructional or leadership capacities. ☐	*The leader…* Ensures that staff has professional development opportunities to access research-based practices focusing on enhancement of their instructional and leadership capacities. ☐	*The leader…* Encourages and supports staff participation in professional development opportunities to access research-based practices that focus on enhancement of their instructional and leadership capacities. ☐	*The leader…* Empowers staff to seek opportunities to demonstrate skills as instructional leaders at building, district, and state levels. ☐
2 G. Maximize time spent on quality instruction	*The leader…* Has no evidence to support the use of maximizing time spent on quality instruction. ☐	*The leader…* Designs processes and practices to protect instructional time from interruptions to ensure the maximum amount of opportunities for quality instruction and student learning. ☐	*The leader…* Implements processes and practices to protect instructional time from interruptions and maximizes time spent on quality instruction. Emphasizes the expectation for bell-to-bell learning that is engaging and varied to ensure learner involvement. ☐	*The leader…* Systematically analyzes impact of time spent on quality instruction to improve student achievement. ☐

Standard 2 – Teaching and Learning - *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
2 H. Promote the use of the most effective and appropriate technologies to support teaching and learning	*The leader…* Fails to encourage the appropriate use of technology to support teaching and learning. ☐	*The leader…* Inconsistently encourages the use of technology by teachers and students to extend their learning and instruction in all content areas. ☐	*The leader…* Promotes and supports appropriate use of technology by teachers and students as an integral part and extension of learning and instruction in all content areas. Monitors the effective use of technology for instructional purposes and provides timely feedback to teachers about their use of technology. ☐	*The leader…* Analyzes use of technology to ensure the most effective integration into the teaching and learning process. Ensures that opportunities exist that promote the use of technology in the classroom as well as the home. ☐
2 I. Monitor and evaluate the impact of the instructional program	*The leader…* Fails to develop specific processes to monitor and evaluate the impact of the instructional program on student achievement. ☐	*The leader…* Occasionally facilitates analysis of various assessments, surveys, and other sources to evaluate student learning, effective teaching, and program quality. ☐	*The leader…* Facilitates analysis of various assessments, surveys, and other sources to evaluate student learning, effective teaching, and program quality. Establishes systems and structures for continuous and collaborative analysis of antecedents (adult actions) and results indicators (student data). ☐	*The leader…* Collaborates with stakeholders to update the instructional program based upon the results of various sources of data. ☐

Comments:

ARKANSAS LEADS
Leader Excellence and Development System

Standard 3 – Managing Organizational Systems and Safety

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Description: Education leaders need a systems approach in complex organizations of schools and districts. In order to ensure the success of all students and provide a high-performing, orderly and safe learning environment, education leaders manage daily operations and environments through efficiently and effectively aligning resources with vision and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and other system components.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
3 A. Monitor & evaluate the management and operational systems	*The leader…* Ignores management of facilities to the point where cleanliness and safety issues are a concern. ☐	*The leader…* Maintains facilities to minimal standards. ☐	*The leader…* Supervises maintenance of all facilities including grounds and buildings (interior and exterior) to maximize student learning. Ensures that all maintenance issues are reported in a timely manner. ☐	*The leader…* Has a systematic program for facilities management (e.g., processes for safety, cleanliness, and maintenance schedules). ☐
3 B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	*The leader…* Lacks knowledge of school budget, human resources, and technological resources. ☐	*The leader…* Demonstrates knowledge of the alignment of school budget, human resources, and technological resources. ☐	*The leader…* Manages the school budget and determines staff assignments and distribution of technological resources to effectively address student learning needs. Obtains and allocates funds based on student needs within the framework of federal, state, and district policies and works with staff to determine how school financial resources can be equitably and effectively allocated to support student learning needs. ☐	*The leader…* Works with all appropriate stakeholders to ensure strategic and equitable allocation and effective use of financial, human, and technological resources to meet instructional goals and support teacher needs to maximize student learning. ☐

Standard 3 – Managing Organizational Systems and Safety – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
3 C. Promote and protect the welfare and safety of students and staff	*The leader…* Neglects to implement a Crisis Management Plan, student handbook, and/or district discipline policy. ☐	*The leader…* Inconsistently implements policies and procedures, including the Crisis Management Plan, student handbook, and district discipline policy that provides a safe, healthy, orderly learning and working environment. ☐	*The leader…* Implements policies and procedures that maintain a supportive, safe, healthy, orderly learning and working environment as reflected in the student handbook and discipline policy. Rehearses emergency procedures addressed in the Crisis Management Plan. ☐	*The leader…* Involves internal and external stakeholders in the continuous review of keeping the Crisis Management Plan, student handbook, and district discipline policy updated. ☐
3 D. Develop the capacity for distributed leadership	*The leader…* Neglects to facilitate use of distributed leadership in management of the organization. ☐	*The leader…* Recognizes the need for distributed leadership in management of the organization. Inconsistently delegates management of specified responsibilities to appropriate stakeholders. ☐	*The leader…* Provides leadership development opportunities for staff. Delegates management of specified responsibilities to appropriate stakeholders. ☐	*The leader…* Provides leadership development opportunities for staff designed to enhance management of the organization and to foster career development of staff. ☐

Standard 3 – Managing Organizational Systems and Safety – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
3 E. Ensure teacher and organizational time is focused to support quality instruction and student learning	*The leader…* Neglects to consider scheduling that maximizes student learning and provides appropriate instructional planning and/ or lacks an understanding of how to schedule for maximum student learning. ☐	*The leader…* Develops a master schedule to maximize student learning but does not ensure time is spent by faculty on meaningful activities to improve student learning. ☐	*The leader…* Provides planning and instructional time by developing a master schedule that maximizes student learning and provides for individual and collaborative planning for staff. Establishes structures and provides time at least bi-monthly for teacher-based teams to collaboratively : • generate assessments for units of instruction • analyze assessment results, and • improve instructional practices. ☐	*The leader…* Develops a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher. Structures school schedule to enable all teachers to have individual and team collaborative planning time weekly. Systematically monitors the effect of the master schedule on collaborative planning and student achievement. ☐
Comments:				

ARKANSAS LEADS
Leader Excellence and Development System

Standard 4 – Collaborating with Families and Stakeholders

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Description: In order to educate students effectively for participation in a diverse, democratic society, leaders incorporate participation and views of families and stakeholders for important decisions and activities of schools and districts. Key stakeholders include educators, students, community members, and organizations that serve families and children. Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy. Leaders regard diverse communities as a resource and work to engage all members in collaboration and partnerships that support teaching and learning.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
4 A. Collect and analyze data and information pertinent to the educational environment	*The leader…* Neglects to collect and /or analyze appropriate data to implement strategies to improve student learning and instruction. ☐	*The leader…* Collects and analyzes data to make decisions that enhance the educational environment, but inconsistently collaborates with staff. ☐	*The leader…* Consistently involved with staff and community to collect and analyze data to make decisions that enhance the educational environment. ☐	*The leader…* Collaborates with internal and external stakeholders in the process of collecting and analyzing data based on current research methods to identify and address diverse student needs. Uses assessment and research methods to identify and address diverse student needs. ☐
4 B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources	*The leader…* Neglects to form cultural connections between school and community. ☐	*The leader…* Utilizes a variety of methods and resources to develop an appreciation and understanding within the school for the community's cultural diversity. ☐	*The leader…* Forms connections between school and community by bringing the community's social and intellectual resources into school. Utilizes a variety of methods and resources to develop an appreciation and understanding within the school for the community's cultural diversity. ☐	*The leader…* Secures external resources to expand the school's appreciation of the community's diverse cultural, social, and intellectual resources. The school celebrates with a variety of external communities to heighten multi-cultural diversity. ☐

Standard 4 – Collaborating with Families and Stakeholders – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
4 C. Build and sustain positive relationships with families and caregivers	*The leader…* Neglects to build relationships with families and care givers. ☐	*The leader…* Interacts with families and caregivers in a professional manner. Involves families and caregivers in some decisions concerning their children's education. Communicates with families and caregivers primarily through print and electronic media. ☐	*The leader…* Participates in frequent positive interactions with families and caregivers and is open, respectful, and welcoming. Involves families and caregivers consistently in decision making about their children's education. Communicates with families and caregivers through a variety of venues; (i.e., school events, newsletters, community events, and websites). ☐	*The leader…* Hosts open forums, focus groups, and conducts surveys to elicit family and caregivers' perceptions about the school. Secures external resources to provide enriching educational opportunities for students' families and caregivers. ☐
4 D. Build and sustain productive relationships with community partners	*The leader…* Neglects to develop partnerships with the community. ☐	*The leader…* Utilizes existing partnerships between school and community. Demonstrates an awareness of community services by occasionally making these services known to families and children. ☐	*The leader…* Applies communication and collaboration strategies to develop family and local community partnerships. Proactively collaborates with community agencies for health, social, and other services to support families and children. ☐	*The leader…* Embraces and advertises benefits provided by community agencies that support health, social and other services to families and children. ☐

Comments:

Standard 5 – Ethics and Integrity

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Description: Local and state education agencies and professional organizations hold educators to codes of ethics, with attention to personal conduct, fiscal responsibilities, and other types of ethical requirements. Ethics and integrity mean leading from a position of caring, modeling care and belonging in educational settings, personally in their behavior and professionally in concern about students, their learning, and their lives. Leaders demonstrate and sustain a culture of trust, openness, and reflection about values and beliefs in education. They model openness about how to improve the learning of every student. They engage others to share decisions and monitor consequences of decisions and actions on students, educators, and communities.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
5 A. Ensure a system of accountability for every student's academic and social success	*The leader…* Implements a data-driven system of accountability but does not utilize findings to make decisions that focus on the success of every student. ☐	*The leader…* Implements a data-driven system of accountability to fulfill the professional obligation to regularly monitor progress of each student's and subpopulation's progress in meeting school standards. ☐	*The leader…* Utilizes a data-driven system to create and implement a school improvement plan that fulfills ethical obligations to: • regularly monitor progress of each student's and subpopulation's progress in meeting school academic standards • promote social success by monitoring standards of student behavior that are collaboratively developed and clearly communicated to stakeholders and equitably applied to all students. Ensures legal and equitable allocation of fiscal, human, and material resources. ☐	*The leader…* Collaborates with internal and external stakeholders to ensure a culture that promotes a data driven system supporting every child through the implementation of practices emphasizing legal and ethical treatment of all students. This is achieved in part via the following objectives: • regularly monitor and evaluate progress of each student and subpopulation group in meeting school academic standards • provide staff assistance in employing differentiated instructional and support interventions dedicated to diverse student needs, especially those identified via monitoring of student achievement. ☐

Standard 5 – Ethics and Integrity – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
5 B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior	*The leader…* Demonstrates a lack of self-control characterized by a frequent loss of temper and continual reluctance to discuss sensitive topics and to reflect about his/her professional efficacy. ☐	*The leader…* Engages in reflective practice through active listening, observing, questioning, and sharing multiple perspectives. Generally maintains self-control but occasionally exhibits anger and defensiveness when dealing with sensitive subjects and personal attacks. ☐	*The leader…* Identifies his/her professional strengths and weaknesses by engaging in reflective practice on his/her own work through active listening, observing, questioning, sharing multiple perspectives, and hypothesis testing. Exerts self-control consistently as characterized by dignity, empathy, respect, reflection, self-evaluation, and self-control even when dealing with sensitive subjects and personal attacks. ☐	*The leader…* Is an exemplar of emotional intelligence characterized by exerting self-control, treating self and others with dignity, empathizing with others, respecting self and others, and collaborating in making substantive decisions. Enhances professional efficacy of self and staff by modeling reflective practice through active listening, observing, finding capacities, questioning, and sharing multiple perspectives, and hypothesis testing. Consistently exerts self-control in dealing with sensitive subjects and personal attacks even in the most difficult and confrontational situations. ☐
5 C. Safeguard the values of democracy, equity, and diversity	*The leader…* Allows personal preferences, beliefs, and/or biases to trump impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders. ☐	*The leader…* Occasionally allows personal preferences, beliefs and/or biases to interfere with attempts to employ impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders. ☐	*The leader…* Models impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders. ☐	*The leader…* Uses leadership as an opportunity to create and nurture a learning community characterized by mutual respect, individuality, and pursuit of individual and common good. ☐

Standard 5 – Ethics and Integrity – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
5 D. Consider and evaluate the potential moral and legal consequences of decision-making	*The leader…* Relies primarily on emotional reactions and personal preferences to make substantive decisions. ☐	*The leader…* Inconsistently relies on school policy and procedures to make and explain substantive decisions. ☐	*The leader…* Makes and explains substantive decisions based on ethical and legal principles inherent in law, school policy and procedures. ☐	*The leader…* Utilizes a model of ethical reasoning that addresses empathy, individual rights, equity, professional obligations, utility, and legality that inform the intentions and substance of school policy and procedures to: • make and explain substantive decisions • revise and/or create individual school guidelines and procedures. ☐
5 E. Promote social justice and ensure that individual student needs inform all aspects of schooling	*The leader…* Occasionally allows personal preferences, beliefs, and/or biases to trump individual rights, liberties, equitable treatment, and dignity of those in his/her scope of influence and care. ☐	*The leader…* Consistently enforces policies, laws, and regulations enacted by local, state, and federal authorities. ☐	*The leader…* Pro-actively facilitates decision making that promotes individual rights and liberties outlined in policies, laws, and regulations enacted by local, state, and federal authorities. ☐	*The leader…* Establishes and nurtures a climate of care and social justice by serving as an exemplary protector of individual rights and liberties and assisting colleagues in developing dispositions and practices that ensure that individual student needs are the focus of all curricular, instructional, and assessment practices. ☐
Comments:				

ARKANSAS LEADS
Leader Excellence and Development System

Standard 6 – The Education System

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Description: Leaders understand that public schools belong to the public and contribute to the public good. Leaders develop relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, public awareness, and policies. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice. Education leaders advocate for education and students in professional, social, political, economic, and other arenas.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
6 A. Advocate for children, families, and caregivers.	*The leader…* Fails to advocate within the school, community, state, and/or national levels to meet needs of children and their families or caregivers. ☐	*The leader…* Advocates on behalf of children, families, and caregivers within the school, community, state, and/or national levels to meet needs of children and their families or caregivers as situations arise. ☐	*The leader…* Develops and implements a plan of action to advocate within the school community, state and/or national levels to meet needs of children, their families or caregivers. ☐	*The leader…* Builds systems of support and advocacy within the school, community, state, and/or national levels to meet needs of children and their families or caregivers. Models and encourages other faculty members to proactively and regularly interact with children, families, and caregivers and engage them in understanding economic and political support needs of the school and district. ☐
6 B. Act to influence local, district, state, and national decisions affecting student learning	*The leader…* Neglects to attempt to develop relationships with stakeholders and policymakers. ☐	*The leader…* Maintains membership in appropriate professional organizations. ☐	*The leader…* Develops relationships with a range of stakeholders and policymakers. Actively participates in appropriate professional organizations. ☐	*The leader…* Identifies, responds to, and influences issues, trends, and potential changes that affect the context of education and the way it is conducted at the local, district, state and/or national levels. ☐

Standard 6 – The Education System – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
6 C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies	*The leader…* Fails to stay abreast of emerging educational trends and initiatives. ☐	*The leader…* Stays abreast of emerging educational trends and initiatives by reviewing current research and applying the research-grounded leadership practices. Communicates pertinent educational research to staff in order to enhance professional practices and improve student learning. ☐	*The leader…* Stays abreast of emerging educational trends and initiatives by: • attending professional conferences • participating in professional development. ☐	*The leader…* Promotes and evaluates implementation of emergent strategies based on pertinent educational research to enhance professional practices and improve student learning. ☐
Comments:				

Principal Name: _____

Principal Signature: _____ Date: _____

Superintendent/Designee Signature: _____ Date: _____

ARKANSAS LEADS
Leader Excellence and Development System

AR LEADS Summative Scoring Report

Performance Level Rating				
Standard 1:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary
Standard 2:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary
Standard 3:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary
Standard 4:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary
Standard 5:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary
Standard 6:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary

Overall Summative Rating

☐ Not Meeting Standards ☐ Progressing ☐ Proficient ☐ Exemplary

Summary of Commendations	Recommended Area(s) of Growth	Expectations

_____ _____
PRINCIPAL SIGNATURE **DATE**

_____ _____
SUPERINTENDENT/DESIGNEE SIGNATURE **DATE**

ARKANSAS LEADS
Leader Excellence and Development System

Arkansas Leader Excellence and Development System - Assistant Principal Rubric (Form A1)

☐ Self-Assessment ☐ Evaluator Initial Assessment ☐ Formative Assessment ☐ Summative Assessment

***Assistant Principal:** _____ **Evaluator:** _____

District: _____ **Building/School Assignment:** _____

School Year: _____ **Conference Date:** _____

Category Type: ☐ ***Probationary/Novice*** ☐ ***Inquiry*** ☐ ***Intensive***

**Any "Not Applicable" (NA) designated in this document is only applicable to the above named assistant principal.*

Standard 1 – Vision, Mission, and Goals

Standard 1: An education leader promotes the success of every student by facilitating development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all appropriate stakeholders.

Description: Education leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to guide organizational decisions and actions. Education leaders guide a process for developing and revising a shared vision, strong mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
1 A. Collaboratively develop and implement a shared vision and mission N/A ☐	*The assistant principal …* Allows no opportunity for staff involvement in development and implementation of a vision of learning. ☐	*The assistant principal in collaboration with the principal…* Involves only staff in development and implementation of a vision of learning. ☐	*The assistant principal in collaboration with the principal…* Involves all staff and other appropriate stakeholders in development and implementation of a vision of learning. ☐	*The assistant principal in collaboration with the principal…* Involves all staff and other appropriate stakeholders in an annual revision as necessary of the vision of learning. ☐

Standard 1 – Vision, Mission, and Goals – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
1 B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning N/A ☐	*The assistant principal …* Collects but fails to analyze data for determining the organization's effectiveness in accomplishing the vision of learning. ☐	*The assistant principal in collaboration with the principal…* Collects and analyzes data for determining the organization's effectiveness in accomplishing the vision of learning. ☐	*The assistant principal in collaboration with the principal…* Collects and analyzes data at least quarterly with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning. Utilizes data to modify organizational practices and procedures to accomplish the vision of learning. ☐	*The assistant principal in collaboration with the principal…* Collects and analyzes data frequently with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning. ☐
1 C. Create and implement plans to achieve goals N/A ☐	*The assistant principal …* Establishes a school improvement plan which focuses on the vision of learning but has goals that are neither measurable nor specific. ☐	*The assistant principal in collaboration with the principal…* Establishes a school improvement plan which is aligned with district, state, and federal policies and has specific, measurable goals to accomplish the vision of learning. ☐	*The assistant principal in collaboration with the principal…* Collaborates with all appropriate stakeholders to establish a school improvement plan, which is aligned with district, state, and federal policies and has specific, measurable goals to accomplish the vision of learning. Ensures that improvement plans are implemented with fidelity. ☐	*The assistant principal in collaboration with the principal…* Communicates school-wide goals and actions frequently (at least quarterly, if applicable) with all appropriate stakeholders. ☐

Standard 1 – Vision, Mission, and Goals – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
1 D. Promote continuous and sustainable improvement N/A ☐	*The assistant principal …* Does not establish a process for monitoring school's progress in achieving the vision of learning. ☐	*The assistant principal in collaboration with the principal…* Establishes a process to monitor school's progress in achieving the vision of learning. ☐	*The assistant principal in collaboration with the principal…* Facilitates a systematic and ongoing process of monitoring the school's progress in achieving the vision of learning inherent in the school improvement plan. Facilitates making appropriate adjustments suggested by data to accomplish the vision of learning. Provides school improvement reports to stakeholders, at least quarterly, recognizing areas for improvement and celebrating successes. ☐	*The assistant principal in collaboration with the principal…* Advocates at district, regional, and state levels for fiscal, human, and technological resources to accomplish the vision of learning. Engages in the political process to advocate for appropriate changes in curriculum, instruction, assessment, and resource allocation. ☐

Standard 1 – Vision, Mission, and Goals – Continued

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
1 E. Monitor and evaluate progress and revise plans N/A ☐	*The assistant principal…* Fails to monitor or revise effectiveness of the school improvement plan. ☐	*The assistant principal in collaboration with the principal…* Annually monitors priorities, goals, and actions of the school improvement plan but does not facilitate adequate mid-course corrections. ☐	*The assistant principal in collaboration with the principal…* Facilitates at least semi-annually the monitoring and revising of priorities, goals, and actions stated in the school improvement plan in order to make corrections. Utilizes classroom observations to ensure that instructional priorities of the school improvement plan are being implemented with fidelity. ☐	*The assistant principal in collaboration with the principal…* Actively participates in specific team, grade level, or departmental meetings to monitor effectiveness of the school improvement plan and to facilitate revisions. ☐
Comments:				

ARKANSAS LEADS
Leader Excellence and Development System

Standard 2 – Teaching and Learning

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Description: A strong, positive, professional culture fosters learning by all educators and students. In a strong professional culture, leaders share and distribute responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system (such as curriculum, instructional materials, pedagogy, and student assessment). Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision and goals and differentiated appropriately to meet the needs of every student. Leaders need knowledge, skills, and beliefs that provide equitable differentiation of instruction and curriculum materials to be effective with a range of student characteristics, needs, and achievement.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
2 A. Nurture and sustain a culture of collaboration, trust, learning, and high expectation N/A ☐	*The assistant principal…* Fails to demonstrate a belief in and commitment to high academic expectations for students and teachers. ☐	*The assistant principal in collaboration with the principal…* Demonstrates a belief in and commitment to high academic expectations for some but not all students. Collects survey data but findings are seldom used to impact decision-making. Provides minimal support for mission and belief statements of the school. Occasionally engages in dialogue with teachers and provides opportunities to share. ☐	*The assistant principal in collaboration with the principal…* Demonstrates a belief in and commitment to high academic expectations for all students. Examines and utilizes data regularly collected through various means (e.g. culture/climate surveys, opinion surveys, needs assessment) to ensure a nurturing learning environment for students and staff. Reinforces and supports mission and belief statements of the school and uses them to guide collaborative decision-making. Engages regularly in dialogue with teachers and provides opportunities for teachers to share innovations that have resulted in higher student achievement. ☐	*The assistant principal in collaboration with the principal…* Promotes the school's mission and beliefs to all appropriate stakeholders. Engages staff members and students in frequent conversations focused on the application of the school's mission and beliefs. ☐

Standard 2 – Teaching and Learning - *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
2 B. Create a comprehensive, rigorous, and coherent curricular program N/A ☐	*The assistant principal…* Neglects to ensure that teachers are implementing standards with fidelity. ☐	*The assistant principal in collaboration with the principal…* Ensures that Arkansas standards documents are implemented. Initiates discussions regarding alignment of standards, instruction, and assessment. ☐	*The assistant principal in collaboration with the principal…* Collaborates with teachers to ensure the implementation of a developmentally appropriate curriculum that is fully aligned with standards documents with fidelity. Ensures that standards, instruction, and assessment are aligned. Ensures that implemented curriculum demonstrates substantial connections within and between different content areas. ☐	*The assistant principal in collaboration with the principal…* Supports discussions with staff throughout all grade levels and content areas to ensure Arkansas' standards are implemented. Provides and engages in multiple, on-going opportunities for curricular meetings across grade levels within the school to ensure horizontal and vertical curricular alignment between grade levels and across content areas. ☐
2 C. Create a personalized and motivating learning environment for students N/A ☐	*The assistant principal…* Neglects to ensure utilization of differentiated instruction. Fails to celebrate accomplishments of students. ☐	*The assistant principal in collaboration with the principal…* Implements instructional strategies and interventions that may lead to differentiated instruction for some but not all students. Facilitates recognition and celebration of students' accomplishments on an infrequent basis. ☐	*The assistant principal in collaboration with the principal…* Ensures the application of differentiated teaching strategies and use of rich curricular materials. Ensures the use of educational technologies and other appropriate resources to address learning needs of diverse student populations (including students with disabilities; cultural or linguistic differences; gifted and talented; or students from disadvantaged socio-economic backgrounds). Ensures that teachers are giving students multiple opportunities for success and provides viable interventions to support student growth. Facilitates a well-defined process that celebrates students' accomplishments which are communicated to the community. ☐	*The assistant principal in collaboration with the principal…* Ensures effective use of differentiated teaching strategies, curricular materials, educational technologies, and other outside resources (beyond what is provided at building level) appropriate to address diverse student populations. Empowers teachers to design and implement differentiated instructional strategies and interventions in order to reach all students. ☐

Standard 2 – Teaching and Learning - *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
2 D. Supervise instruction N/A ☐	*The assistant principal…* Fails to fully implement district policies and procedures for supervising/evaluating instruction. ☐	*The assistant principal in collaboration with the principal…* Implements district policies and procedures regarding supervision and evaluation of instruction. Monitors classroom instruction but inconsistently provides feedback to assist teachers in their efforts to improve instructional practices. ☐	*The assistant principal in collaboration with the principal…* Monitors classroom instruction formally and informally on a frequent basis. Provides teachers with timely, detailed feedback to assist them in their efforts to improve instructional practices. ☐	*The assistant principal in collaboration with the principal…* Assists teachers in becoming reflective practitioners (i.e. collects and utilizes data to enhance their own teaching and classroom environment). Implements a program of peer coaching/instructional facilitation. ☐
2 E. Develop assessment and accountability systems to monitor student progress N/A ☐	*The assistant principal…* Fails to ensure that staff develop and use formative assessments that are aligned with standards to monitor student progress and guide instruction. ☐	*The assistant principal in collaboration with the principal…* Ensure that staff develop and use only formative assessments that are aligned with standards to monitor student progress and guide instruction. Encourages staff to improve instructional practices based on assessment results. ☐	*The assistant principal in collaboration with the principal…* Collaborates with staff to analyze student performance data and use results to inform programmatic and instructional decisions. Encourages development and analysis of frequent formative assessments to monitor student progress and to diagnose efficacy of teaching practices. Ensures that staff is substantiating quality of their instructional practices with evidence of student mastery on well-developed assessments. ☐	*The assistant principal in collaboration with the principal…* Facilitates through distributed leadership the development and utilization of rigorous, authentic, performance-based, interdisciplinary assessments of student learning. ☐

Standard 2 – Teaching and Learning - *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
2 F. Develop the instructional and leadership capacity of staff N/A ☐	*The assistant principal…* Neglects to provide opportunities for staff to develop their instructional or leadership capacities. ☐	*The assistant principal in collaboration with the principal…* Ensures that staff has professional development opportunities to access research-based practices focusing on enhancement of their instructional and leadership capacities. ☐	*The assistant principal in collaboration with the principal…* Encourages and supports staff participation in professional development opportunities to access research-based practices that focus on enhancement of their instructional and leadership capacities. ☐	*The assistant principal in collaboration with the principal…* Empowers staff to seek opportunities to demonstrate skills as instructional leaders at building, district, and state levels. ☐
2 G. Maximize time spent on quality instruction N/A ☐	*The assistant principal…* Has no evidence to support the use of maximizing time spent on quality instruction. ☐	*The assistant principal in collaboration with the principal…* Designs processes and practices to protect instructional time from interruptions to ensure the maximum amount of opportunities for quality instruction and student learning. ☐	*The assistant principal in collaboration with the principal…* Implements processes and practices to protect instructional time from interruptions and maximizes time spent on quality instruction. Emphasizes the expectation for bell-to-bell learning that is engaging and varied to ensure learner involvement. ☐	*The assistant principal in collaboration with the principal…* Systematically analyzes impact of time spent on quality instruction to improve student achievement. ☐

Standard 2 – Teaching and Learning - *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
2 H. Promote the use of the most effective and appropriate technologies to support teaching and learning N/A ☐	*The assistant principal…* Fails to encourage the appropriate use of technology to support teaching and learning. ☐	*The assistant principal in collaboration with the principal…* Inconsistently encourages the use of technology by teachers and students to extend their learning and instruction in all content areas. ☐	*The assistant principal in collaboration with the principal…* Promotes and supports appropriate use of technology by teachers and students as an integral part and extension of learning and instruction in all content areas. Monitors the effective use of technology for instructional purposes and provides timely feedback to teachers about their use of technology. ☐	*The assistant principal in collaboration with the principal…* Analyzes use of technology to ensure the most effective integration into the teaching and learning process. Ensures that opportunities exist that promote the use of technology in the classroom as well as the home. ☐
2 I. Monitor and evaluate the impact of the instructional program N/A ☐	*The assistant principal…* Fails to develop specific processes to monitor and evaluate the impact of the instructional program on student achievement. ☐	*The assistant principal in collaboration with the principal…* Occasionally facilitates analysis of various assessments, surveys, and other sources to evaluate student learning, effective teaching, and program quality. ☐	*The assistant principal in collaboration with the principal…* Facilitates analysis of various assessments, surveys, and other sources to evaluate student learning, effective teaching, and program quality. Establishes systems and structures for continuous and collaborative analysis of antecedents (adult actions) and results indicators (student data). ☐	*The assistant principal in collaboration with the principal…* Collaborates with stakeholders to update the instructional program based upon the results of various sources of data. ☐

Comments:

ARKANSAS LEADS
Leader Excellence and Development System

Standard 3 – Managing Organizational Systems and Safety

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Description: Education leaders need a systems approach in complex organizations of schools and districts. In order to ensure the success of all students and provide a high-performing, orderly and safe learning environment, education leaders manage daily operations and environments through efficiently and effectively aligning resources with vision and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and other system components.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
3 A. Monitor & evaluate the management and operational systems N/A ☐	*The assistant principal…* Ignores management of facilities to the point where cleanliness and safety issues are a concern. ☐	*The assistant principal in collaboration with the principal…* Maintains facilities to minimal standards. ☐	*The assistant principal in collaboration with the principal…* Supervises maintenance of all facilities including grounds and buildings (interior and exterior) to maximize student learning. Ensures that all maintenance issues are reported in a timely manner. ☐	*The assistant principal in collaboration with the principal…* Has a systematic program for facilities management (e.g., processes for safety, cleanliness, and maintenance schedules). ☐
3 B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources N/A ☐	*The assistant principal…* Lacks knowledge of school budget, human resources, and technological resources. ☐	*The assistant principal in collaboration with the principal…* Demonstrates knowledge of the alignment of school budget, human resources, and technological resources. ☐	*The assistant principal in collaboration with the principal…* Manages the school budget and determines staff assignments and distribution of technological resources to effectively address student learning needs. Obtains and allocates funds based on student needs within the framework of federal, state, and district policies and works with staff to determine how school financial resources can be equitably and effectively allocated to support student learning needs. ☐	*The assistant principal in collaboration with the principal…* Works with all appropriate stakeholders to ensure strategic and equitable allocation and effective use of financial, human, and technological resources to meet instructional goals and support teacher needs to maximize student learning. ☐

Standard 3 – Managing Organizational Systems and Safety – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
3 C. Promote and protect the welfare and safety of students and staff	*The assistant principal…* Neglects to implement Crisis Management Plan, student handbook, and district discipline policy. ☐	*The assistant principal in collaboration with the principal…* Inconsistently implements policies and procedures, including the Crisis Management Plan, student handbook, and district discipline policy that provides a safe, healthy, orderly learning and working environment. ☐	*The assistant principal in collaboration with the principal…* Implements policies and procedures that maintain a supportive, safe, healthy, orderly learning and working environment as reflected in the student handbook and discipline policy. Rehearses emergency procedures addressed in the Crisis Management Plan. ☐	*The assistant principal in collaboration with the principal…* Involves internal and external stakeholders in the continuous review of keeping the Crisis Management Plan, student handbook, and district discipline policy updated. ☐
3 D. Develop the capacity for distributed leadership N/A ☐	*The assistant principal…* Neglects to facilitate use of distributed leadership in management of the organization. ☐	*The assistant principal in collaboration with the principal…* Recognizes the need for distributed leadership in management of the organization. Inconsistently delegates management of specified responsibilities to appropriate stakeholders. ☐	*The assistant principal in collaboration with the principal…* Provides leadership development opportunities for staff. Delegates management of specified responsibilities to appropriate stakeholders. ☐	*The assistant principal in collaboration with the principal…* Provides leadership development opportunities for staff designed to enhance management of the organization and to foster career development of staff. ☐

Standard 3 – Managing Organizational Systems and Safety – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
3 E. Ensure teacher and organizational time is focused to support quality instruction and student learning N/A ☐	*The assistant principal…* Neglects to consider scheduling that maximizes student learning and provides appropriate instructional planning and/ or lacks an understanding of how to schedule for maximum student learning. ☐	*The assistant principal in collaboration with the principal…* Develops a master schedule to maximize student learning but does not ensure time is spent by faculty on meaningful activities to improve student learning. ☐	*The assistant principal in collaboration with the principal…* Provides planning and instructional time by developing a master schedule that maximizes student learning and provides for individual and collaborative planning for staff. Establishes structures and provides time at least bi-monthly for teacher-based teams to collaboratively : • generate assessments for units of instruction • analyze assessment results, and • improve instructional practices. ☐	*The assistant principal in collaboration with the principal…* Develops a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher. Structures school schedule to enable all teachers to have individual and team collaborative planning time weekly. Systematically monitors the effect of the master schedule on collaborative planning and student achievement. ☐

Comments:

Standard 4 – Collaborating with Families and Stakeholders

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Description: In order to educate students effectively for participation in a diverse, democratic society, leaders incorporate participation and views of families and stakeholders for important decisions and activities of schools and districts. Key stakeholders include educators, students, community members, and organizations that serve families and children. Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy. Leaders regard diverse communities as a resource and work to engage all members in collaboration and partnerships that support teaching and learning.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
4 A. Collect and analyze data and information pertinent to the educational environment N/A ☐	*The assistant principal…* Neglects to collect and /or analyze appropriate data to implement strategies to improve student learning and instruction. ☐	*The assistant principal in collaboration with the principal…* Collects and analyzes data to make decisions that enhance the educational environment, but inconsistently collaborates with staff. ☐	*The assistant principal in collaboration with the principal…* Consistently involved with staff and community to collect and analyze data to make decisions that enhance the educational environment. ☐	*The assistant principal in collaboration with the principal…* Collaborates with internal and external stakeholders in the process of collecting and analyzing data based on current research methods to identify and address diverse student needs. Uses assessment and research methods to identify and address diverse student needs. ☐
4 B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources N/A ☐	*The assistant principal…* Neglects to form cultural connections between school and community. ☐	*The assistant principal in collaboration with the principal…* Utilizes a variety of methods and resources to develop an appreciation and understanding within the school for the community's cultural diversity. ☐	*The assistant principal in collaboration with the principal…* Forms connections between school and community by bringing the community's social and intellectual resources into school. Utilizes a variety of methods and resources to develop an appreciation and understanding within the school for the community's cultural diversity. ☐	*The assistant principal in collaboration with the principal…* Secures external resources to expand the school's appreciation of the community's diverse cultural, social, and intellectual resources. The school celebrates with a variety of external communities to heighten multi-cultural diversity. ☐

Standard 4 – Collaborating with Families and Stakeholders – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
4 C. Build and sustain positive relationships with families and caregivers N/A ☐	*The assistant principal…* Neglects to build relationships with families and care givers. ☐	*The assistant principal in collaboration with the principal…* Interacts with families and caregivers in a professional manner. Involves families and caregivers in some decisions concerning their children's education. Communicates with families and caregivers primarily through print and electronic media. ☐	*The assistant principal in collaboration with the principal…* Participates in frequent positive interactions with families and caregivers and is open, respectful, and welcoming. Involves families and caregivers consistently in decision making about their children's education. Communicates with families and caregivers through a variety of venues; (i.e., school events, newsletters, community events, and websites). ☐	*The assistant principal in collaboration with the principal…* Hosts open forums, focus groups, and conducts surveys to elicit family and caregivers' perceptions about the school. Secures external resources to provide enriching educational opportunities for students' families and caregivers. ☐
4 D. Build and sustain productive relationships with community partners N/A ☐	*The assistant principal…* Neglects to develop partnerships with the community. ☐	*The assistant principal in collaboration with the principal…* Utilizes existing partnerships between school and community. Demonstrates an awareness of community services by occasionally making these services known to families and children. ☐	*The assistant principal in collaboration with the principal…* Applies communication and collaboration strategies to develop family and local community partnerships. Proactively collaborates with community agencies for health, social, and other services to support families and children. ☐	*The assistant principal in collaboration with the principal…* Embraces and advertises benefits provided by community agencies that support health, social and other services to families and children. ☐

Comments:

Standard 5 – Ethics and Integrity

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Description: Local and state education agencies and professional organizations hold educators to codes of ethics, with attention to personal conduct, fiscal responsibilities, and other types of ethical requirements. Ethics and integrity mean leading from a position of caring, modeling care and belonging in educational settings, personally in their behavior and professionally in concern about students, their learning, and their lives. Leaders demonstrate and sustain a culture of trust, openness, and reflection about values and beliefs in education. They model openness about how to improve the learning of every student. They engage others to share decisions and monitor consequences of decisions and actions on students, educators, and communities.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
5 A. Ensure a system of accountability for every student's academic and social success	*The assistant principal…* Implements a data-driven system of accountability but does not utilize findings to make decisions that focus on the success of every student. ☐	*The assistant principal in collaboration with the principal…* Implements a data-driven system of accountability to fulfill the professional obligation to regularly monitor progress of each student's and subpopulation's progress in meeting school standards. ☐	*The assistant principal in collaboration with the principal…* Utilizes a data-driven system to create and implement a school improvement plan that fulfills ethical obligations to: • regularly monitor progress of each student's and subpopulation's progress in meeting school academic standards • promote social success by monitoring standards of student behavior that are collaboratively developed and clearly communicated to stakeholders and equitably applied to all students. Ensures legal and equitable allocation of fiscal, human, and material resources. ☐	*The assistant principal in collaboration with the principal…* Collaborates with internal and external stakeholders to ensure a culture that promotes a data driven system supporting every child through the implementation of practices emphasizing legal and ethical treatment of all students. This is achieved in part via the following objectives: • regularly monitor and evaluate progress of each student and subpopulation group in meeting school academic standards • provide staff assistance in employing differentiated instructional and support interventions dedicated to diverse student needs, especially those identified via monitoring of student achievement. ☐

Standard 5 – Ethics and Integrity – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
5 B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior	*The assistant principal…* Demonstrates a lack of self-control characterized by a frequent loss of temper and continual reluctance to discuss sensitive topics and to reflect about his/her professional efficacy. ☐	*The assistant principal in collaboration with the principal…* Engages in reflective practice through active listening, observing, questioning, and sharing multiple perspectives. Generally maintains self-control but occasionally exhibits anger and defensiveness when dealing with sensitive subjects and personal attacks. ☐	*The assistant principal in collaboration with the principal…* Identifies his/her professional strengths and weaknesses by engaging in reflective practice on his/her own work through active listening, observing, questioning, sharing multiple perspectives, and hypothesis testing. Exerts self-control consistently as characterized by dignity, empathy, respect, reflection, self-evaluation, and self-control even when dealing with sensitive subjects and personal attacks. ☐	*The assistant principal in collaboration with the principal…* Is an exemplar of emotional intelligence characterized by exerting self-control, treating self and others with dignity, empathizing with others, respecting self and others, and collaborating in making substantive decisions. Enhances professional efficacy of self and staff by modeling reflective practice through active listening, observing, finding capacities, questioning, and sharing multiple perspectives, and hypothesis testing. Consistently exerts self-control in dealing with sensitive subjects and personal attacks even in the most difficult and confrontational situations. ☐
5 C. Safeguard the values of democracy, equity, and diversity	*The assistant principal…* Allows personal preferences, beliefs, and/or biases to trump impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders. ☐	*The assistant principal in collaboration with the principal…* Occasionally allows personal preferences, beliefs and/or biases to interfere with attempts to employ impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders. ☐	*The assistant principal in collaboration with the principal…* Models impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders. ☐	*The assistant principal in collaboration with the principal…* Uses leadership as an opportunity to create and nurture a learning community characterized by mutual respect, individuality, and pursuit of individual and common good. ☐

Standard 5 – Ethics and Integrity – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
5 D. Consider and evaluate the potential moral and legal consequences of decision-making	*The assistant principal…* Relies primarily on emotional reactions and personal preferences to make substantive decisions. ☐	*The assistant principal in collaboration with the principal…* Inconsistently relies on school policy and procedures to make and explain substantive decisions. ☐	*The assistant principal in collaboration with the principal…* Makes and explains substantive decisions based on ethical and legal principles inherent in law, school policy and procedures. ☐	*The assistant principal in collaboration with the principal…* Utilizes a model of ethical reasoning that addresses empathy, individual rights, equity, professional obligations, utility, and legality that inform the intentions and substance of school policy and procedures to: • make and explain substantive decisions • revise and/or create individual school guidelines and procedures. ☐
5 E. Promote social justice and ensure that individual student needs inform all aspects of schooling	*The assistant principal…* Occasionally allows personal preferences, beliefs, and/or biases to trump individual rights, liberties, equitable treatment, and dignity of those in his/her scope of influence and care. ☐	*The assistant principal in collaboration with the principal…* Consistently enforces policies, laws, and regulations enacted by local, state, and federal authorities. ☐	*The assistant principal in collaboration with the principal…* Pro-actively facilitates decision making that promotes individual rights and liberties outlined in policies, laws, and regulations enacted by local, state, and federal authorities. ☐	*The assistant principal in collaboration with the principal…* Establishes and nurtures a climate of care and social justice by serving as an exemplary protector of individual rights and liberties and assisting colleagues in developing dispositions and practices that ensure that individual student needs are the focus of all curricular, instructional, and assessment practices. ☐
Comments:				

ARKANSAS LEADS
Leader Excellence and Development System

Standard 6 – The Education System

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Description: Leaders understand that public schools belong to the public and contribute to the public good. Leaders develop relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, public awareness, and policies. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice. Education leaders advocate for education and students in professional, social, political, economic, and other arenas.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
6 A. Advocate for children, families, and caregivers. N/A ☐	*The assistant principal…* Fails to advocate within the school, community, state, and/or national levels to meet needs of children and their families or caregivers. ☐	*The assistant principal in collaboration with the principal…* Advocates on behalf of children, families, and caregivers within the school, community, state, and/or national levels to meet needs of children and their families or caregivers as situations arise. ☐	*The assistant principal in collaboration with the principal…* Develops and implements a plan of action to advocate within the school community, state and/or national levels to meet needs of children, their families or caregivers. ☐	*The assistant principal in collaboration with the principal…* Builds systems of support and advocacy within the school, community, state, and/or national levels to meet needs of children and their families or caregivers. Models and encourages other faculty members to proactively and regularly interact with children, families, and caregivers and engage them in understanding economic and political support needs of the school and district. ☐
6 B. Act to influence local, district, state, and national decisions affecting student learning N/A ☐	*The assistant principal…* Neglects to attempt to develop relationships with stakeholders and policymakers. ☐	*The assistant principal in collaboration with the principal…* Maintains membership in appropriate professional organizations. ☐	*The assistant principal in collaboration with the principal…* Develops relationships with a range of stakeholders and policymakers. Actively participates in appropriate professional organizations. ☐	*The assistant principal in collaboration with the principal…* Identifies, responds to, and influences issues, trends, and potential changes that affect the context of education and the way it is conducted at the local, district, state and/or national levels. ☐

Standard 6 – The Education System – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
6 C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies N/A ☐	*The assistant principal…* Fails to stay abreast of emerging educational trends and initiatives. ☐	*The assistant principal in collaboration with the principal…* Stays abreast of emerging educational trends and initiatives by reviewing current research and applying the research-grounded leadership practices. Communicates pertinent educational research to staff in order to enhance professional practices and improve student learning. ☐	*The assistant principal in collaboration with the principal…* Stays abreast of emerging educational trends and initiatives by: • attending professional conferences • participating in professional development. ☐	*The assistant principal in collaboration with the principal…* Promotes and evaluates implementation of emergent strategies based on pertinent educational research to enhance professional practices and improve student learning. ☐
Comments:				

Assistant Principal Name: _____

Assistant Principal Signature: _____ Date: _____

Principal /Designee Signature: _____ Date: _____

AR LEADS Assistant Principal Summative Scoring Report

Performance Level Rating				
Standard 1:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary
Standard 2:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary
Standard 3:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary
Standard 4:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary
Standard 5:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary
Standard 6:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary

Overall Summative Rating

☐ Not Meeting Standards ☐ Progressing ☐ Proficient ☐ Exemplary

Summary of Commendations	Recommended Area(s) of Growth	Expectations

_____ _____

ASSISTANT PRINCIPAL SIGNATURE **DATE**

_____ _____

PRINCIPAL /DESIGNEE SIGNATURE **DATE**

ARKANSAS LEADS
Leader Excellence and Development System

Arkansas Leader Excellence and Development System Rubric for Building/District Leaders

Form A2

☐ Self-Assessment ☐ Superintendent/Evaluator Initial Assessment ☐ Formative Assessment ☐ Summative Assessment

Name: _____ **Position:** _____

District: _____ **Building/School Assignment:** _____

School Year: _____ **Conference Date:** _____

Category Type: ☐ *Probationary/Novice* ☐ *Inquiry* ☐ *Intensive*

Standard 1 – Vision, Mission, and Goals

Standard 1: An education leader promotes the success of every student by facilitating development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all appropriate stakeholders.

Description: Education leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to guide organizational decisions and actions. Education leaders guide a process for developing and revising a shared vision, strong mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
1 A. Collaboratively develop and implement a shared vision and mission N/A ☐	*The leader .....* Does not participate in the development and/or implementation of the school/district's vision, mission, and goals ☐	*The leader .....* Participates in the development and/or implementation of the school/district's vision, mission, and goals ☐	*The leader .....* Involves staff and other appropriate stakeholders in the development of the school/district's vision, mission and goals Leads efforts in the implementation of the school/district's vision, mission and goals, relevant to the leadership role ☐	*The leader .....* In collaboration with appropriate stakeholders, initiates an annual revision of the school/district's vision, mission, and goals, relevant to the leadership role Uses the district's vision, mission, and goals to guide decision making ☐
1 B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning N/A ☐	*The leader .....* Fails to collect and utilize data in determining the organization's effectiveness in accomplishing the school/district's vision, mission, and goals ☐	*The leader .....* Collects, analyzes, and utilizes data occasionally to assess organizational effectiveness in accomplishing the school/district's vision, mission, and goals ☐	*The leader .....* Collects, analyzes, and utilizes data regularly with leadership teams to assess organizational effectiveness and to make necessary modifications in accomplishing the school/district's vision, mission, and goals relevant to the leadership role ☐	*The leader .....* Facilitates the collection, analysis, and utilization of data frequently with leadership teams and other stakeholders to assess organizational effectiveness and ensures necessary modifications are made to accomplish the school/district's vision, mission, and goals relevant to the leadership role ☐

Standard 1 – Vision, Mission, and Goals – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
1 C. Create and implement plans to achieve goals N/A ☐	*The leader .....* Does not have a school/ district improvement plan which focuses on the school/district's vision, mission, and goals ☐	*The leader .....* Establishes and/or supports a school or district improvement plan which focuses on the school/district's vision, mission, and goals that is partially aligned with district, state, and federal policies Plans to accomplish goals are broad ☐	*The leader .....* Collaborates with all appropriate stakeholders to establish and/or support a school improvement plan, which is aligned with district, state, and federal policies and has specific, measurable goals to accomplish the school/district's vision, mission, and goals, relevant to the leadership role Ensures that improvement plans are implemented with fidelity ☐	*The leader .....* Communicates school/district goals and actions frequently (at least quarterly, if applicable) with all appropriate stakeholders as a strategic document used for planning to support the attainment of the school/district's vision, mission, and goals, relevant to the leadership role ☐
1 D. Promote continuous and sustainable improvement N/A ☐	*The leader .....* Does not support a process for monitoring the school or district's progress to achieve the school/district's vision, mission, and goals ☐	*The leader .....* Supports a process to monitor the school or district's progress to achieve the school/district's vision, mission, and goals ☐	*The leader .....* Facilitates and supports a systematic and ongoing process of monitoring the school or district's progress to achieve the school/district's vision, mission, and goals established in the improvement plan(s) Makes appropriate judgments based on data to accomplish the goals Provides school/district improvement reports to stakeholders recognizing areas for improvement and celebrating success ☐	*The leader .....* Advocates at district, regional, and state levels for fiscal, human, and technological resources to accomplish the vision of learning Engages in the political process to advocate for appropriate changes in curriculum, instruction, assessment, and/ or resource allocation Provides school/district improvement reports to stakeholders, at least quarterly, recognizing areas for improvement and celebrating success ☐

Standard 1 – Vision, Mission, and Goals – Continued

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
1 E. Monitor and evaluate progress and revise plans N/A ☐	*The leader .....* Fails to support, monitor or revise the school/district improvement plan(s) ☐	*The leader .....* Sporadically monitors the school/district improvement plan(s) but does not support or facilitate mid-course corrections ☐	*The leader .....* Regularly supports or facilitates at least semi-annually the monitoring and revising of priorities, goals, and actions stated in the school improvement plan in order to make corrections Utilize data to ensure that instructional priorities of the school/ district improvement plan are being implemented with fidelity ☐	*The leader .....* Actively participates in school/district leadership teams to monitor effectiveness of the school/district improvement plan(s) and to support/facilitate revisions ☐
Comments:				

Standard 2 – Teaching and Learning

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Description: A strong, positive, professional culture fosters learning by all educators and students. In a strong professional culture, leaders share and distribute responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system (such as curriculum, instructional materials, pedagogy, and student assessment). Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision and goals and differentiated appropriately to meet the needs of every student. Leaders need knowledge, skills, and beliefs that provide equitable differentiation of instruction and curriculum materials to be effective with a range of student characteristics, needs, and achievement.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
2 A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations N/A ☐	*The leader .....* Fails to demonstrate a belief in and commitment to high academic expectations for students and/or staff ☐	*The leader .....* Demonstrates a belief in and commitment to high academic expectations for some, but not all, students and/or staff Collects, analyzes, and/or utilizes survey data but findings are seldom used to impact decision-making Provides minimal support for mission and belief statements of the school/district Occasionally engages in dialogue with staff and provides limited opportunities to share ☐	*The leader .....* Demonstrates a belief in and commitment to high academic expectations for all students and/or staff Examines and utilizes data regularly collected through various means (e.g. culture/climate surveys, opinion surveys, needs assessment) to ensure a nurturing learning environment for all students and/or staff Reinforces and supports mission and belief statements of the school/district and uses them to guide collaborative decision-making Engages regularly in dialogue with staff and provides opportunities to share innovations that have resulted in higher student achievement. ☐	*The leader .....* Promotes the school/district's mission and beliefs to all appropriate stakeholders Engages all stakeholders in frequent conversations focused on the application of the school/district's mission and beliefs ☐

Standard 2 – Teaching and Learning - *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
2 B. Create a comprehensive, rigorous, and coherent curricular program N/A ☐	*The leader .....* Neglects to ensure that staff is implementing standards with fidelity ☐	*The leader .....* Ensures/supports the implementation of state teaching and learning standards Ensures/supports discussions regarding alignment of standards, instruction, and assessment ☐	*The leader .....* Collaborates with staff to ensure the implementation of a developmentally appropriate curriculum that is fully aligned with standards Ensures the alignment of standards, instruction, and assessment Ensures that implemented curriculum demonstrate connections within and between different content areas ☐	*The leader .....* Leads and supports discussions with staff throughout all grade levels and content areas to ensure standards are implemented Provides and engages in multiple, on-going opportunities for curricular meetings across grade levels within the school/district to ensure horizontal and vertical curricular alignment between all grade levels and across all content areas ☐
2 C. Create a personalized and motivating learning environment for students N/A ☐	*The leader .....* Neglects to ensure/support utilization of differentiated instruction Fails to celebrate accomplishments of student achievement or growth ☐	*The leader .....* Supports implementation of instructional strategies and interventions that may lead to differentiated instruction for some but not all students Facilitates recognition and celebration of student accomplishments and achievement on an infrequent basis ☐	*The leader .....* Ensures/supports the application of differentiated teaching strategies and use of rich curricular materials for all students Ensures/supports the use of educational technologies and other appropriate resources to address learning needs of diverse student populations (including students with disabilities; cultural or linguistic differences; gifted and talented; or students from disadvantaged socio-economic backgrounds) Ensures/supports that staff is giving students multiple opportunities for success and provides viable interventions to support student growth Facilitates/supports a well-defined process that celebrates student achievement and accomplishments, which are communicated to the community ☐	*The leader .....* Ensures/supports the effective use and design of differentiated teaching strategies, curricular materials, educational technologies, and other outside resources (beyond what is provided at building or district level) appropriate to address diverse student populations Empowers students, staff and other stakeholders to create and implement strategies to reach all learners ☐

Standard 2 – Teaching and Learning - *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
2 D. Supervise instruction N/A ☐	*The leader .....* Fails to fully implement/support district policies and procedures for supervising/evaluating instruction ☐	*The leader .....* Implements/supports district policies and procedures regarding supervision and evaluation of instruction Monitors/supports classroom instruction but inconsistently provides feedback to assist staff in their efforts to improve instructional practices ☐	*The leader .....* Monitors/supports classroom instruction formally and informally on a frequent basis Provides/supports staff with timely, detailed feedback to assist them in their efforts to improve instructional practices ☐	*The leader .....* Assists staff in becoming reflective practitioners (i.e. collects and utilizes data to enhance their own teaching and classroom environment) Implements/supports a program of peer coaching/instructional facilitation ☐
2 E. Develop assessment and accountability systems to monitor student progress N/A ☐	*The leader .....* Fails to ensure/support that staff develop and use formative assessments that are aligned with standards to monitor student progress and guide instruction ☐	*The leader .....* Ensures/supports the use and development of formative assessments that are aligned with standards to monitor student progress and guide instruction Encourages staff to improve instructional practices based on assessment results ☐	*The leader .....* Collaborates with staff to analyze student performance data and use results to inform programmatic and instructional decisions Encourages development and analysis of frequent formative assessments, aligned to state assessments, to monitor student progress and to diagnose efficacy of teaching practices Ensures/supports that staff is substantiating quality of their instructional practices with evidence of student mastery on well-developed assessments ☐	*The leader .....* Facilitates through distributed leadership the development and utilization of rigorous, authentic, performance-based, interdisciplinary assessments of student learning ☐

Standard 2 – Teaching and Learning - *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
2 F. Develop the instructional and leadership capacity of staff N/A ☐	*The leader .....* Neglects to provide support of opportunities for staff to develop their instructional or leadership capacities ☐	*The leader .....* Supports staff opportunities to access research-based practices focusing on enhancement of their instructional and leadership capacities ☐	*The leader .....* Encourages and supports staff participation in job-embedded opportunities to access research-based practices that focus on enhancement of their instructional and leadership capacities ☐	*The leader .....* Ensures sustainability or leadership and empowers staff to seek opportunities to demonstrate skills as instructional leaders at building, district, and state levels ☐
2 G. Maximize time spent on quality instruction N/A ☐	*The leader .....* Has no evidence to support the use of maximizing time spent on quality instruction ☐	*The leader.....* Designs/supports processes and practices to protect instructional time from interruptions Recognizes the impact and value of instructional time for quality instruction and student learning ☐	*The leader .....* Implements/supports processes and practices to protect instructional time from interruptions and maximizes time spent on quality instruction Emphasizes/supports the expectation for bell-to-bell learning that is engaging and varied to ensure learner involvement. ☐	*The leader .....* Systematically analyzes impact of time spent on quality instruction to improve student achievement ☐

Standard 2 – Teaching and Learning - *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
2 H. Promote the use of the most effective and appropriate technologies to support teaching and learning N/A ☐	*The leader .....* Fails to encourage the appropriate use of technology to support teaching and learning ☐	*The leader .....* Inconsistently encourages the use of technology by staff and students to extend their learning and instruction ☐	*The leader .....* Promotes and supports appropriate use of technology by staff and students as an integral part and extension of learning and instruction. Monitors the effective use of technology for instructional purposes and provides timely feedback to staff about their use of technology ☐	*The leader .....* Evaluates use of technology to ensure the most effective integration into the teaching and learning process, ensuring adequate allotment of human and fiscal resources to maximize technology infrastructure and use Ensures that opportunities exist to promote the use of technology throughout the school/district as appropriate ☐
2 I. Monitor and evaluate the impact of the instructional program N/A ☐	*The leader .....* Fails to develop specific processes to monitor and evaluate the impact of the instructional program on student achievement. ☐	*The leader .....* Occasionally facilitates analysis of various assessments, surveys, and other sources to evaluate student learning, effective teaching, and program quality. ☐	*The leader .....* Regularly facilitates analysis of various assessments, surveys, and other sources to evaluate student learning, effective teaching, and program quality. Establishes systems and structures for continuous and collaborative analysis of antecedents (adult actions) and results indicators (student data). ☐	*The leader .....* Frequently collaborates with stakeholders to update the instructional program based upon the results of various sources of data. ☐

Comments:

Standard 3 – Managing Organizational Systems and Safety

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Description: Education leaders need a systems approach in complex organizations of schools and districts. In order to ensure the success of all students and provide a high performing, orderly and safe learning environment, education leaders manage daily operations and environments through efficiently and effectively aligning resources with vision and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and other system components.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
3 A. Monitor & evaluate the management and operational systems N/A ☐	*The leader .....* Ignores management of budget, technology, personnel, facilities, and transportation to the point where fiscal management, cleanliness, human resources, and safety issues are a concern ☐	*The leader .....* Maintains budget, technology, personnel, facilities, and transportation to minimal standards of fiscal management, human resources, safety, and cleanliness ☐	*The leader .....* Supervises budget, technology, personnel, facilities, and transportation to maximize student learning Following regular reviews, modifications reflect changes indicated from the review of budget, technology, facilities, and transportation reports ☐	*The leader .....* Establishes, updates, and ensures a systematic program for ensuring the management and operational systems are functioning for the benefit of the school/district. ☐
3 B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources N/A ☐	*The leader .....* Lacks knowledge of relevant budget(s), facilities, personnel, and technological resources ☐	*The leader .....* Demonstrates knowledge of budget(s), facilities, personnel, and technological resources ☐	*The leader .....* Manages the budget(s) and determines staff assignments and distribution of materials and resources, including technological resources to effectively address student learning needs Obtains and allocates funds based on student needs within the framework of federal, state, and district policies and works with staff to determine how school financial resources can be equitably and effectively allocated to support student learning needs ☐	*The leader .....* Works with all appropriate stakeholders to ensure strategic and equitable allocation and effective use of financial, human, and technological resources to meet instructional goals and support teacher needs to maximize student learning ☐

Standard 3 – Managing Organizational Systems and Safety – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
3 C. Promote and protect the welfare and safety of students and staff	*The leader .....* Neglects to implement/support district policies and procedures ☐	*The leader .....* Inconsistently implements/supports policies and procedures that provides a safe, healthy, orderly learning and working environment ☐	*The leader .....* Implements/participates in developing policies and procedures that maintain a supportive, safe, healthy, orderly learning and working environment ☐	*The leader .....* Initiates a continuous review of policies and procedures that maintain a supportive, safe, healthy, orderly learning and working environment ☐
3 D. Develop the capacity for distributed leadership N/A ☐	*The leader .....* Neglects to facilitate use of distributed leadership in management of the organization ☐	*The leader .....* Recognizes the need for distributed leadership in management of the organization but provides limited opportunities for staff leadership development Inconsistently delegates management of specified responsibilities to appropriate staff ☐	*The leader .....* Provides leadership development opportunities for staff Delegates management of specified responsibilities to appropriate staff ☐	*The leader .....* Provides leadership development opportunities for staff designed to enhance management of the organization and to foster career development of staff Effectively matches the strengths of individual leaders to their delegated areas of responsibility and seeks methods to enhance areas identified for growth. ☐

Standard 3 – Managing Organizational Systems and Safety – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
3 E. Ensure teacher and organizational time is focused to support quality instruction and student learning N/A ☐	*The leader .....* Neglects to consider scheduling that maximizes student learning Does not provide appropriate instructional planning and resources and/or lacks an understanding of how to schedule for maximum student learning ☐	*The leader .....* Monitors schedules to maximize student learning but does not ensure time is spent by staff planning and implementing meaningful activities to improve student learning ☐	*The leader .....* Supports planning and instructional time by developing/supporting schedules and staffing that maximize student learning and provide for individual and collaborative planning opportunities for staff ☐	*The leader .....* Systematically evaluates the effect of scheduling on collaborative planning and student achievement Supports and ensures the development and review of scheduling, instructional practices, staffing, and use of resources that maximize student learning ☐
Comments:				

ARKANSAS LEADS
Leader Excellence and Development System

Standard 4 – Collaborating with Families and Stakeholders

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Description: In order to educate students effectively for participation in a diverse, democratic society, leaders incorporate participation and views of families and stakeholders for important decisions and activities of schools and districts. Key stakeholders include educators, students, community members, and organizations that serve families and children. Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy. Leaders regard diverse communities as a resource and work to engage all members in collaboration and partnerships that support teaching and learning.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
4 A. Collect and analyze data and information pertinent to the educational environment N/A ☐	*The leader .....* Neglects to support, collect and/or analyze appropriate data to implement strategies focused on improved student learning ☐	*The leader .....* Collects, analyzes and/or supports the use of data to make decisions that enhance the educational environment, but inconsistently collaborates with staff ☐	*The leader .....* Consistently involves and supports appropriate staff in the collection and analysis of data to make decisions that enhance the educational environment and address diverse student needs ☐	*The leader .....* Collaborates with internal and external stakeholders in the process of collecting and analyzing data based on current research methods to identify and address diverse student needs Uses assessment and research methods to identify and address diverse student needs ☐
4 B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources N/A ☐	*The leader .....* Neglects to support the formation of cultural connections within the school community ☐	*The leader .....* Utilizes and/or supports established methods and resources to develop an appreciation and understanding of the school community's cultural diversity ☐	*The leader .....* Facilitates and supports connections between the school and community by integrating the community's social, cultural and intellectual resources to support the school community's cultural diversity ☐	*The leader .....* Secures external resources to expand the school's appreciation of the community's diverse cultural, social, and intellectual resources Collaborates with a variety of external stakeholders to heighten multi-cultural diversity ☐

Standard 4 – Collaborating with Families and Stakeholders – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
4 C. Build and sustain positive relationships with families and caregivers N/A ☐	*The leader .....* Neglects to build relationships with families and caregivers Tolerates an unwelcoming environment ☐	*The leader .....* Attempts to build relationships with families and caregivers by providing some resources and support to welcome families as members of the school/district community Involves families and caregivers in some decisions concerning their children's education Communicates with families and caregivers primarily through limited resources ☐	*The leader .....* Participates in frequent interactions with families and caregivers that are open, respectful, and welcoming Involves families and caregivers consistently in decision making about their children's education Communicates with families and caregivers through a variety of methods; (i.e., school events, newsletters, community events, and websites) ☐	*The leader .....* Utilizes multiple methods of communication to elicit family and caregivers' perceptions about the school/district Secures external resources to provide enriching educational opportunities for students' families and caregivers ☐
4 D. Build and sustain productive relationships with community partners N/A ☐	*The leader .....* Neglects to develop partnerships with the community, making no effort to reach out to community partners ☐	*The leader .....* Utilizes existing partnerships between school and community but does not seek to extend partnerships Demonstrates an awareness of community services by occasionally making these services known to families and children ☐	*The leader .....* Applies communication and collaboration strategies to develop family and local community partnerships Proactively collaborates with community agencies for health, social, and other services to support families and children ☐	*The leader .....* Works to increase the types and number of organizations with whom the district partners in order to deepen relationships Embraces and advertises benefits provided by community agencies that support health, social and other services to families and children ☐
Comments:				

Standard 5 – Ethics and Integrity

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Description: Local and state education agencies and professional organizations hold educators to codes of ethics, with attention to personal conduct, fiscal responsibilities, and other types of ethical requirements. Ethics and integrity mean leading from a position of caring, modeling care and belonging in educational settings, personally in their behavior and professionally in concern about students, their learning, and their lives. Leaders demonstrate and sustain a culture of trust, openness, and reflection about values and beliefs in education. They model openness about how to improve the learning of every student. They engage others to share decisions and monitor consequences of decisions and actions on students, educators, and communities.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
5 A. Ensure a system of accountability for every student's academic and social success	*The leader .....* Fails to implement a data-based system of accountability to make decisions that focus on the success of every student ☐	*The leader .....* Implements a data-based system of accountability to fulfill the professional obligation to regularly monitor progress of each student's and subpopulation's progress in meeting school standards with limited results ☐	*The leader .....* Utilizes a data-based system to create and implement a school improvement plan that fulfills ethical obligations to: • regularly monitor progress of each student's and subpopulation's progress in meeting school/district's academic standards • promote social success by monitoring standards of student behavior that are collaboratively developed and clearly communicated to stakeholders and equitably applied to all students Ensures legal and equitable allocation of fiscal, human, and material resources to meet students' academic and social needs ☐	*The leader .....* Frequently collaborates with internal and external stakeholders to ensure a culture that promotes a data-driven system supporting every child through the implementation of practices emphasizing legal and ethical treatment of all students. ☐

Standard 5 – Ethics and Integrity – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
5 B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior	*The leader .....* Demonstrates a lack of self-control characterized by a frequent loss of temper and continual reluctance to discuss sensitive topics Does not reflect about his/her professional efficacy ☐	*The leader .....* Generally maintains self-control but occasionally exhibits anger and defensiveness when dealing with sensitive subjects and personal attacks Engages in reflective practice through active listening, observing, questioning, and sharing multiple perspectives ☐	*The leader .....* Exerts self-control consistently as characterized by dignity, empathy, respect, reflection, self-evaluation, and self-control even when dealing with sensitive subjects and personal attacks Identifies his/her professional strengths and weaknesses by engaging in reflective practice on his/her own work through active listening, observing, questioning, sharing multiple perspectives, and hypothesis testing ☐	*The leader .....* Is an exemplar of emotional intelligence characterized by exerting self-control, treating self and others with dignity, empathizing with others, respecting self and others, and collaborating in making substantive decisions Consistently exerts self-control in dealing with sensitive subjects and personal attacks even in the most difficult and confrontational situations Enhances professional efficacy of self and staff by modeling reflective practice through active listening, observing, finding capacities, questioning, and sharing multiple perspectives, and hypothesis testing ☐
5 C. Safeguard the values of democracy, equity, and diversity	*The leader .....* Allows personal preferences, beliefs, and/or biases to trump impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders ☐	*The leader .....* Occasionally allows personal preferences, beliefs and/or biases to interfere with attempts to employ impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders ☐	*The leader .....* Models impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders ☐	*The leader .....* Uses leadership as an opportunity to empower stakeholders with opportunities to create and nurture a learning community characterized by mutual respect, individuality, and pursuit of individual and common good ☐

Standard 5 – Ethics and Integrity – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
5 D. Consider and evaluate the potential moral and legal consequences of decision-making	*The leader .....* Relies primarily on emotional reactions and personal preferences to make substantive decisions ☐	*The leader .....* Inconsistently relies on school policy and procedures to make and explain substantive decisions ☐	*The leader .....* Makes and explains substantive decisions based on ethical and legal principles inherent in law, school policy and procedures ☐	*The leader .....* Utilizes a model of ethical reasoning that addresses empathy, individual rights, equity, professional obligations, utility, and legality that inform the intentions and substance of school policy and procedures to: • make and explain substantive decisions • revise and/or create individual school guidelines and procedures ☐
5 E. Promote social justice and ensure that individual student needs inform all aspects of schooling	*The leader .....* Occasionally allows personal preferences, beliefs, and/or biases to trump individual rights, liberties, equitable treatment, and dignity of those in his/her scope of influence and care ☐	*The leader .....* Consistently enforces policies, laws, and regulations enacted by local, state, and federal authorities Provides limited opportunities for cultural awareness and efficacy ☐	*The leader .....* Pro-actively facilitates decision making that promotes individual rights and liberties outlined in policies, laws, and regulations enacted by local, state, and federal authorities ☐	*The leader .....* Establishes and nurtures a climate of care and social justice by serving as an exemplary protector of individual rights and liberties and assisting colleagues in developing dispositions and practices that ensure that individual student needs are the focus of all curricular, instructional, and assessment practices ☐
Comments:				

Standard 6 – The Education System

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Description: Leaders understand that public schools belong to the public and contribute to the public good. Leaders develop relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, public awareness, and policies. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice. Education leaders advocate for education and students in professional, social, political, economic, and other arenas.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
6 A. Advocate for children, families, and caregivers. N/A ☐	*The leader .....* Fails to advocate within the district, school, community, state, and/or national levels to meet needs of children and their families or caregivers ☐	*The leader .....* Advocates on behalf of children, families, and caregivers within the district, school, community, state, and/or national levels to meet needs of children and their families or caregivers as situations arise ☐	*The leader .....* In addition to advocating on behalf of children, families and caregivers, the leader develops and/or participates in the development of a plan of action to advocate within the district, school community, state and/or national levels to meet needs of children, their families or caregivers ☐	*The leader .....* Builds systems of support and advocacy within the school, community, state, and/or national levels to meet needs of children and their families or caregivers. Models and encourages other faculty members to proactively and regularly interact with children, families, and caregivers and engage them in understanding economic and political support needs of the school and district ☐
6 B. Act to influence local, district, state, and national decisions affecting student learning N/A ☐	*The leader .....* Neglects development of relationships with policymakers who impact issues related to student learning or school/district work ☐	*The leader .....* Develops limited relationships with policymakers who impact issues related to student learning or school/district work ☐	*The leader .....* Develops relationships with a range of stakeholders and policymakers Actively participates in appropriate professional organizations which influence policy decisions ☐	*The leader .....* Identifies, responds to, and influences issues, trends, and potential changes that affect the context of education and the way it is conducted at the local, district, state and/or national levels ☐

Standard 6 – The Education System – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary *(Includes Proficient)*
6 C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies N/A ☐	*The leader .....* Fails to stay abreast of emerging educational trends and initiatives ☐	*The leader .....* Stays abreast of emerging educational trends and initiatives by reviewing current research and applying the research grounded leadership practices ☐	*The leader .....* Stays abreast of emerging educational trends and initiatives by: • attending professional conferences • participating in professional learning Communicates pertinent educational research to staff to enhance professional practices and improve student learning ☐	*The leader .....* Promotes and evaluates implementation of emergent strategies based on pertinent educational research to enhance professional practices and improve student learning ☐
Comments:				

AR LEADS Summative Scoring Report

Performance Level Rating				
Standard 1:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary
Standard 2:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary
Standard 3:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary
Standard 4:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary
Standard 5:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary
Standard 6:	☐ Not Meeting Standards	☐ Progressing	☐ Proficient	☐ Exemplary

Overall Summative Rating

☐ **Not Meeting Standards** ☐ **Progressing** ☐ **Proficient** ☐ **Exemplary**

Summary of Commendations	Recommended Area(s) of Growth	Expectations

ADMINISTRATOR/ LEADER SIGNATURE _____ **DATE** _____

SUPERINTENDENT/DESIGNEE SIGNATURE _____ **DATE** _____

Arkansas Leader Excellence and Development System
Optional Survey
Building or District Leader

District: _____ **Date:** _____

Please use the rating scale to evaluate the effectiveness of the Building/District Leader. *This survey is anonymous.*

1 - Not Meeting Standards 2 - Progressing 3 - Proficient 4 - Exemplary

A Building/District Leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.				
	1	**2**	**3**	**4**
The Building/District Leader collaboratively develops and implements a shared vision and mission.	☐	☐	☐	☐
The Building/District Leader collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning.	☐	☐	☐	☐
The Building/District Leader creates and implements plans to achieve goals.	☐	☐	☐	☐
The Building/District Leader promotes continuous and sustainable improvement.	☐	☐	☐	☐
The Building/District Leader monitors and evaluates progress and revises plans.	☐	☐	☐	☐

A Building/District Leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
	1	**2**	**3**	**4**
The Building/District Leader nurtures and sustains a culture of collaboration, trust, learning, and high expectations.	☐	☐	☐	☐
The Building/District Leader ensures the development of a comprehensive, rigorous, and coherent curricular program.	☐	☐	☐	☐
The Building/District Leader supports a personalized and motivating learning environment for students.	☐	☐	☐	☐
The Building/District Leader ensures classroom instruction is formally and informally monitored on a frequent basis.	☐	☐	☐	☐
The Building/District Leader develops assessment and accountability systems to monitor student progress.	☐	☐	☐	☐
The Building/District Leader develops the instructional and leadership capacity of staff.	☐	☐	☐	☐
The Building/District Leader ensures time spent on quality instruction is maximized.	☐	☐	☐	☐
The Building/District Leader promotes the use of the most effective and appropriate technologies to support teaching and learning.	☐	☐	☐	☐
The Building/District Leader monitors and evaluates the impact of the instructional program.	☐	☐	☐	☐

A Building/District Leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.				
	1	**2**	**3**	**4**
The Building/District Leader monitors and evaluates the management and operational systems.	☐	☐	☐	☐
The Building/District Leader obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.	☐	☐	☐	☐
The Building/District Leader promotes and protects the welfare and safety of students and staff.	☐	☐	☐	☐
The Building/District Leader develops the capacity for distributed leadership.	☐	☐	☐	☐
The Building/District Leader ensures organizational time is focused to support quality instruction and student learning.	☐	☐	☐	☐

Arkansas Leader Excellence and Development System
Optional Survey
Building or District Leader

Please use the rating scale to evaluate the effectiveness of the Building/District Leader. *This survey is anonymous.*

1 - Not Meeting Standards 2 - Progressing 3 - Proficient 4 - Exemplary

A Building/District Leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.				
	1	**2**	**3**	**4**
The Building/District Leader collects and analyzes data and information pertinent to the educational environment.	☐	☐	☐	☐
The Building/District Leader promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.	☐	☐	☐	☐
The Building/District Leader builds and sustains positive relationships with families and caregivers.	☐	☐	☐	☐
The Building/District Leader builds and sustains productive relationships with community partners.	☐	☐	☐	☐

A Building/District Leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
	1	**2**	**3**	**4**
The Building/District Leader ensures a system of accountability for every student's academic and social success.	☐	☐	☐	☐
The Building/District Leader models principles of self-awareness, reflective practice, transparency, and ethical behavior.	☐	☐	☐	☐
The Building/District Leader safeguards the values of democracy, equity, and diversity.	☐	☐	☐	☐
The Building/District Leader considers and evaluates the potential moral and legal consequences of decision-making.	☐	☐	☐	☐

A Building/District Leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				
	1	**2**	**3**	**4**
The Building/District Leader advocates for children, families, and caregivers.	☐	☐	☐	☐
The Building/District Leader acts to influence local, district, state, and national decisions affecting student learning.	☐	☐	☐	☐
The Building/District Leader assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	☐	☐	☐	☐

Arkansas Leader Excellence and Development System Professional Growth Plan (PGP), Form B

Name: _____ Position :_____ Year: _____

Directions: Use the appropriate AR Leader Excellence and Development System (LEADS) Rubric when completing this Professional Growth Plan (PGP). Steps will be repeated for additional goals set.

Step 1:School or District Problem of Practice: Area for Growth A Problem of Practice includes an area of concern supported by multiple data sources and a review of current practices that may contribute to the area of concern. Data sources may include, but are not limited to, an administrator's self-evaluation, performance evaluations, surveys, and relevant school/district data. Identify an **Area for Growth** to addresses your school or district concern.	
Step 2: School / District Goal The Goal is stated in specific and measurable terms.	
Step 3: School-Wide / District-Wide Strategy The Strategy is collaboratively developed with the leadership team to address the Area for Growth (Step 1).	
Step 4: AR LEADS Standard(s) & Function(s) The selection of the LEADS Standard(s) and Function(s) aligns the school/ district leader's professional growth area with the School or District Goal (Step 2) and the School or District-Wide Strategy (Step 3).	**Standard(s)** **Function(s)**

Arkansas Leader Excellence and Development System
Professional Growth Plan (PGP), Form B

Step 5: Implementation and Monitoring Establish your Theory of Action toward reaching the School Goal (Step 2) based on the Standards and Functions you have selected from The LEADS Rubric (Step 4).	**Theory of Action**		
	Leadership Implementation Strategies	Results Indicators	Sources of Data to Monitor
	If I . . .	Then I expect to see staff . . .	Staff Data Source
		Then I expect to see students . . .	Student Data Source
Step 6: Plan of Action List your action steps that are necessary to ensure • The accomplishment of the School Goal (Step 2) • Professional growth in the Standards and Functions (Step 4) • The successful implementation of the Theory of Action (Step 5) Please Include the timeframe for each step.	Action Steps		Timeframe
Step 7: Reflection Analyze the progress that you are making toward the accomplishment of the School Goal (Step 2) and on your personal leadership growth on the Standard(s) and Function(s) (Step 4) you have identified. If progress is not being made, revisit your Professional Growth Plan and make the necessary adjustments.	**Mid-year review**	**Progress made**	**Data source(s)**

Arkansas Leader Excellence and Development System
Professional Growth Plan (PGP), Form B

	End-of-year review	Progress made	Data source(s)

Our signatures below confirm we have met and established a professional growth plan for the upcoming school year.

A copy of this signature page as well as the Professional Growth Plan will be kept in the school or district leader's evaluation file for future reference.

Signature: _____**Date:** _____

Superintendent /Designee Signature:_____**Date:** _____

Revisions and Updates:

Date: _____

Date: _____

Date: _____

Arkansas Leader Excellence and Development System
Intensive Growth Plan (IGP), Form C

Name: _____ Position: _____ Year: _____

Directions: Use the appropriate AR Leader Excellence and Development System (LEADS) Rubric when completing this Professional Growth Plan (PGP). Steps will be repeated for additional goals set.

Step 1:School or District Problem of Practice: Area for Growth A Problem of Practice includes an area of concern supported by multiple data sources and a review of current practices that may contribute to the area of concern. Data sources may include, but are not limited to, an administrator's self-evaluation, performance evaluations, surveys, and relevant school/district data. Identify an **Area for Growth** to addresses your school or district concern.	
Step 2: School / District Goal The Goal is stated in specific and measurable terms.	
Step 3: School-Wide / District-Wide Strategy The Strategy is collaboratively developed with the leadership team to address the Area for Growth (Step 1) based on practices that contribute to the area of concern.	
Step 4: AR LEADS Standard(s) & Function(s) The selection of the LEADS Standard(s) and Function(s) aligns the school/ district leader's professional growth area with the the School or District Goal (Step 2) and the School or District-Wide Strategy (Step 3).	**Standard(s)** **Function(s)**

Arkansas Leader Excellence and Development System
Intensive Growth Plan (IGP), Form C

Step 5: Implementation and Monitoring Establish your Theory of Action toward reaching the School Goal (Step 2) based on the Standards and Functions you have selected from The LEADS Rubric (Step 4).	**Theory of Action**		
	Leadership Implementation Strategies	Results Indicators	Sources of Data to Monitor
	If I . . .	Then I expect to see staff . . .	Staff Data Source
		Then I expect to see students . . .	Student Data Source

Step 6: Plan of Action List your action steps that are necessary to ensure • The accomplishment of the School Goal (Step 2) • Professional growth in the Standards and Functions (Step 4) • The successful implementation of the Theory of Action (Step 5) Please Include the timeframe for each step.	Action Steps	Timeframe

Step 7: Reflection Analyze the progress that you are making toward the accomplishment of the School Goal (Step 2) and on your personal leadership growth on the Standard(s) and Function(s) (Step 4) you have identified. If progress is not being made, revisit your Professional Growth Plan and make the necessary adjustments.	**Review Date** **(add additional rows as needed)**	**Progress made**	**Data source(s)**

Arkansas Leader Excellence and Development System
Intensive Growth Plan (IGP), Form C

	Final Review	**Status**	**Data source(s)**

Our signatures below confirm we have met and established a professional growth plan for the upcoming school year.

A copy of the signature page as well as the Professional Growth Plan will be kept in the school or district leader's evaluation file for future reference.

Educator Name: _____

Signature: _____ **Beginning Date of ISS:** _____

Superintendent/ Designee Signature: _____**Ending Date of ISS :** _____

Final Recommendation regarding Intensive Support Status:

_____

Date: _____

Arkansas Leader Excellence and Development System
Intensive Growth Plan (IGP), Form C

Arkansas Leader Excellence and Development System Reflective Narrative – Form D

Directions: Use the Principal Evaluation Rubric to complete this reflective narrative prior to the summative evaluation conference.

1. What were my successes?

2. What are some remaining and/or additional areas to be addressed to enhance my professional growth?

3. What have I learned that will impact my future leadership practices?

***Document to be placed in personnel file annually.**

LEADS SAMPLE EVIDENCE of EFFECTIVE PRACTICE
For Building and District Leaders

This document seeks to provide clarification of the LEADS functions and samples of documentation sources that building and district administrators may use to provide evidence of their work. This is not meant to be an exclusive list of evidence nor should the building/district leader be expected to provide examples of all items for every standard and function.

Standard 1: An educational leader promotes the success of every student by facilitating development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all appropriate stakeholders.

1A. *Collaboratively develop and implement a shared vision and mission*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader identifies appropriate stakeholders to participate in the development or revision of the school or district vision, mission and goals.	o A list of stakeholders demonstrating the diversity of the school/district and the groups they are representing o Attendance records that verify the stakeholder attended and participated in the vision and mission development/ revision meetings o Evidence of communication with stakeholders
The building/district leader ensures that the vision of learning is exhibited in a variety of contexts throughout the building/district, e.g., evident in classroom practices, parent communications, faculty collaboration, staff meetings, and interactions with the community.	o Classroom observation data o Surveys (staff, community, parents, students) o Student performance results

1B *Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader analyzes data with school and/or district leadership teams to determine the organization's effectiveness in accomplishing the school or district vision, mission and goals.	o Assessment data o Teacher reports o Student work samples to identify unique strengths and needs of students o Analysis of performance or growth data that identifies gaps between current outcomes and goals, and areas for improvement o Surveys o School-wide summative and formative quarterly data o PLC minutes of meetings and action plans
The building/district leader makes mid-course corrections to the school or district's strategic improvement plan when necessary, and changes are implemented in the district, school, and classrooms.	o Results of cause and effect data while monitoring school-wide strategies o Plan revisions with mid-course corrections clearly stated o Evidence of plan review

Revised 5/16/14

	o Classroom observation data that records the determined mid-course corrections as operational in the classroom o Lesson plan review that addresses any identified mid-course corrections

1C *Create and implement plans to achieve goals*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader and members of the school or district leadership team articulate the research-based strategies and actions that are included in the plan and explains how the plan and actions are aligned with district, state, and federal policies/standards.	o Evidence of communication of school-wide goals o District and school handbooks evidence coherent, cohesive plans o Newsletters, website o ACSIP plans evidence collaboration on strategies and actions aligned to goals that support the vision and mission o Social media
The building/district leader demonstrates how strategies in the plan are implemented in the classroom, school or district	o Lesson plans reviewed for evidence of improvement plan's strategies o Evidence of formative walks (e.g., informal observations or CWT) with feedback to staff on the initiatives identified in the plan to ensure their implementation with fidelity o Evidence of strategies in the units of study contained in curriculum documents

1D *Promote continuous and sustainable improvement*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader facilitates monitoring and revising the vision, mission, and goals based on data.	o ACSIP data collected and analyzed o PD documentation demonstrates a response to data o School improvement reports to stakeholders o List of fiscal, human, & technological resources used to accomplish the vision, mission and goals for the school or district o Documentation of celebrations that have occurred in response to learning growth and productive practices by both students and staff
The building/district leader provides stakeholders regular reports reflecting progress of the school/district toward improvement, celebrating successes of staff and students.	

1E *Monitor and evaluate progress and revise plans*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader regularly facilitates monitoring and revising priorities and actions in the improvement plan to make corrections or changes.	o Agendas from specific team, grade level or department meetings o Revision of improvement plans and goals o Evidence of mid-course corrections in place and evidence of results from corrections analyzed o Pacing and unit sequencing o School Report Card
The building/district leader monitors the full, successful implementation of identified priorities and actions of the plan.	o Reports from building on progress or status of implementation of key areas o Classroom observation data o PD documentation o Stakeholder surveys o Staff implementation data

Standard 2: An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

2A *Nurture and sustain a culture of collaboration, trust, learning, and high expectations*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader demonstrates a commitment to high expectations for student learning through a variety of methods while developing a safe and secure accountability system.	o Pre/post culture surveys for student, staff, parent, & community analyzed o Agendas from staff meetings & parent meetings o Minutes from staff and parent meetings o Social media postings used as a way to promote a positive learning environment and emphasize the importance of a culture for learning o Teacher/peer observation and reflection
The building/district leader utilizes leadership teams to collaboratively make decisions that further the beliefs and mission of the school/district focusing on key elements and actions that promote a culture for learning.	
Large and small group meetings, led by the building/district leader focus the staff on the innovations and accomplishments of their colleagues as they work to ensure student learning at high levels.	

2B *Create a comprehensive, rigorous, and coherent curricular program*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader actively collaborates with teachers to create and implement an appropriate curriculum aligned to state adopted curriculum standards' documents.	o Standards-based pacing guides and content maps implemented across all curricular areas o Performance based rubrics used to provide feedback on student learning o The development, implementation, and analysis of common formative or interim assessments to determine instructional
The building/district leader ensures the implementation of the curriculum through the review of instruction and assessments.	

While reviewing the implementation of curriculum, the building/district leader monitors the connections being made between the different content areas.	progress o Reviews of lesson plans with feedback

2C *Create a personalized and motivating learning environment for students*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader encourages the use of differentiated teaching strategies aligned with the standards-based curriculum to meet the needs of students at all levels of learning.	o Agendas and minutes from high yield strategy training in team meetings o Shared research projects with CCSS o Lesson plans focused on engaging and authentic learning experiences o CWT reports o PLC agendas demonstrating data analysis and improved instruction o RTI documentation demonstrating differentiated learning experiences for students o PD agendas demonstrating differentiated staff learning experiences, aligned with student needs o Media (newspaper, website, Facebook) o Lesson plans indicating technology's use for learning o Classroom observations evidence showing consistent use of various technologies as a learning tool, (i.e. BloomBoard, Twitter, project-based student work) o Professional development agendas that emphasizes the use of research-based strategies o Evidence of formative and summative data use for planning instructional improvements o Programs from student recognition ceremonies or events
The building/district leader ensures that educational technologies and other resources are infused throughout lesson plans as observed by the building/district leader in classrooms.	
Through observation of classrooms and review of unit/lesson plans, teachers are noted giving students multiple opportunities for success and are using resources to allow students to learn through a variety of methodologies.	
The building/district leader uses a variety of methods and media to recognize students for their academic and growth accomplishments throughout the year.	

2D *Supervise instruction*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader utilizes formal and informal monitoring of classroom instruction to reinforce or correct instructional approaches of teachers.	o Formal and informal observation data with written feedback for teachers o Mentoring records indicating collaboration between novice and experienced teachers
The building/district leader demonstrates the importance of providing timely, detailed feedback to teachers and models feedback strategies that teachers then use with their students to improve learning and instructional practice.	o Lesson plans, observation data, PLC minutes and other documentation demonstrates an observable connection between planning, instruction, assessment, and reflection o Evidence of feedback following observations

2E *Develop assessment and accountability systems to monitor student progress*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader is an active participant in the collaborative analysis of performance data and the decisions to continue successful practices or to refine them.	o Professional learning communities, data teams, and RTI meetings o Evidence of revised formative or interim assessments based on data o Use of data displays to monitor progress of individual students and classes as a whole o Evidence of leader's feedback to teachers o Evidence of teachers' feedback to students
The building/district leader ensures the development and use of frequent formative assessments to monitor student performance and provides a culture where teachers assume responsibility for the instruction and modifications needed for diverse student needs.	
Teachers take responsibility for providing evidence of student learning through a variety of methods that are referenced in meetings, conferences, and observations.	

2F *Develop the instructional and The building/district leadership capacity of staff*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader encourages the professional development of staff that is aligned with each educator's professional growth plan (PGP) and data reflecting the instructional approaches, which address the learning needs of students.	o Staff meeting agendas focused on instruction and leadership o PLC agendas demonstrating staff growth o Evidence of how peer observation and coaching is utilized throughout the building to improve practice o Evidence of professional development led by teachers o Evidence of PGP data guiding PD offerings and implementation o Achievement of students on academic measures
The opportunities within the building/district for teacher leadership and effective instructional practice are shared and skills are developed to promote continued growth and respect of teacher leaders.	o Evidence of teacher recognition for effective learning, i.e. National Board Certification, participation in state/national organizations, mentoring novice teachers, serving as intern supervisors o Teacher leadership is evident and encouraged through PLCs and other active leadership opportunities

2G *Maximize time spent on quality instruction*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader understands the importance of the daily schedule or master schedule in ensuring the effective use of instructional time.	o Analysis of the master schedule and bell schedule by the building/district leader and the building/district leadership team(s) to provide insight to issues related to interruptions or scheduling issues o Observation of office staff to demonstrates an uninterrupted learning environment o Teacher input on staff surveys, student response on student surveys, and anecdotal evidence from schedules and conversations regarding time spent on instruction
The culture of bell-to-bell learning through a variety of instructional approaches promotes active engagement of students as learners.	o Formal and informal observation records and lesson plan analyses reflect the increased use of instructional time for relevant student learning through their engagement in assignments

2H *Promote the use of the most effective and appropriate technologies to support teaching and learning*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader promotes the concept that technology is used to enhance instruction through actions and comments.	o Fiscal resources are available for the purchase and maintenance of technology o Needs assessments indicate the need and intended use of technology o Lessons involving students in utilizing Smart Boards and/or other technologies are outlined in lesson and unit plans o The building/district leader provide professional development and ongoing support in the use of new technologies o Professional development calendar, faculty meeting agendas, PLC/Data Team agendas, BloomBoard records focused on the use of technology o Observations of classroom instruction reveal teachers and students engaged in technology use as a common practice
The building/district leader encourages appropriate technology use to enhance learning for all students and students actively use technology for learning.	
Teachers know why they are requesting various technologies and the training needed to use it effectively. Technology is used to save leader and teacher time as well as promote student learning.	

2I *Monitor and evaluate the impact of the instructional program*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
Through the regular analysis of various assessments, surveys, parent participation feedback, and other relevant sources, the building/district leader and staff evaluate student learning based on standards, the use of effective teaching approaches in meeting all students' needs, and the need for program revision or enhancement.	o Evidence from the Annual Report to the Public that celebrates successes and identifies areas that are being improved o Analysis of formative assessment data to determine areas in the curriculum, instruction, or assessment that need to be revamped o Analysis of summative assessments to determine if they align with the formative process o Feedback from the analysis of data in PLC/Data Team meetings
A collaborative system for data analysis focuses attention on the efforts of all staff in improving learning opportunities for students.	

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

3A *Monitor and evaluate the management of operational systems*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader inspects facilities to ensure there are no maintenance issues unaddressed that will interrupt student learning.	o Inspection reports are analyzed and revisions to procedures made based on analyses of inspection reports o Work orders submitted in a timely manner and ensure effective conditions for student learning o Inspection reports are compared for implementation of recommendations
The building/district leader analyzes inspection reports and shares data with the building/district leadership team to determine the effectiveness of management.	
The building/district leader regularly monitors the budget(s) and facilitates conversations with appropriate personnel to demonstrate fiscal responsibility.	o Monthly budget reports are analyzed and discussed with appropriate personnel o Revisions to budget are made when necessary o The building/district leader and faculty/ staff can articulate processes that guide budgetary decisions
The building/district leader handles personnel issues according to district policies and proactive steps taken to ensure awareness of policies and enforcement.	o Appropriate documentation for any personnel issues is kept (confidentially) and as required by policy or law o Staff participate on Personnel Policy Committees and document decisions made according to policy o Evidence or documentation of communication of policy changes or additions are timely and provide for staff input if appropriate

The building/district leader monitors that technology is used appropriately by staff and by students with safety precautions in place to protect equipment and users	o Formal and Informal observations evidence the use or technology o Acceptable technology use guidelines are in place with signed release o Communication processes are in place and guide the use of technology communication within the district o Communication with students, parents and the community demonstrates understanding regarding the school/district's technology policy and acceptable use

3B *Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district uses funds for appropriate staff assignments and technological resources that support students' learning needs.	o Revisions are made to expenditures and distribution of funds based on an analysis of results o Budgets reflect equitable consideration of student learning needs, including technology o The audit report reflects effective financial management practices o Documentation (in the ACSIP plan) demonstrates clear alignment between the prioritized needs and the allocation of human, fiscal and technological resources
The building/district leader expends funds appropriately and reviews equitable fund distribution to support students' learning needs.	
Expenditures are made within federal, state, and district policies.	

3C *Promote and protect the welfare and safety of students and staff*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
Because of the building/district leader's actions, the building/district leadership team and staff can articulate discipline policies and procedures and the Crisis Management Plan.	o Staff/individual teacher/PLC meetings agendas related to safety issues as they impact student learning o Staff meeting sign-in sheets and agendas to review and analyze the Crisis Management Plan o Documentation to evidence of safety drill effectiveness o Documentation of PD in crisis management techniques o Parent advisory committee meetings with details of discipline policy review and or safety reviews
The building/district leader and leadership team(s) can demonstrate how these policies and plans are being implemented, and can demonstrate emergency procedures.	

3D *Develop the capacity for distributed building/district leadership*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
Staff is encouraged to use training, knowledge and abilities to strengthen the school/district and learning opportunities for students.	o Records and evaluations of implementation from related staff development o Documentation of planned school programs and initiatives reviewed with the school the building/district leadership team for effectiveness o Record of meetings with the school leadership teams with evidence of analysis of various data reports pertaining to discipline and student achievement o Results from Domain 4 of Teacher Excellence and Support System evidence of staff accepting leadership roles within the building and district as a result of the building/district leader's encouragement, feedback, and modeling of effective practices with staff
Staff, students, and parents are provided opportunities to serve the school/ district.	o Evidence of students, staff and parents accepting leadership roles within the building and district as a result of the building/district leader's encouragement and feedback o Record of meetings with parents with evidence of analysis of various data reports pertaining to student achievement

3E *Ensure teacher and organizational time is focused to support quality instruction and student learning*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader advocates for planning and instructional time devoted to staff development and monitors and ensures that time is provided for individual and collaborative planning for staff	o The master schedule demonstrates maximum learning time for students throughout the day and is structured to optimize learning opportunities o PLC/Data Team minutes reflect regular, structured time for staff collaboration o Staff surveys indicate sufficient time for planning and collaboration o Collaborative lesson plans with evidence of reflection provide evidence of teacher development and also student progress
The building/district leader systematically evaluates the effect of individual and collaborative planning on teacher development and student achievement.	

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

4A Collect and analyze data and information pertinent to the educational environment

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader works with the staff and community to utilize feedback in making educational decisions to support the school environment.	o Surveys (parent, student, staff) with analysis summary based on feedback o Documentation of meetings (agendas, sign-in sheets, minutes) including parent nights, open house, report to public o ACSIP documentation demonstrating an analysis of data complete with revised strategies o Grade lists (D/F & A/B), honor roll with evidence of analysis to support improvement o Interim assessments and diagnostic assessments with analysis of results o Community resources utilized by school analyzed for effectiveness

4B *Promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources.*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The school and community work together as partners using resources to enhance the educational environment.	o Participation in and feedback from school celebrations (sign-in sheets, agendas, minutes) indicate an enhanced educational environment o Reports to public through media o Documents from hosted community events demonstrate effectiveness of collaboration for the learning environment
The building/district leader uses a variety of resources and methods to emphasize cultural diversity.	o Evidence of appropriate assessment strategies and research methods to support cultural diversity within the school which reflecting the community's cultural diversity through a variety of opportunities for various cultures to share o Agendas and documentation from events evidence of a variety of volunteers o Evidence of resource speakers to encourage a variety of methods to demonstrate mastery of content o Evidence of diverse community programs

4C *Build and sustain productive relationships with community partners*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader interacts and encourages interaction with families and makes decisions about students' educational needs with family and community input.	o Parent advisory committees established o Minutes of meetings reflect the diverse needs of the community is established o Family satisfaction surveys and participation in meetings and events
The building/district leader communicates with families using a variety of means.	o Communications sent home reflect parents' native language where appropriate o A variety of media sources evidence multiple forms of communication e.g., Twitter, Facebook, school web-page, etc.

4D *Build and sustain productive relationships with community partners*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader maximizes shared resources among families, the school, and the community to form partnerships that support families and the educational environment.	o Documentation, such as letters, press releases, news articles, social media, published list of resources evidence frequent communication with the community about resources available outside the school o School/community participation in health/ wellness fairs is analyzed for participation and surveys administered to gauge benefit o Documentation of donations or shared funds and resources from internal and external resources to host programs targeting educational, social, and community beneficial programs

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

5A. *Ensure a system of accountability for every student's academic and social success*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader is responsible for positive and negative consequences of interpretations and implementation of policies as they affect students, educators, communities and their own positions.	o Data for this function may come from a variety of sources as the building/district leader performs daily job functions and responds to situations as they occur o Data will be presented and discussed during formative assessment conferences with the evaluator

5B. *Model principles of self-awareness, reflective practice, transparency, and ethical behavior*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader shows commitment to examine personal assumptions, values, beliefs and practices in service of a shared vision and goals for student learning.	o Data for this function may come from a variety of sources as the building/district leader performs daily job functions and responds to situations as they occur o Data will be presented and discussed during formative assessment conferences with the evaluator
Personal behavior and professional concern about others influence work and communication with others.	

5C. *Safeguard the values of democracy, equity, and diversity*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader knows and can identify equality, equity, honesty, legality, and consistency in the context of local professional behavior. The building/district leader supports appropriate policies and procedures supporting high expectations for professional behavior.	o Parent surveys on equity and diversity issues o Student and staff surveys on equity and diversity issues o School and District handbooks demonstrate rules dealing with equity and diversity issues
The building/district leader consistently exhibits ethical treatment of others, while working to correct situations that do not promote these practices.	o Documentation of leader's response when dealing with existing issues of unethical behavior in rights of students and staff

5D. *Consider and evaluate the potential moral and legal consequences of decision-making*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader articulates unique benefits or deficits across local diverse education populations.	o Documentation of awareness concerning existing inequities in resources and steps taken to change the situation(s) o School or district plans and policies, which reveal the building/district leader's actions to ensure responsible decision making to maintain best practices for treatment of all students o Documentation of the changes made as a result of logical conclusions, high quality decisions, and the resulting actions
The school/ district leader recognizes existing inequities in distribution of high-quality educational resources among students and seeks to take actions that remove these barriers.	

5E. *Promote social justice and ensure that individual student needs inform all aspects of schooling*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader understands professional standards required of educators.	o Documentation of Code of Ethics training

The building/district leader is clear and consistent concerning school policies for professional conduct as shown by school communications.	o Newsletters update parents, staff and students on policies and procedures to implement policies o School communication to media, school-home communication, and communication via social media provide updates and information on policies and procedures and implementation to ensure fairness and equity
The building/district leader models lifelong learning of best practices supporting social justice and consideration of individual student needs.	o Proof of participation in community activities to positively influence local understanding and cooperation for positive educational purposes and methods

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

6A. *Advocate for children, families, and caregivers*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader recognizes how principles and structures of governance affect federal, state and local policies and work to influence change to benefit all students.	o Records of constructive discussions with the public about practices and policies that affect local education success o Documentation of the building/district leader's actions as a result of an effort to change issues and/or trends that produce deficits in local learning o Evidence of activities to become informed about existing local economic, cultural, and political issues that impact schools and using the information to benefit students, students' families, and those who care for students -Parent contact logs; documentation from parent meetings; FINS petitions; documentation of collaboration with outside agencies and resources; minutes from behavior plan meetings, etc.

6B. *Act to influence local, district, state, and national decisions affecting student learning*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader creates and maintains positive professional relationships with a range of stakeholders and policymakers to be able to identify, respond to, and influence issues, public awareness and policies.	o Communication with key decision makers in the community, region, or state o Active membership/participation in local civic, regional, or state organizations o Active memberships in professional

The building/district leader participates in the broader system to inform others, and as a result, address the needs of the local education system.	organizations and attendance at conferences, giving presentations at events o Legislative involvement o Attendance at board meetings o Participation in building or district level administrative teams o Active involvement in community civic organizations

6C. *Assess, analyze and anticipate emerging trends and initiatives in order to adapt learning strategies*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader sees schools and districts as part of a larger local, state and federal system that support the success of every student with the ability to increase equity and social justice for all students.	o Evidence of support for public policies that directly address the present and future needs of children and families of the local school
The building/district leader operates in a way that educates in the latest and best strategies and tools to ensure academic growth for educators and students.	o Documentation of changes in instructional practices that have been a result of building/district leadership's inclusion of new research on best instruction o Timely responses to requests for information from community members about emerging issues or successes as a result of current practices

LEADS SUMMATIVE EVALUATION SCORING WORKSHEET - PRINCIPAL RUBRIC

NAME		**YEAR**	
EVALUATOR		**DATE**	

Scores are entered in the GRAY boxes only. Formulas are used to calculate values in the BLUE boxes.

STANDARD 1

1A	
1B	
1C	
1D	
1E	
Standard 1 Average	
Standard 1 Rating	

4 = Distinguished
3 = Proficient
2 = Basic
1 = Unsatisfatory

STANDARD 2

	Score (1,2,3,4)
2A	
2B	
2C	
2D	
2E	
2F	
2G	
2H	
2I	
Standard 2 Average	
Standard 2 Rating	

RATING SCALE USED
3.51 - 4.00 = Distinguished
2.51 - 3.50 = Proficient
1.51 - 2.50 = Basic
1.00 - 1.50 = Unsatisfactory

STANDARD 3

	Score (1,2,3,4)
3A	
3B	
3C	
3D	
3E	
Standard 3 Average	
Standard 3 Rating	

CALCULATION METHOD
Function scores in each standard are averaged for STANDARD Average.

STANDARD 4

	Score (1,2,3,4)
4A	
4B	
4C	
4D	
Standard 4 Average	
Standard 4 Rating	

STANDARD 5

	Score (1,2,3,4)
5A	
5B	
5C	
5D	
5E	
Standard 5 Average	
Standard 5 Rating	

STANDARD 6

	Score (1,2,3,4)
6A	
6B	
6C	
Standard 6 Average	
Standard 6 Rating	

OVERALL SCORE	
OVERALL RATING	

LEADS SUMMATIVE EVALUATION SCORING WORKSHEET - ASST. PRINCIPAL / SCHOOL LEADER RUBRIC

NAME		**YEAR**	
EVALUATOR		**DATE**	

Scores are entered in the GRAY boxes only. Formulas are used to calculate values in the BLUE boxes.

STANDARD 1

1A	
1B	
1C	
1D	
1E	
Standard 1 Average	
Standard 1 Rating	

4 = Distinguished
3 = Proficient
2 = Basic
1 = Unsatisfatory

STANDARD 2	**Score (1,2,3,4)**
2A	
2B	
2C	
2D	
2E	
2F	
2G	
2H	
2I	
Standard 2 Average	
Standard 2 Rating	

RATING SCALE USED
3.51 - 4.00 = Distinguished
2.51 - 3.50 = Proficient
1.51 - 2.50 = Basic
1.00 - 1.50 = Unsatisfactory

STANDARD 3	**Score (1,2,3,4)**
3A	
3B	
3C	
3D	
3E	
Standard 3 Average	
Standard 3 Rating	

CALCULATION METHOD
Function scores in each standard are averaged for STANDARD Average.

STANDARD 4	**Score (1,2,3,4)**
4A	
4B	
4C	
4D	
Standard 4 Average	
Standard 4 Rating	

STANDARD 5	**Score (1,2,3,4)**
5A	
5B	
5C	
5D	
5E	
Standard 5 Average	
Standard 5 Rating	

STANDARD 6	**Score (1,2,3,4)**
6A	
6B	
6C	
Standard 6 Average	
Standard 6 Rating	

OVERALL SCORE	
OVERALL RATING	

Arkansas TESS & LEADS Reflection Resources

TESS

TEACHER EXCELLENCE AND SUPPORT SYSTEM

ARKANSAS LEADS

Leader Excellence and Development System

AR TESS
Sample Coaching Prompts

TESS

TEACHER EXCELLENCE AND SUPPORT SYSTEM

AR TESS Sample Coaching Prompts

1A: KNOWLEDGE OF CONTENT AND PEDAGOGY

Element	Unsatisfactory	Basic	Proficient	Distinguished
KNOWS CONTENT & STRUCTURE OF THE DISCIPLINE	Makes or does not correct content errors; does not understand appropriate strategies for instruction ***My notes from your planning and lesson show some incorrect content being used. How that could be prevented in the future?***	Familiar w/concepts but not relation to each other ***You've shown that you understand the concepts of your instruction. Let's think about the sequence and relationships of the concepts.***	Solid knowledge of important concepts and relationships ***You established a great foundation for the content of your lesson. How might you extend that work to your students' learning in other content areas?***	Extensive knowledge of important concepts and knows relationships to each other and to other disciplines ***You have truly shown an ability to encourage your students learning across the board. What format could you use to encourage your peers toward this skill?***
KNOWS PREREQUISITE RELATIONSHIPS	Little understanding of prerequisites important to learning ***Can you explain what your students should know before today's lesson to be successful with the learning?***	Some awareness of prerequisite: may be inaccurate or incomplete ***Let's think again about what prior knowledge and skills your students need to bring to today's lesson.***	Accurate understanding of prerequisites: topics and concepts ***You clearly understand the prerequisites of this lesson's content; what resources could be used to support students' extension of their learning?***	Understands prerequisites and provides link to necessary structures to ensure understanding ***You have shown terrific ability to allow your students to apply their own successful learning strategies to the content. How could you work with your students to illustrate this process for other teachers and learners?***
KNOWS CONTENT-RELATED PEDAGOGY	Little or no understanding of appropriate pedagogical approaches ***Now that we've talked about the content, what would be a good strategy to encourage your students' higher order thinking? How could you create a focus for appropriate measurable outcomes?***	Limited range of appropriate pedagogical approaches to discipline or students ***The instructional strategies planned really seem to target the students in this class. Will some be left out of the learning? What other approach to the lesson would benefit them?***	Familiar w/wide range of effective pedagogical approaches in the discipline ***The questions and discussion you have planned are great. Can you think of any errors in understanding your students may experience? What can be done about that?***	Familiar w/wide range of effective pedagogical approaches in the discipline, anticipates student misconceptions. ***You have shown great understanding in this content by planning - even for misconceptions. Would you be willing to lead a discussion on this process with your peers?***

1A: Knowledge of Content and Pedagogy Indicators:

- ✓ Lesson & Unit plans have important concepts from discipline
- ✓ Plans consider prerequisites – concepts and skills
- ✓ Clear and accurate explanations
- ✓ Accurate answers to student questions
- ✓ Feedback furthers learning
- ✓ Interdisciplinary connections in plans & practice

AR TESS Sample Coaching Prompts

1B: KNOWLEDGE OF STUDENTS

Element	Unsatisfactory	Basic	Proficient	Distinguished
KNOWS CHILD & ADOLESCENT DEVELOPMENT	Little or no understanding/ doesn't seek to know ***As I spend time looking over your plans for this lesson, I realize we might benefit from some information on the stages of cognitive, social and emotional development describing your learners.***	Understands the importance of knowing about class as a whole ***Your instructional plan shows you have a good understanding about child development in general for this level of learner. What can we find out about how each student learns best?***	Understands active nature of student learning ***You have planned this lesson while considering the best strategies for student groups to learn together; let's improve this by looking at the learning of individuals in your class.***	Actively seeks knowledge from a variety of sources for individual students. ***You have a terrific method of focusing the learning in consideration of individual learners. Would you be willing to facilitate a roundtable discussion of this idea for our next staff meeting?***
KNOWS THE LEARNING PROCESS	Little or no understanding/doesn't seek to know ***Please describe the learning styles of two learners in this class. Let's talk about the differences in the styles and modes of their learning.***	Understands the importance of knowing about class as a whole ***You have shown that you understand your learners in general. Let's think about their characteristics when learning and how that might affect the success of your planned groups.***	Understands nature of student learning/has info on groups of students ***You clearly understand the dynamics of students working in groups; now, how could you arrange to help the individuals in those groups?***	Actively seeks knowledge from a variety of sources for individual students. ***Since you understand addressing the needs of individual learners, how could you share this process with others on your team?***
KNOWS STUDENTS' SKILLS, KNOWLEDGE, LANGUAGE PROFICIENCY	Little or no understanding/ doesn't seek to know ***It's important to understand the academic performance level of your students. How might you access that information?***	Understands the importance of knowing about class as a whole ***When considering the effective use of groups for your instruction, how could you learn about experiences of the students working together?***	Seeks info from several sources about groups ***Your plans are solid for the work of groups you have arranged. How could you extend that structure for individual students?***	Actively seeks knowledge from a variety of sources for individual students. ***Outstanding – you really know your students! Would you be willing to share your secrets for appropriately supporting students as individual learners?***

AR TESS Sample Coaching Prompts

1B: KNOWLEDGE OF STUDENTS *(continued)*

Element	Unsatisfactory	Basic	Proficient	Distinguished
KNOWS STUDENTS' SPECIAL NEEDS	Little or no understanding/ doesn't seek to know ***I would like to talk with you about proper planning for students with medical or learning disabilities in this class.***	Understands the importance of knowing about class as a whole ***I appreciate your willingness to share the needs of your students; how might that change the plans you have made for this instruction?***	Seeks info from several sources about groups ***You work well with others and have learned a lot about the needs of your students. What is your plan for knowing even more about individual students?***	Actively seeks knowledge from a variety of sources for individual students ***The way you work with individual students is impressive. Would you be willing to write about your strategies for this instructional approach?***

1B Knowledge of Students Indicators:

- ✓ Formal & informal information about students gathered to use in planning
- ✓ Student interests & needs learned and used in planning
- ✓ T participates in community cultural events
- ✓ T allows families to share heritage
- ✓ Database of students w/special needs [Teacher created]

AR TESS Sample Coaching Prompts

1C: SETTING INSTRUCTIONAL OUTCOMES

Element	Unsatisfactory	Basic	Proficient	Distinguished
VALUE, SEQUENCE & ALIGNMENT	Low expectations, lack rigor, not important learning ***The Student Learning Outcome chosen for this lesson doesn't provide a challenge for your students. How could it be revised to be relevant and engaging for your students?***	Moderately high expectations & rigor ***The Outcomes you have set will provide a challenge for your students; however, is the content 'important learning' in your discipline?***	Most show rigorous and important learning in the discipline ***You have the ability to choose outcomes that are challenging and contain 'big ideas' in your content. Do you feel that every outcome accomplishes that?***	All represent rigorous and important learning in the discipline ***Your students are presented with appropriate learning outcomes. Would you be able to lead them in the process of setting their own appropriate learning goals?***
CLARITY	Activities, not student learning ***The information presented as a learning outcome is really a student activity. What is the difference in an outcome and an activity?***	Combination of activities & learning ***Are all of the instructional outcomes clear statements of what we want students to learn?***	Clear outcomes, in form of student learning, viable methods of assessment ***Nice work on the Learning Outcomes. You have also considered designing assessment for learning. How will this assessment inform your instruction?***	Clear outcomes, in form of student learning, viable methods of assessment ***Your outcomes are great. Your plans really give room for transferring the knowledge gained. Would your students benefit by a process of self-assessment?***
BALANCE	One type of learning/one discipline or strand ***The Student Learning Outcome is based on one type of learning. How could other types of learning be included?***	Several types of learning, but no coordination or integration ***The outcomes will be appropriate for most of your class. Who will not find this outcome meaningful or engaging? How can that be changed?***	Several different types of learning/opportunities for coordination ***The learning planned has a nice range in the 'types' of outcomes, but are they designed for the work of groups or individuals?***	Several different types of learning/opportunities for coordination and integration ***The learning outcomes promote proper sequencing and connections to other learning. How could each student demonstrate his/her understanding of the connection to previous learning?***

1C: SETTING INSTRUCTIONAL OUTCOMES *(continued)*

Element	Unsatisfactory	Basic	Proficient	Distinguished
SUITABILITY FOR DIVERSE STUDENTS	Suitable for only some students ***Do the outcomes for your lesson provide for more than one path to the learning? How could that improve?***	Suitable for most students/global assessments ***The outcomes are suited to most of your students. Could you talk about the outcomes and whether they consider the needs of individual students? Are the outcomes suited to all of the students?***	Considers varying needs of groups of students. ***How do the needs of your individual students vary? How could an instructional outcome incorporate those? Do your outcomes address the needs of individual students?***	Considers varying needs of individual students. ***Your outcomes are appropriate and aligned with student needs. Is it possible to extend the learning? Could the students play a role in that process?***

1C Setting Instructional Outcomes Indicators:

- ✓ Outcomes of a challenging cognitive level
- ✓ Statements of learning, not activity
- ✓ Outcomes central to discipline and related to other disciplines
- ✓ Assessment of student attainment
- ✓ Outcomes differentiated for students' abilities

AR TESS Sample Coaching Prompts

1D: KNOWLEDGE OF RESOURCES

Element	Unsatisfactory	Basic	Proficient	Distinguished
RESOURCES FOR CLASSROOM USE	Unaware of resources ***After reading your planning documents, it seems you aren't aware of immediately available resources for classroom use. Have you received any information on this?***	Basic awareness of resources/no broad knowledge ***It's good that you have made use of materials aligned with your outcomes and appropriate for your students. To reach even more learners, how might you secure a wider variety of resources?***	Knows school, district, external and online resources ***Nice job on providing multiple formats for student learning. How can you develop this ability in your students? I bet you would do well in this effort.***	Extensive knowledge of resources: school, district, community, professional organizations, universities, online ***You have really tapped the creative abilities of your students for this content. It's important for other educators to consider this process. How could we work to support student communication about this?***
RESOURCES TO EXTEND CONTENT KNOWLEDGE AND PEDAGOGY	Unaware of resources ***Your comments in our conversation tell me that you may not be aware of professional learning materials. Would you be more confident if we took time to research that?***	Basic awareness of resources/no broad knowledge ***I appreciate your desire to learn more content and strategies. You need not be limited by our school resources for this. Let's talk about other sources for professional learning.***	Knows school, district, external and online resources ***I'm impressed with how much you've grown in your content and pedagogical skills. What are your plans for extending this process even further?***	Extensive knowledge of resources: school, district, community, professional organizations, universities, online ***I know your team will start on a book study. Will you be facilitating so others can think along the lines of tapping into your extensive knowledge and use of instructional resources?***
RESOURCES FOR STUDENTS	Unaware of resources ***You know, we have a large variety of materials which provide a great tool for supporting and extending the learning of your students. Let's get familiar with those. The expectation is that you become familiar with all these resources.***	Basic awareness of resources/no broad knowledge ***It's good to know you are beginning to 'think outside the box' for what will help your students most. How can I help you develop this plan into action?***	Knows school, district, external and online resources ***You really have considered your students when gathering materials for this learning. Have you allowed them to be 'facilitators' of finding appropriate resources?***	Extensive knowledge of resources: school, district, community, professional organizations, universities, online ***Knowing your extensive knowledge of resources, how can you encourage your peers to discover and share resources?***

1D: Knowledge of Resources Indicators:

- ✓ District provided materials
- ✓ A range of texts
- ✓ Guest speakers
- ✓ Internet resources
- ✓ Materials from professional organizations
- ✓ Teachers participating in Professional Learning or Professional Groups
- ✓ Community Resources

AR TESS Sample Coaching Prompts

1E: DESIGNING COHERENT INSTRUCTION

Element	Unsatisfactory	Basic	Proficient	Distinguished
LEARNING ACTIVITIES	No alignment w/outcomes Do not engage students ***Let's look again at the learning activities you have included in your plans. Are these activities that will lead to the learning outcomes? Will the students find these activities engaging?***	Some suitable to outcomes: moderate cognitive challenge ***You have chosen student activities which address part of the learning outcomes. When you set the outcomes, your activity plan should address all outcomes and require higher order thinking from your students.***	Aligned to outcomes and suitable to groups ***You have a nice match between learning activities and your outcomes. The activities should work well with your groups – how could you extend the required cognitive engagement?***	In-depth knowledge and understanding to plan high-level cognitive activities ***You have a wonderful ability to plan for activities that generate high-level thinking. Would you facilitate learning from case studies for our teachers on our next curriculum day?***
INSTRUCTIONAL MATERIALS AND RESOURCES	No alignment w/outcomes Do not engage students ***A good question to test your choice of materials and resources would be, "Is there a clear match between the learning outcome and the materials/resources I'm using"?***	Some suitable to outcomes: moderate cognitive challenge ***You have materials and resources which address some of the learning outcomes. How could you ensure all outcomes are aligned and cognitively challenging?***	Aligned; significant cognitive challenge with some differentiation for different groups ***It's good that you've allowed some differentiation. Would it be possible to increase opportunities for instructional materials and resources for individuals?***	Differentiated activities appropriately for individuals ***You have a wonderful plan for addressing individual learners through the use of materials and resources. Could you illustrate and share that process for teachers in our district schools? What about dialogue produced at different grade levels?***
INSTRUCTIONAL GROUPS	Do not support the outcomes have no variety ***You are planning for one type of grouping. What other grouping strategies would support your instructional outcomes?***	Partially support outcomes ***Will the groups you have planned lead to the desired results? What changes should be made?***	Appropriate and varied use of groups ***You have supported your instruction with appropriate grouping; could you allow student input on the formation of groups and the resulting work?***	Varied appropriately w/some student choice ***It is impressive to see the responsibilities handled by your students when groups are formed. How could this work be extended to some of the interdisciplinary work your team is doing?***

AR TESS Sample Coaching Prompts

1E: DESIGNING COHERENT INSTRUCTION *(continued)*

Element	Unsatisfactory	Basic	Proficient	Distinguished
LESSON AND UNIT STRUCTURE	Unrealistic time allocations ***A complete lesson must include certain events. You have listed some of those events, but I want us to revise your plan so the time allotted will be realistic.***	Recognizable structure; progression uneven most time planned unreasonable ***Your lesson structure can be seen, but an important piece of the lesson line is the time planned for each event. Let's see if this is a reasonable expectation for completion.***	Activities have reasonable time allocations ***Nice work on having an appropriate plan to match the learning to the clock! How could you provide an opportunity for each student to choose his/her way of learning?***	Clear structure; allows for different pathways according to diverse student needs ***The lesson structure is very clear. You have given students the tools to make relevant and meaningful concept connections. Would you model planning your lesson and using student results in planning for your peers?***

1E: Designing Coherent Instruction Indicators:

- ✓ Lessons that support instructional outcomes and reflect important concepts
- ✓ Instructional maps that relate to prior learning
- ✓ Activities that have higher-order thinking
- ✓ Student choice
- ✓ Varied resources
- ✓ Purposeful learning groups
- ✓ structured lesson plans

AR TESS Sample Coaching Prompts

1F: DESIGNING STUDENT ASSESSMENTS

Element	Unsatisfactory	Basic	Proficient	Distinguished
CONGRUENCE WITH INSTRUCTIONAL OUTCOMES	Assessment not congruent w/outcomes ***Let's talk about the purpose of the assessment you have planned for this lesson. How will it address your set learning outcomes?***	Some outcomes assessed ***It is always important to think about the definition of successful learning for your students. Will your assessments allow you to reach that level of learning?***	Aligned w/outcomes may be adapted to groups ***Your assessments are in line with your learning outcomes; however, you have a limited assessment format. Can this be expanded?***	Fully aligned w/outcomes ***You will really know that students will have more than just a knowledge level grasp of the content when you use the 'collaborative' assessments. Are you satisfied with this process? What are the strengths and weaknesses?***
CRITERIA AND STANDARDS	Does not exist ***I have found no evidence of assessment in your plan. How will you measure learning outcomes?***	Developed, not clear ***You have a good start on your grading rubric. As I look at it, I'm wondering if some of the language might be confusing.***	Clear ***Your requirements for demonstrating learning are clear. Putting that together had to take work! Have you thought about allowing students to share in setting the requirements?***	Clear evidence of student contribution to design ***Your work with students on the expectations for learning is terrific. Would you be able to share this process at your next grade level meeting?***
DESIGN OF FORMATIVE ASSESSMENTS	No plan for this ***Let's talk about the use of formative assessment in a lesson and how to incorporate it in your lesson.***	Rudimentary, only some outcomes covered ***Will these assessments give you the information about student learning that you need? How could this be expanded?***	Well-developed strategy w/particular approaches ***You have a good assessment plan. We've been talking about differentiation. What would that mean for your assessment strategy?***	Methods adapted for individuals, as needed ***It's good to see such a thorough assessment plan for informing your instruction? Could you share the plan so we could build off its successes? When could it be shared?***

1F: DESIGNING STUDENT ASSESSMENTS *(continued)*

Element	Unsatisfactory	Basic	Proficient	Distinguished
USE FOR PLANNING	No plan for this ***It's as important to know how you will use the assessment results as it is to have a good assessment plan. Let's talk.***	Plans for class as a whole ***You have a clear plan for using the assessment results for the class. How could you consider addressing more needs with the results?***	Uses to plan for groups of students ***You have a clear plan for using the assessment results for the student groups. How could you focus on more individual needs with the results?***	Well-designed for student and teacher use – planning for individual students ***Your assessment results have been well-translated into planning for the next learning. Please lead a collaborative lesson-planning workshop for us.***

1F: Designing Student Assessments Indicators:

- ✓ Plans showing match of assessment to outcomes
- ✓ Assessment type matches style of outcome
- ✓ Student Performance Opportunities
- ✓ Modified assessment for individuals as needed
- ✓ Clear expectations for each level of performance
- ✓ Formative assessments to inform instruction – during instruction

2A: ENVIRONMENT OF RESPECT AND RAPPORT

Element	Unsatisfactory	Basic	Proficient	Distinguished
TEACHER INTERACTIONS WITH STUDENTS [WORDS AND ACTIONS]	Negative, demeaning, sarcastic or inappropriate to age or culture ***What are some ways you might show respect to a student or students? What might you do to meet the cultural differences in the classroom?***	Generally appropriate, occasional inconsistencies, favoritism or disregard – Students have minimal respect for teacher ***How might you consistently show respect for students both in and outside the classroom. What are some strategies you might use to avoid favoritism in the classroom?***	Friendly, general caring and respect, appropriate. Students respect teacher. ***What management strategies might you use to consistently respond to misbehavior? How does a teacher treat students to build respect for each other?***	Genuine respect and caring for individuals and groups. Students trust teacher with sensitive information. ***How might you continue to personalize your interaction with students?***
STUDENT INTERACTIONS WITH OTHER STUDENTS [WORDS AND ACTIONS]	Conflict, sarcasm, or put-downs. ***How might you encourage students to work together in a positive way?***	Students don't disrespect one another ***What are some ways to actively encourage students to enthusiastically support each other?***	Generally polite and respectful ***How might you structure your classroom to encourage a consistently respectful environment among students?***	Genuine caring for one another, monitor treatment of others, correcting respectfully when needed. ***What are some ways you might share your management strategies to ensure consistent respect among students?***

2A: Environment of Respect and Rapport Indicators:

- ✓ Respectful talk and turn taking
- ✓ Respect for students' background and life outside the room
- ✓ Teacher and Student body language
- ✓ Physical proximity
- ✓ warmth and caring
- ✓ Politeness
- ✓ Encouragement
- ✓ Active listening
- ✓ Fairness

AR TESS Sample Coaching Prompts

2B: A Culture for Learning

Element	Unsatisfactory	Basic	Proficient	Distinguished
IMPORTANCE OF CONTENT	Negative attitude toward content – not important or mandated by others ***What might you say to a student that will convey the importance of the lesson?***	Teacher has little conviction about importance of the work; students have only minimal buy-in. ***What are some ways to ensure that students understand the value of the learning?***	Teacher has genuine enthusiasm for content; students have consistent commitment to its value. ***How do you relate higher expectations for ALL students?***	Student active participation, curiosity and taking initiative - they value the importance of content. ***Give examples of how you might model higher expectations for all students.***
EXPECTATION FOR LEARNING AND ACHIEVEMENT	Outcomes, activities, assignments and interactions convey low expectations at least for some. ***What might you say or do to articulate a higher expectation for learning to students? What are some techniques you might use to encourage students to complete assignments?***	Outcomes, activities, assignments and interactions convey only modest expectations at least for student learning and achievement. ***How do you ensure that your activities reinforce and/or extend the learning?***	Outcomes, activities, assignments and interactions convey high expectations for most. ***Share how you demonstrate a high regard for all students' abilities.***	Outcomes, activities, assignments and interactions convey high expectations for all. Students internalize expectations. ***How might you further extend your students' desire to recognize the efforts of fellow classmates?***
STUDENT PRIDE IN WORK	Little or no pride in work. They just complete the task ***Reflecting on your lesson, do your activities build pride in work for your students?***	Students invest little energy ***Give examples of how you might assist struggling students to ensure they are meeting the learning goal(s).***	Students accepts requirement of high quality work and show pride ***What are some ways you encourage students to put forth good effort to complete work of high quality?***	Students show attention to detail, take pride, initiate improvements – revise draft on their own or with peers *How could your students share the work on their last project with their grade-level peers?*

2B:A Culture for Learning Indicators:

- ✓ Belief in the value of the work
- ✓ High expectations, supported through both verbal and nonverbal behaviors
- ✓ Expectation and recognition of quality
- ✓ Expectation and recognition of effort and persistence
- ✓ Confidence in students' ability evident in everyone's language and behaviors
- ✓ Expectation for all students to participate

AR TESS Sample Coaching Prompts

2C: Manage Classroom Procedures

Element	Unsatisfactory	Basic	Proficient	Distinguished
MANAGE INSTRUCTIONAL GROUPS	Students not productively engaged in learning ***What are some routines that you could establish to handle some of your non-instructional duties like checking attendance or moving students into groups?***	Students in only some groups are engaged while unsupervised by the teacher ***Considering your current classroom procedures, how might you change those procedures to ensure that students are productively engaged?***	Small-group well organized, most students are engaged in learning while unsupervised by the teacher ***How might you encourage your students to take the initiative to ensure that class time is used productively?***	Small-group work is well organized, students engaged at all times, students assume responsibility for productivity ***How could you model for your colleagues, the experiences and successes you have had in working with small groups?***
MANAGE TRANSITIONS	Chaotic, much time lost between activities or lesson segments ***What are some routines that you could establish to manage instructional transitions?***	Some transitions are inefficient, resulting in a loss of instructional time *What are some procedures for transitions that would allow better use of instructional time?*	Smooth, with little loss of time ***How might you utilize your students to ensure that non-instructional duties and transitions are seamless?***	Seamless with students assuming responsibility for transitions ***What are some of your strategies for establishing and reinforcing student-led instructional transitions that might help other teachers in our building?***
MANAGE MATERIALS AND SUPPLIES	Handled inefficiently, results in significant loss of instructional time ***What are some procedures that allow materials and supplies to be handled more efficiently?***	Routines function moderately well with some loss of time ***How might you adjust your classroom routines for the collection and distribution of materials to be more efficient?***	Smooth routines, little loss of instructional time ***How might you utilize your students to ensure that non-instructional duties and transitions are seamless?***	Seamless routines may be initiated by students *How might you share your established strategies for student-driven instructional routines?*
PERFORM NON-INSTRUCTIONAL DUTIES	Volunteers and paraprofessionals have no clearly defined duties – idle most of the time *How might you plan and communicate appropriate duties to your volunteers and paraprofessionals?*	Volunteers and paraprofessionals productively engaged during portions of class – require frequent supervision *What could be done to encourage more independently initiated tasks by your volunteers and paraprofessionals?*	Volunteers and paraprofessionals productively and independently engaged during entire class *How might your volunteers and paraprofessionals make more substantive contributions to the instructional program?*	Volunteers and paraprofessionals make substantive contribution to classroom ***How might you share your handling of non-instructional duties and transitions with volunteers and paraprofessionals to improve over-all effectiveness within the building?***

2C: Manage Classroom Procedures Indicators:

- ✓ Smooth functioning of all routines
- ✓ Little or no loss of instructional time
- ✓ Students playing an important role in carrying out the routines
- ✓ Students knowing what to do, where to move

AR TESS Sample Coaching Prompts

2D: Manage Student Behavior

Element	Unsatisfactory	Basic	Proficient	Distinguished
EXPECTATIONS	No standards appear to have been established; students confused about what they are ***What steps will you take to establish and enforce standards of conduct in your classroom?***	Standards established, most students understand them ***How can you ensure classroom standards for conduct are clear to all students?***	Standards are clear to all students ***How can you involve students in the establishment and implementation of classroom standards for conduct to ensure that student behavior is always appropriate?***	Clear to all students - appear to have been developed with student participation ***How might you sustain and share your classroom management procedures with other teachers in our school?***
MONITORING STUDENT BEHAVIOR	No monitoring, teacher unaware of what students are doing ***What might you do to become more aware of student behavior during instruction?***	Teacher generally aware, but may miss some student activity ***How might you improve your monitoring of all your students?***	Teacher alert to student behavior at all times ***How might you involve students in the establishment and monitoring of your classroom management system?***	Monitoring is subtle and preventive. Students self-monitor and peer monitor – correcting each other respectfully. ***What type of setting would you suggest for sharing with other teachers your strategies for involving students in the self-monitoring and peer monitoring process?***
RESPONSE TO STUDENT MISBEHAVIOR	No response – inconsistent response, overly repressive or disrespectful ***My notes do not show appropriate responses to student misbehavior. What does it mean to respond properly when students need correction?***	Teacher attempts to respond with uneven results – no major infractions ***When responding to student behavior, but the results aren't consistent. What improvements might be made to ensure appropriate, respectful and successful responses?***	Teacher response is appropriate and successful and respectful; or student behavior is generally appropriate ***How could you adjust your responses to student behavior to include more individualized statements?***	Teacher response highly effective, sensitive; or student behavior is entirely appropriate ***You have a special way of responding to student behavior that is both effective and sensitive. How could you share these strategies with your peers?***

2D: Manage Student Behavior Indicators:

- ✓ Clear standards of conduct, may be posted, may be referred to during lesson
- ✓ Absence of acrimony between teacher and students concerning behavior
- ✓ Teacher awareness of student conduct
- ✓ Preventive action when needed by the teacher
- ✓ Fairness
- ✓ Absence of misbehavior
- ✓ Reinforcement of positive behavior

AR TESS Sample Coaching Prompts

2E: ORGANIZE PHYSICAL SPACE

Element	Unsatisfactory	Basic	Proficient	Distinguished
SAFETY AND ACCESSIBILITY	Classroom is unsafe or not accessible to some students ***What are some issues that need to be addressed to make the room safer and/or accessible for all students?***	Safe and at least essential learning is accessible to most students ***How might you provide a safe environment with equal access to learning for all students and with appropriate resources and materials?***	Safe and learning is equally accessible to all ***How might you use student suggestions for providing a safe environment where learning is accessible to all?***	Safe and students ensure that all learning is equally accessible to all ***Can you share your strategies for allowing students to contribute in establishing a safe environment where learning is accessible to all?***
ARRANGEMENT OF FURNITURE AND USE OF PHYSICAL RESOURCES	Furniture arrangement hinders learning activities or teacher makes poor use of physical resources ***How can you utilize the technology available in instruction with the students? Discuss how you can rearrange the furniture so that all students have access to instruction e.g. screen, listening center, and the whiteboard.***	Uses physical resource adequately. Furniture may be adjusted but with limited effectiveness. ***What adjustments can you make to your physical environment to avoid distractions?***	Uses physical space skillfully and furniture arrangement is a resource for learning activities ***How could you incorporate student suggestions in the appropriate use of physical space and furniture arrangement?***	Teacher AND students use physical resources easily and skillfully – students adjust furniture to advance their learning ***Can you share your success for using your students' suggestions for the use of physical resources and furniture arrangement?***

2E: Organize physical space Indicators:

- ✓ Pleasant, inviting atmosphere
- ✓ Safe environment
- ✓ Accessibility for all students
- ✓ Furniture arrangement suitable for learning activities
- ✓ Effective use of physical resources – computer technology by both teacher and students

AR TESS Sample Coaching Prompts

3A: COMMUNICATING WITH STUDENTS

Element	Unsatisfactory	Basic	Proficient	Distinguished
EXPECTATIONS FOR LEARNING	Teacher's purpose unclear to students ***What are three things you can do tomorrow to ensure that the students understand the goals of the lesson?***	Teacher tries to explain purpose, but with limited success. ***What strategies can you use to ensure that all students understand the purpose of the lesson?***	Clear purpose; included in broader learning also. ***Many of the students appeared to be engaged, but how do you know they really understand the concepts?***	Lesson or Unit purpose clear; even in broader context; linked to student interests ***All students appear to understand the purpose of the lesson. What is your strategy for having students drive the learning even in a broader context? Could this be shared?***
DIRECTIONS AND PROCEDURES	Confusing ***What are two strategies you can use to help students better understand the procedures for each activity?***	Directions and Procedures clarified after student confusion *Some students were confused about part of the directions. Was that handled to your satisfaction? Is there a way to improve the clarity of directions and procedures?*	Directions and Procedures clear to students ***The directions and procedures seem to be clearly understood. What strategy do you have to address any possible misunderstandings?***	Clear directions and procedures; anticipating misunderstanding ***How can you use student suggestions to make directions more clear and improve the understanding of procedures?***
EXPLANATION OF CONTENT	Unclear or confusing or uses inappropriate language ***Most of the students were confused during your explanation of the lesson, what might you do to assist students in understanding?***	Uneven; some is skillful, but other parts difficult to follow ***What can you do to ensure appropriate language that is consistently relevant and meaningful to your students?***	Appropriate and connects with students' knowledge and experience ***How can you involve the students in reflection or journaling to prove they understand the goals of the lesson?***	Imaginative and connects with students – students contribute explanations to peers ***Would you share a lesson with other teachers emphasizing these techniques?***

AR TESS Sample Coaching Prompts

3A: COMMUNICATING WITH STUDENTS *(continued)*

Element	Unsatisfactory	Basic	Proficient	Distinguished
USE OF ORAL AND WRITTEN LANGUAGE	Inaudible or Illegible – language contains errors of grammar or syntax – vocabulary inappropriate, vague or used incorrectly ***My observation notes contain problems with the language of instruction, as well as personal language usage. Let's discuss what I've noted and examine ways to keep this from happening in the future.***	Audible, Legible, Correct usage – conforms to standard English limited vocabulary or not appropriate to students ***How can I help you to extend your vocabulary so that it is appropriate for students?***	Clear and correct language. Vocabulary appropriate to students. ***How are students' interests being incorporated into the extension of the students' vocabulary?***	Correct and Conforming language – expressive well-chosen vocabulary to enrich lesson – extends students' vocabularies ***You have shown great skill in your use of language during your instructional time. Could we work on a quick reference list to help others who still have concerns in this area?***

3A: Communicating with students indicators:

- ✓ Clarity of lesson purpose
- ✓ Clear directions and procedures specific to lesson activities
- ✓ Absence of content errors and clear explanations of concepts
- ✓ Students comprehension of content
- ✓ Correct and imaginative use of language

AR TESS Sample Coaching Prompts

3B: QUESTIONING AND DISCUSSION TECHNIQUES

Element	Unsatisfactory	Basic	Proficient	Distinguished
QUALITY OF QUESTIONS/PROMPTS	Virtually all of poor quality – low cognitive challenge, single correct responses – in rapid succession. ***How can you extend the level of questions on Blooms' to involve more students in the discussion?***	Combination of low and high quality – rapid succession – only some thoughtful response ***Explain some methods to consistently promote high-quality questions and appropriate wait time.***	Most questions of high quality – adequate wait and response time ***How can you encourage students to lead in asking questions and answering among themselves as you facilitate?***	Uniformly high quality – adequate response time. Students form many questions. ***How could a model of student-driven questions which are high quality be shared with other teachers to encourage the practice of higher order thinking?***
DISCUSSION TECHNIQUES	Interactions between teacher and students is predominantly recitation style – teacher mediates all questions and answers ***What are some techniques that you could use to engage your students in classroom discussion?***	Teacher tries to engage students in discussion, not recitation, with uneven results ***Identify questions from today's lesson that could be revised to allow multiple possible answers. How will you consistently plan for multiple answers?***	Teacher creates genuine discussion among students, stepping aside when appropriate ***How can you facilitate allowing students to initiate topics for discussion and make unsolicited contributions to the discussion?***	Students assume most responsibility for discussion, initiate topics and making contributions unsolicited ***How might you share your discussion techniques with other teachers so that students assume responsibility for discussion throughout the school?***
STUDENT PARTICIPATION	Few students dominate discussion ***How might you include more students in classroom discussion?***	Teacher tries to engage all, but limited success ***What are some techniques you might try to consistently engage all students in classroom discussion?***	Teacher successfully engages all in discussion ***Describe strategies for structuring lessons to allow students to solicit responses or discussion from other students about their presentations.***	Students ensure all voices are heard in the discussion ***Explain how you teach your students to not only lead the discussions, but allow all their peers to participate no matter how large or small the contribution is to the discussion.***

3B: Questioning and discussion techniques Indicators:

- ✓ Questions of high cognitive challenge, formed by both students and teacher
- ✓ Questions with multiple correct answers or multiple approaches – even when there is a single correct response
- ✓ Effective use of student responses and ideas
- ✓ Discussion with teacher out of central, mediating role
- ✓ High levels of student participation in discussion

AR TESS Sample Coaching Prompts

3C: ENGAGING STUDENTS IN LEARNING

Element	Unsatisfactory	Basic	Proficient	Distinguished
ACTIVITIES AND ASSIGNMENTS	Inappropriate for age or background – students not mentally engaged ***How can you ensure activities and assignments are appropriate for students and encourage engagement?***	Appropriate to some – engage some but not others ***Identify several different learning strategies that allow students choice in their learning resulting in the engagement of all students.***	Most are appropriate to students – almost all are cognitively engaged in exploring content ***Based on the results of the lesson, what approaches might you use to ensure all students are highly engaged throughout the lesson?***	All students cognitively engaged. Students initiate or adapt activities and projects to enhance understanding. ***What might you do to share your success with your peers regarding how your students initiate or adapt activities and projects to enhance their understanding?***
GROUPING OF STUDENTS	Instructional groups are inappropriate to students or outcomes ***How can students in this class be grouped to ensure more involvement in the content, based on their level of learning?***	Groups only partially appropriate to students or only moderately successful in advancing outcome of lesson ***What might you do to ensure grouping is appropriate for all students for a successful outcome of the lesson?***	Groups are productive and fully appropriate to students or to instructional purposes of lesson ***What might you do to encourage students to take the initiative to form or adjust grouping to enhance learning?***	Groups are productive and fully appropriate to students or to instructional purposes – student take initiative to form or adjust groups ***How could you share with your peers regarding your success with student-initiated grouping?***
INSTRUCTIONAL MATERIALS AND RESOURCES	Unsuitable to purposes or don't engage students mentally ***How might you plan and align your materials and resources to cognitively engage your students in the lesson?***	Only partially suitable to purposes, or only partially mentally engage students ***Describe some possible modifications to your materials and resources that would promote higher levels of thinking and engage all your students in the learning.***	Suitable to purposes and engage students mentally ***How could you provide students a choice in instructional materials or let students serve as a resource to one another?***	Suitable to purposes and engage students mentally. Students initiate choice, adapt or create materials to enhance learning. ***How can you and your planning team incorporate a variety of approaches to encourage students in taking the initiative to modify a task so that It is more meaningful to them?***

AR TESS Sample Coaching Prompts

3C: ENGAGING STUDENTS IN LEARNING *(continued)*

Element	Unsatisfactory	Basic	Proficient	Distinguished
STRUCTURE AND PACING	No clearly defined structure – or pace is too slow or rushed, or both ***How might you arrange the instruction to have a defined structure? What could you do to improve the pacing of the instruction?***	Recognizable structure, not uniform, pacing is inconsistent ***How might the structure of your lesson be improved for clarity? What could you do to ensure appropriate pacing of your lesson?***	Clearly defined structure, pacing generally appropriate ***In thinking of the pacing of the lesson, how could you build in more opportunities for student reflection? Why is that important?***	Structure highly coherent allowing for reflection and closure. Pacing appropriate for all. ***The structure and pacing of the lesson is excellent. How might you share this aspect of instruction with colleagues?***

3C: Engaging students in learning Indicators:

- ✓ Activities aligned with the goals of the lesson
- ✓ Student enthusiasm, interest, thinking, problem-solving, etc.
- ✓ Learning tasks that require high-level student thinking and are aligned with lesson objectives
- ✓ Students highly motivated to work on all tasks and persistent even with challenging tasks
- ✓ Students actively 'working' rather than watching teacher 'work'
- ✓ Suitable pacing of lesson – not dragging nor rushed – time for closure and student reflection

AR TESS Sample Coaching Prompts

3D: USING ASSESSMENT IN INSTRUCTION

Element	Unsatisfactory	Basic	Proficient	Distinguished
ASSESSMENT CRITERIA	Students don't know criteria and performance standards for evaluation ***What are some methods you could use to communicate what is required by the students to demonstrate proficiency?***	Some criteria and standards are known ***How could you show that students clearly understand what high-quality work looks like in your classroom?***	Students are fully aware of criteria and performance standards ***How could you include students in developing the criteria for their assessment?***	Students are fully aware of evaluation criteria and performance standards and have contributed to developing criteria ***What professional development activity could be planned to share this process with others?***
MONITORING OF STUDENT LEARNING	No monitoring ***How could you monitor your students' understanding of the content?***	Monitors class as a whole – without diagnostic information ***How could you use prompts which result from a diagnosis of learning levels?***	Monitors groups of students using limited diagnostic prompts ***How could you include students in using diagnostic information to monitor student progress?***	Teacher elicits diagnostic information from students – monitors progress of individual students ***How can you share your strategies for eliciting diagnostic information from students with your peers?***
FEEDBACK TO STUDENTS	Poor quality not timely ***How can you provide feedback that is more specific?***	Uneven, timeliness inconsistent ***How might you provide feedback which helps students in guiding their own work?***	Timely and consistently high quality feedback ***How might you encourage students to use your feedback in their learning?***	Timely and consistently high quality, students use feedback in their learning ***Would you share your process for ensuring the students' use of feedback to target their work for learning?***
STUDENT SELF-ASSESSMENT AND MONITORING OF PROGRESS	No Self-assessment or monitoring ***Let's develop a plan for student self-assessment against assessment criteria and performance standards.***	Occasional self-assess work against assessment criteria and performance standards ***What are some ways that you could get students to consistently assess their own work?***	Frequently assess and monitor quality of own work ***Your students frequently assess and monitor their work. What could be done to help them use that information for improving their work quality?***	Frequently assess and monitor and make active use of that information to improve the quality of their own work ***How could we make a clear example for other teachers to illustrate your students' use of self-assessment to improve their work?***

3D: Using Assessment in Instruction Indicators:

- ✓ Teacher paying close attention to evidence of student understanding
- ✓ Teacher posing specifically created questions to elicit evidence of student understanding
- ✓ Teacher circulating to monitor student learning and to offer feedback
- ✓ Students assessing their own work against established criteria

AR TESS Sample Coaching Prompts

3E: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

Element	Unsatisfactory	Basic	Proficient	Distinguished
LESSON ADJUSTMENT	Teacher adheres rigidly to instructional plan, even when change is clearly needed ***Adjustments to your lesson were clearly needed. How do you recognize the need for these adjustments? How and when should those adjustments be made?***	Teacher tries to adjust with partially successful results ***Identify specific areas in the lesson where adjustments were made or should have been made and how you are going to use this recognition in the next lesson.***	Teacher makes minor adjustment and it occurs smoothly ***Using your strategies for minor adjustments, how could you apply those to major adjustments if needed?***	Teacher successfully makes a major adjustment to a lesson when needed. ***Have you shared your successes with lesson adjustments with your colleagues?***
RESPONSE TO STUDENTS	Teacher ignores or brushes aside student questions or interests ***How would you design your next lesson to include the interests of students and their questions into the lesson?***	Teacher tries to consider questions or interests – lesson pacing is disrupted ***How could you address students' questions and comments, and still sustain the pacing of the lesson?***	Teacher successfully considers questions and/or interests ***How can you more effectively plan your lesson to allow for the opportunity to enhance learning by building on student interest or a spontaneous event?***	Teacher seizes a major opportunity to enhance learning, building on interests or a spontaneous event ***How can you more effectively design your lessons to assist individual students (gifted, special needs, reluctant learners)?***
PERSISTENCE	When student has difficulty learning, teacher gives up or blames the student or student's home environment ***In developing students' responsibility for learning, how can you incorporate your responsibility and expectations of the class for learning?***	Teacher accepts responsibility for success of all student, but few instructional strategies to use ***Describe some other approaches that you could try when students have difficulty with this unit and these goals.***	Teacher persists in seeking approaches for students who have difficulty, drawing on a broad repertoire of strategies ***How could you have used the teachable moment to help the students connect to the content you were teaching?***	Teacher persists to find effective approaches for students who need help, using many strategies and seeking additional resources from school ***What are some examples of strategies or resources that you have learned from other colleagues?***

3E: Demonstrating flexibility and responsiveness Indicators:

- ✓ Incorporation of student interests and events of the day in a lesson
- ✓ Visible adjustment in the face of student lack of understanding
- ✓ Teacher seizing on a teachable moment

AR TESS Sample Coaching Prompts

4A: REFLECTING ON TEACHING

Element	Unsatisfactory	Basic	Proficient	Distinguished
ACCURACY	Doesn't know if lesson was effective or achieved outcomes ***It is important to know exactly what it means for a lesson to be effective. Let's talk about this lesson in terms of the students' learning compared to the learning outcomes that were set.***	Has a generally accurate idea of a lesson's effectiveness and whether outcomes were met ***You have a general idea about the effectiveness of your lesson. Can we continue thinking about this in terms of details from the lesson? Were your outcomes met? How do you know?***	Accurate assessment of lesson's effectiveness and extent of meeting outcomes using general references ***Nice job on the ideas about the effectiveness of your lesson. Let's look at the parts of a successful lesson. Let's look at several examples to prove what we think about this lesson.***	Thoughtful and accurate assessment of lesson's effectiveness and achievement of outcomes with many specific examples ***Good job on applying the principles of effective teaching to your lesson. Would you be willing to help other teachers with this process? We could use video lessons for this.***
USE IN FUTURE TEACHING	No suggestions for lesson improvement ***Remember that we've heard Charlotte Danielson say, "Teaching is so complex; every lesson can be improved."? Let's take a closer look at this lesson.***	General suggestions for lesson improvement ***You have a general idea about improving this lesson; let's think about the details of the lesson that would align with the general idea, but possibly lead to other improvements.***	Makes a few specific suggestions of what could be tried another time ***It's great that you are being specific with your suggestions for improvement. Let's apply the Danielson rubric to your lesson, and see if we can discover any further suggestions for improvement.***	Offers specific alternative actions, and knows probable success ***You have given this a lot of thought. Would you be able to lead an activity for your team on this process?***

4A: Reflecting on Teaching Indicators:

- ✓ Accurate reflections on a lesson
- ✓ Citations of adjustments to practice, drawing on a repertoire of strategies

AR TESS Sample Coaching Prompts

4B: MAINTAINING ACCURATE RECORDS

Element	Unsatisfactory	Basic	Proficient	Distinguished
STUDENT COMPLETION OF ASSIGNMENTS	System is nonexistent or in disarray ***I do not see your plan for keeping up with the completion of assignments. What is your plan?***	System is rudimentary and only partially effective ***You have a good start on recording student completion of work. Let's talk about a couple of ways it could be improved.***	System is fully effective ***You have a really good plan for knowing which student has completed which assignment. I have noted how hard you have worked on it. What would you think about allowing students to participate in this record keeping?***	System is fully effective; students participate in record keeping ***This is a unique way of allowing students to shoulder part of the responsibility. Would you be willing to share with our two new teachers if I'm able to arrange a work time for you?***
STUDENT PROGRESS IN LEARNING	System is nonexistent or in disarray ***To plan appropriately for your instruction, you need to know where each student 'is' in learning. Let's talk about how that can happen.***	System is rudimentary and only partially effective ***Your idea about keeping up with the level of learning for each student is a great start. Do you see any pieces that could be improved? What would make this process more consistent?***	System is fully effective ***You have a really good plan for knowing what every student has learned. I have noted how hard you have worked on it. What would you think about allowing students to participate in this process?***	System is fully effective; students participate in record keeping ***Terrific, the way you have students record their learning status. Would they be able to share that with others? Remember when we talked about student-led parent conferences? What do you think?***
NON-INSTRUCTIONAL RECORDS	System is nonexistent or in disarray, results in errors and confusion ***We should talk about a couple of situations that resulted from teachers not having good records. We need to have a system for things such as returned permission slips and signed handbook pages.***	System adequate but needs frequent monitoring to avoid errors ***You have a nice set up for your non-instructional responsibilities, but we've had some confusion about how this system should be used. Can you help me understand?***	System is fully effective ***You have a really good plan for keeping up with all the paper flow. Instead of you working so hard, could students handle most of this for you?***	System is fully effective; students participate in record keeping ***I notice that you have made use of the online database system for records. How do you think we could make other teachers on your hall as comfortable as you are with this? What has been the most difficult piece of this?***

4B Maintaining Accurate Records Indicators:

- ✓ Routines and systems track student complete assignments
- ✓ systems of info re: S progress v. outcomes
- ✓ process of keeping non-instructional records

AR TESS Sample Coaching Prompts

4C: COMMUNICATING WITH FAMILIES

Element	Unsatisfactory	Basic	Proficient	Distinguished
INFORMATION ABOUT THE INSTRUCTIONAL PROGRAM	Communication is sporadic or culturally inappropriate ***I am glad to have an opportunity to talk with you about the importance of consistent and appropriate communication with the families of your students.***	Sporadic attempts to communicate – one way not always appropriate ***It is good to see that you have at times communicated with students' families; however, it's most important to be consistent so your families know what to expect and to find ways for them to send messages back to you. How can you make this happen?***	Communicates frequently – culturally appropriate ***Your frequent communication with families certainly gives you a positive rapport with them. Just as we've had students involved in several classroom activities, what would you think of students as part of this piece?***	Communicates frequent and culturally sensitive – students contribute to communication ***Your family communication strategy is really impressive. Most notable is the way you involve your students. I would love to see your idea expanded to help other teachers. I know you are busy, but would you prepare a short presentation on this?***
INFORMATION ABOUT INDIVIDUAL STUDENTS	Communication is sporadic or culturally inappropriate ***Have you been able to send information about every student to their families on a regular basis? Please gather resources for learning more about cultural awareness.***	Sporadic attempts to communicate – one way not always appropriate ***Evidence from your family communications is general in nature. Please create a plan for consistent communication with families about individual students that will be culturally appropriate.***	Conveys information about individual student progress – culturally appropriate ***When families express their concerns, how might you respond with sensitivity?***	Response to family concerns is handled with professional and cultural sensitivity ***Your consideration and sensitivity when communicating with families is exemplary. A presentation on this process is what is needed for all our teachers. Would you work on a suggestion list for this process?***
ENGAGEMENT OF FAMILIES IN INSTRUCTIONAL PROGRAM	No attempt to engage families ***Some difficulties experienced this year may have been avoided if the families of your students were involved in the instructional program. Let's make a plan for that to happen.***	Teacher makes modest, partially successful attempts to engage families ***You have a good start with involving your students' families in the learning program. Let's talk about ways to make that more often and also, what it means to be 'culturally appropriate' in those activities.***	Makes frequent and successful attempts to engage families ***Congratulations on your successful attempts to engage families in your instructional program and the 'cultural appropriateness' of those activities. Now, let's think about how students can contribute ideas for projects that can promote family participation.***	Frequent and successful attempts to engage families using student ideas ***Great work on working with your students' families. You know parent involvement is such an important piece of our work. How could we share what you have done with others in our school?***

4C Communicating with Families Indicators:

- ✓ Frequent & culturally appropriate info sent home re: instructional program /student progress
- ✓ Two-way communication
- ✓ Frequent opportunities for families to engage

4D: PARTICIPATING IN A PROFESSIONAL COMMUNITY

AR TESS Sample Coaching Prompts

Element	Unsatisfactory	Basic	Proficient	Distinguished
RELATIONSHIPS W/COLLEAGUES	Negative or combative relationships ***I've noticed a couple of situations as teachers have been working together. Let's talk about what I've seen and heard.***	Maintains cordial relationships to fulfill duties required ***I really think our work with students would be improved if we would work together in mutual support and cooperation. How do you think these relationships could be created?***	Mutual support and cooperation ***I appreciate your willingness to work as a team with others. I know you are hesitant, but your teamwork would really be enhanced if you would speak up and take a leadership role.***	Mutual support and cooperation – takes initiative in leadership ***You have a unique skill in facilitating others to focus on the academic work at hand. I am planning to expand our data application skills into our PLC's. I would like you to plan activities for this.***
INVOLVED IN CULTURE OF PROFESSIONAL INQUIRY	Avoids participation ***We've learned a lot lately about success with student achievement as a result of dedicated time to the study of the teaching and learning process. I want to review with you existing opportunities for you to become involved in this culture of inquiry.***	Participates when invited to do so ***It was great to have you take part in the last teacher study group. I've watched your work, and I really hope you choose to work more in that way. It would really help our work with students.***	Actively participates ***You have shown yourself to be an important part of our professional learning community this year. I would like to discuss expanding your role in that process.***	Takes leadership in promoting this culture ***I appreciate all you've done to promote an environment which leads to educator professional growth. Our webmaster has offered us a professional educator page. Would you be interested in working on that?***
SERVICE TO THE SCHOOL	Teacher avoids becoming involved ***I know with all of your responsibilities, it is hard to find time to participate in our school activities; but I wanted to talk to you about the importance and positives of being involved.***	Must be specifically invited ***You have really had some good ideas and organizational ability for student activities this year. I would like to see you spread that original thinking to more district projects as opportunities arise.***	Participates – substantial contribution ***I've noticed the way others listen to you, respect you, and look forward to working with you. We need someone like you who would be willing to take a leadership role. Can we talk about that?***	Participates – substantial contribution – assumes leadership role in at least one aspect ***The way you have contributed to the school is great. I'm so impressed with your work. How could we encourage others to follow in your steps on this?***

4D: PARTICIPATING IN A PROFESSIONAL COMMUNITY (continued)

Element	Unsatisfactory	Basic	Proficient	Distinguished
PARTICIPATION IN SCHOOL AND DISTRICT PROJECTS	Avoids becoming involved ***Your classroom management skills are good. We have some new school projects that could use your talents. Would you be willing to talk with me about those?***	Must be specifically invited ***As you know, our teachers are really known for increasing student achievement and parent involvement. We need some people who can look ahead and plan projects in the school and district. Can we talk about that?***	Volunteers to participate – substantial contribution ***Thanks for all you have contributed to our projects. We need leaders who can organize and delegate this work. Would you be willing to talk about that with me?***	Volunteers to participate - substantial contribution – assumes leadership role in at least one aspect ***You have really led the way in some important events for our school and district this year. Would you be willing to lead another parent involvement piece primarily created and managed by your students?***

4D Participating in a Professional Community Indicators:

- ✓ regular participation w/colleagues to share and plan for student success
- ✓ regular participation in professional courses or communities that emphasize improving practice
- ✓ participation in school initiatives
- ✓ regular participation and support of community initiatives

AR TESS Sample Coaching Prompts

4E: GROWING AND DEVELOPING PROFESSIONALLY

Element	Unsatisfactory	Basic	Proficient	Distinguished
ENHANCEMENT OF CONTENT AND PEDAGOGICAL SKILLS	Does not engage in professional development activities ***I know you have been dealing with some issues lately, but I want to take a minute to review with you the requirements for teachers' participation in professional development.***	Participates to a limited extent when convenient ***I was glad you were able attend the training session on literacy. I wanted to take a minute to review with you the requirements for teachers' participation in professional development.***	Seeks out opportunities for Professional Development ***I am glad that you seek professional development opportunities outside of the district requirements. What motivates you to seek these additional opportunities and how do you suggest we could pass on this enthusiasm to other teachers in our building?***	Seeks out opportunities for Professional Development – makes systematic effort to conduct action research ***Your knowledge of current educational trends and topics is terrific. Why don't you choose a meaningful piece and put it into action? You could really lead the way in this.***
RECEPTIVITYTO FEEDBACK FROM COLLEAGUES	Resists feedback from supervisors and colleagues ***Your ability to give specific feedback during instruction helps your students a lot. The feedback I give you is meant to enhance your teaching skills and help you to grow as a professional.***	Accepts feedback, with reluctance ***Sometimes it is difficult to receive constructive feedback when we think our practice is complete, but professionals accept feedback as an opportunity to grow. Do you feel you have room to grow in your profession?***	Welcomes feedback ***Your skill at positive communication, especially when there is another possibility, is exemplary. Do you think it would be possible to outline a system of consistent instructional feedback for your team?***	Seeks out feedback ***I really like the attitude you bring to the table when we work on responding to instructional pieces. Would you be able to write a piece in our faculty handbook on receiving feedback?***
SERVICE TO THE PROFESSION	No effort to share knowledge or assume responsibilities ***As hard as the job is that we all have, we need to learn and grow from each other. Let's plan a time of sharing, both what you know and what you do to promote teaching and learning.***	Finds limited ways to contribute ***I appreciate the information you shared about the benefits of your professional organization. Let's look at ways to share those resources and talk about available professional learning.***	Participates actively assisting others ***Thanks for being selfless enough to assist others in your teams. I know with your contacts, you have ideas about other ways to promote the importance of teaching. Let's talk about that.***	Initiates important activities to contribute ***Your experience in professional organizations is really valuable. I want to work with those in our school interested in this work. How could we enlarge our number of participants in these activities?***

4E Growing and Developing Professionally Indicators:

- ✓ Frequent attendance in courses and workshops; regular academic reading
- ✓ part of learning networks w/colleagues; share regular feedback
- ✓ part of professional organization supporting academic inquiry

AR TESS Sample Coaching Prompts

4F: SHOWING PROFESSIONALISM

Element	Unsatisfactory	Basic	Proficient	Distinguished
INTEGRITY AND ETHICAL CONDUCT	Displays dishonesty w/colleagues, students and the public ***Let's talk about a couple of situations that I hope have been misunderstood.***	Honest in interactions w/colleagues, students and the public ***I appreciate your honesty. You know that we need a session on the new teacher ethics rules. Would you be willing to work on that with me?***	Displays high standards of honesty, integrity and confidentiality ***Thanks for your outstanding honesty and trustworthiness. Our staff really needs a 'case study' discussion session along these lines. Would you be willing to work with me to facilitate this?***	Takes a leadership role and hold to the highest standards of honesty, integrity and confidentiality ***You are truly a leader in professionalism. We have several novice teachers this year that would benefit from learning about your honesty, integrity and confidentiality. Would you work on a presentation for them?***
SERVICE TO STUDENTS	Not alert to students' needs ***I know you must be concerned about the fact that we have not done anything to help our students in need. Let's talk about those situations***	Inconsistently attempts to serve ***I appreciate your communication and efforts to help students in need. You do have the ability to work without waiting on others in these situations. What can be done to have this occur more often?***	Active in Serving students ***Your caring for students is noteworthy. I want to encourage you to look for additional resources since you may not be familiar with a community such as ours.***	Highly proactive in serving students, seeking resources when needed ***I'm so proud of the relationships you have established with those who can help our students in need. It would mean so much if you would be willing to organize that information for others who may not know about the resources.***
ADVOCACY	Contributes to school practices that results in ill-treatment for students ***We must talk about helping students. Never should a professional present a neglectful attitude toward students.***	Does not knowingly contribute to students being ill-served ***I know from working with you that you would never intentionally cause harm or refuse to help a student, but we should think about a couple of things.***	Works to see that all students receive a fair opportunity to success ***Your time spent to promote equal access to resources for your students is a wonderful characteristic. What could we do to get the action going with other teachers in our building?***	Makes concerted effort to challenge negative attitudes or practices to make sure ALL students are served in the school ***You are a terrific advocate for the well-being of students. Would you be willing to assume the chair of student services in your PLC?***

AR TESS Sample Coaching Prompts

4F: SHOWING PROFESSIONALISM *(continued)*

Element	Unsatisfactory	Basic	Proficient	Distinguished
COMPLIANCE W/SCHOOL AND DISTRICT REGULATIONS	Does not comply ***It seems that you are not aware of our school and district regulations. Not honoring them is a serious offense.***	Complies minimally – just enough to get by ***I've noticed that when choices are to be made, you are hesitant about choosing to support regulations. I know I've misunderstood, right?***	Complies fully ***Thanks for being a stand-up person when it comes to following our policies. I want to encourage you to take initiative in influencing others.***	Complies fully – taking leadership role w/colleagues ***Your leadership and support of school regulations has been such an asset as we've worked. Let's talk about creating a training to cover important, and sometimes easy to avoid, rules.***

4F Showing Professionalism Indicators:

- ✓ Reputation as trustworthy and sought as a sounding board
- ✓ Reminds others that students are highest priority [professional settings]
- ✓ Supporting students, even in difficult situations or conflicting policies
- ✓ Challenging practices to put students first
- ✓ Consistently fulfilling school district mandates re: policies and procedures

Arkansas Leader Excellence and Development System

Coaching Protocol

The purpose of this guide is to provide a process for supervisors to use as they encourage the professional growth of Arkansas principals. All questions are based on competencies and are to be used as a guide for evaluators to stimulate principals to reflect on their leadership skills and help principals grow professionally. The following capture targeted areas of the principal's practices. The outcomes yield improved principal performance and student achievement.

Practices for Effective Coaching

Active Listening

Focus on listening with eye contact and no distractions. Take notes and be prepared to restate the principal's statements later.

Wait Time

Allow time for the principal to reflect, restate, or elaborate on responses to the superintendent's questions. Time lapse does not equate to lack of knowledge.

Rephrasing

Use rephrasing to acknowledge comprehension of statements made by the principal. Rephrasing is a tool for clarifying or making a statement logical.

Rephrasing is a tool to help the principal organize his/her thoughts and bring them to a point of summarization.

Reflective comments with suggestions or implications can take the principal's thinking and responses to a higher level.

Use non-verbal communication in a positive way to reinforce statements made by the principal. Such non-verbal statements could include the nodding of the head in agreement, sitting up straight to imply total interest, smiling with approval, and writing notes.

Probing

Probe for meaning to make sure both the superintendent and the principal agree on the use of terms, concepts, programs, acronyms, ideas, and other points to clarify.

Implications and assumptions require probing to reach agreeable understanding.

Arkansas Leader Excellence and Development System

Coaching Protocol

Reflection on Professional Growth Plan	After completing your self-assessment using the rubric, what are some areas you recognized as points for growth? If you choose this certain target area, what do you see as your goal for achieving this target? What steps do you anticipate are needed to achieve or fully meet the target area?
Recognizing Success	What points of success do you plan to see along the way as you achieve your goal? What will be the evidence that you have achieved your goal? Will the success of your goal be evident and be manifested in improved student achievement?
Strategies and Resources	As we discuss your professional growth plan, your goal achievement and student learning, what are some action strategies you plan to use and what indicators will you look for that will inform you to either change strategies or alter a used strategy?
Obstacles	While working on your professional growth plan, what obstacles or barriers did you anticipate? How do you plan to approach these obstacles and successfully meet your goal?

Arkansas Leader Excellence and Development System

Sample Coaching Questions

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.			
Not Meeting Standards	***Progressing***	***Proficient***	***Exemplary***
1 A. Collaboratively develop and implement a shared vision and mission			
What strategies might be used to help staff come up with a clear vision for what the school should become?	What strategies might you use to help the entire staff, parents, and other members of the community to help you develop and implement the school vision this year?	What process will you use for annual revision of the school vision and mission to include all stakeholders?	How can you share your strategies of annual revision of the school's vision of learning by all stakeholders with your peers?
1 B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning			
What student data might you collect and analyze in order to improve instruction within the school?	How might you set up a process to utilize staff for analyzing data and instructional practice more frequently?	How might you develop a system and a timeline for analyzing current practice at the school?	How might you improve the system for use of student data for organizational effectiveness to ensure that it supports the vision of learning?
1 C. Create and implement plans to achieve goals			
What plans have you put in place to make sure all goals are both measurable and specific?	How are your goals and strategies reflected in a clear relationship between the actions of teachers and leaders and the impact of those actions on student improvement?	How do you communicate your school-wide goals, strategies, action steps, and results with your community in order to involve external stakeholders?	What plans have you developed to ensure that your successful strategies are shared with colleagues?
1 D. Promote continuous and sustainable improvement			
How might you involve your staff in reviewing and revising the ACSIP and the school vision?	How might you allow stakeholders to take a more active role in planning and implementing the vision of the school?	How might you secure more resources including human, fiscal, and technological, and involve more stakeholders in the implementation of the school vision?	What might you implement to help sustain the upward trends in school climate to promote the vision of learning? How will you share with your peers your involvement in the political process of advocating for changes that will support your vision of learning?
1 E. Monitor and evaluate progress and revise plans			
Have you considered utilizing grade level, teams, or departmental meetings to help evaluate and monitor the school improvement plan?	What are some actions you might use to promote staff and other stakeholder involvement in the implementation of the school improvement plan on a consistent basis? How can you use classroom observations to implement your school improvement plan?	What are some actions you might use to expand stakeholder involvement in the evaluation and implementation of the school improvement plan?	What are some ways you might share your success of the evaluation of the school improvement plan to enhance performance in this area at other schools?

Arkansas Leader Excellence and Development System

Sample Coaching Questions

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.			
Not Meeting Standards	***Progressing***	***Proficient***	***Exemplary***
2 A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations			
What resources are available to help nurture and sustain a culture of collaboration, trust, learning, and high expectations?	How will you use school data to support high academic expectations for all students? How will you ensure that teachers are a part of this process?	How do you maintain this culture for high academic expectations for all students including the use of data and support of the school mission? How is this communicated to all stakeholders?	How will you continue to promote the school mission to all stakeholders? How will you and your staff share this with peers?
2 B. Create a comprehensive, rigorous, and coherent curricular program			
What resources are available to help teachers implement the curriculum?	What are your review practices for ensuring that teachers are implementing the curriculum and what are your strategies for those who are not?	How might you ensure that all teachers are implementing an aligned and interdisciplinary curriculum?	To what degree do you help staff reflect on best practices or standards based research to ensure a rigorous program of instruction?
2 C. Create a personalized and motivating learning environment for students			
What resources can you provide to support differentiated instruction? How you can you recognize individual student achievement?	How will you support teachers to ensure they use differentiated instruction? What plan can you put in place to ensure on-going student recognition?	How do you use technology to address the diverse student learning needs? How do you encourage teachers to design their own differentiated strategies and successfully use outside resources?	How will you and your staff share with peers how you are using technology and outside resources to implement differentiated instruction in your school?
2 D. Supervise instruction			
How will you more effectively implement district policies and procedures for supervising and evaluating instruction?	After observing teachers in their classrooms, how can you consistently provide effective feedback for improving their instruction?	What can you do to support a program of peer coaching among your staff?	How will you get your staff to share with other teachers in other schools how they are using reflective practice to improve instruction?
2 E. Develop assessment and accountability systems to monitor student progress			
Why is it important to use formative assessments to ensure student mastery of the standards? How can you help your staff make this connection?	How can you ensure that your staff is improving their instructional practices in response to formative assessment results?	How do you ensure that your staff responds to the results of student data, analyze their own practices and make the necessary changes to instruction?	How might you, as the instructional leader, encourage your staff to use rigorous, performance-based assessments for student learning?

Arkansas Leader Excellence and Development System

Sample Coaching Questions

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. - *Continued*			
Not Meeting Standards	***Progressing***	***Proficient***	***Exemplary***
2 F. Develop the instructional and leadership capacity of staff			
How will you provide professional learning opportunities for your staff to develop their instructional and leadership capacities?	How could you provide on-going support for your staff in order to further develop their instructional and leadership capacities?	How will you ensure that your staff uses their developed instructional and leadership capacities?	What opportunities do you provide for your staff to demonstrate their skills in instructional leadership, and how can you help your colleagues in the district to use these opportunities for their staff?
2 G. Maximize time spent on quality instruction			
Why is it important to maximize classroom time spent on quality instruction?	What steps will you take to ensure that your staff maximizes instructional time?	What processes are in place to systematically maximize uninterrupted instructional time to promote quality learning time?	What results have you gleaned from your analysis of quality instruction and its impact on student achievement? How do you share what you have learned with your colleagues and staff?
2 H. Promote the use of the most effective and appropriate technologies to support teaching and learning			
How are you modeling the effective use of instructional technology? What steps can you take to support your staff in using technology in maximizing teaching and learning?	What steps will you take to consistently promote and support your staff in the use of technology as an extension of teaching and learning in all content areas?	To what degree do you empower staff to demonstrate the link between technology integration, teaching effectiveness, and learning results?	What results have you discovered from your analyses of the use of technology, and what issues or questions remain about the impact of technology integration on student learning?
2 I. Monitor and evaluate the impact of the instructional program			
What are the specific steps in your plan to monitor and evaluate the impact of the instructional program?	What is your plan to continuously and collaboratively analyze the effectiveness of your instructional program?	How will you use the results of your analysis to update your instructional program?	How will you disseminate the results of your analysis and proposed changes and/or next steps to internal and external stakeholders?

Arkansas Leader Excellence and Development System

Sample Coaching Questions

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.			
Not Meeting Standards	***Progressing***	***Proficient***	***Exemplary***
3 A. Monitor and evaluate the management and operational systems			
What steps will you take to ensure facilities are a safe, efficient, and effective learning environment for all?	How can you more efficiently and effectively supervise the maintenance and operations in your school to ensure an optimal learning environment?	What system do you have in place that ensures all maintenance and operations issues are handled effectively and efficiently?	What additional insights can you share about monitoring and evaluating the management and operational systems?
3 B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources			
What steps have you taken to improve your understanding of the school budget, human relations, and technological resources?	What changes in your practice are needed to become effective in school budgets, human relations, and technological resources?	To what extent is there a system in place that supports the efficient use of all human, fiscal, and technological resources?	Do you have a systematic method for pursuing grants, partnerships, and combining community resources to increase student achievement?
3 C. Promote and protect the welfare and safety of students and staff			
How can you begin today to develop and implement policies and procedures to provide a supportive, safe, healthy, orderly and equitable learning and working environment?	What is your plan for consistent implementation of your policies and procedures to provide a supportive, safe, healthy, orderly and equitable learning and working environment?	To what extent is there a system involving internal and external stakeholders that ensures the promotion and protection of the safety of students and staff?	What steps have been taken to continually reevaluate the effectiveness of the school's comprehensive plan with both outside agencies and internal crisis management team?
3 D. Develop the capacity for distributed leadership			
How might you involve your staff in reviewing and revising the ACSIP and the school vision?	How might you allow stakeholders to take a more active role in planning and implementing the vision of the school?	What is your plan for providing leadership opportunities for your staff? How will you delegate responsibilities to stakeholders?	How will you continue to provide leadership opportunities for your staff and encourage career development?
3 E. Ensure teacher and organizational time is focused to support quality instruction and student learning			
What steps might you take to understand the need for collaborative planning time? What steps can you implement to establish focused, quality time to support instruction and student learning?	What steps can you take to ensure the time scheduled is meaningful and directly relates to improvement of instruction and student learning?	What strategies and approaches do you have in place that ensures the staff utilizes data to improve instructional practices?	What processes do you have in place that allows you to continually reevaluate your comprehensive organizational plan to increase quality instruction and student learning?

Arkansas Leader Excellence and Development System

Sample Coaching Questions

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.			
Not Meeting Standards	***Progressing***	***Proficient***	***Exemplary***
4A. Collect and analyze data and information pertinent to the educational environment			
What are some types of data you could collect to use for improving student learning? What steps would you take and what are some indicators you would look for in the data?	Explain how you collect and analyze data pertinent to the educational environment. Explain how you could involve faculty and external stakeholders in this process.	What plan do you have in place to ensure the staff and community use data consistently to make educational decisions?	What additional insight can you provide regarding the collection and analyses of data pertinent to the educational environment, which could be shared with external stakeholders?
4B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources			
Can you explain your understanding, appreciation, and use of the community's social and intellectual resources and how do you connect it to the school?	Explain how you promote understanding, appreciation, and use of the community's social and intellectual resources.	How do you ensure understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources are present throughout the school?	How do you take the concept of understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources to heighten multi-cultural awareness?
4C. Build and sustain positive relationships with families and caregivers			
Can you give examples of how you would build and sustain productive relationships with families and caregivers?	Explain how you can be more consistent in your involvement of families and caregivers and what additional venues you can utilize to communicate with families.	What additional activities and resources can you implement to enhance the relationship with families and caregivers?	How are you assessing the success of the activities and resources being implemented to build positive relationships with families and caregivers?
4D. Build and sustain productive relationships with community partners			
Can you give examples of how you would build and sustain productive relationships and community partners?	Explain what strategies you could use to build and sustain additional productive relationships with community partners to support families and children.	Explain how you can communicate all available services and benefits for families and children to ensure maximum awareness in the community.	How can you build on the community partnerships to extend or develop these relationships at a regional, state, or national level?

Arkansas Leader Excellence and Development System

Sample Coaching Questions

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.			
Not Meeting Standards	***Progressing***	***Proficient***	***Exemplary***
5 A. Ensure a system of accountability for every student's academic and social success			
Explain how data can be used to drive the accountability for every student's academic and social success.	How can you utilize the student data to develop a school improvement plan which addresses every student's academic and social success? How can your school improvement plan ensure the legal and equitable allocation of resources to meet every student's academic and social needs?	How might you ensure that data-driven decisions are tempered by a disposition of care which promotes regular monitoring and evaluation of every student's progress while supporting the work of staff for successful implementation of differentiated instruction?	How do you know if the impact of your utilization of a data driven system has resulted in individual staff awareness so that every student is monitored effectively and differentiated instruction is the norm?
5 B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior			
Give examples of how you can model self-awareness, reflective practice, transparency and ethical behavior.	After engaging in reflective practice how do you identify your professional strengths and weaknesses? How can you maintain self-control on a consistent basis when dealing with sensitive subjects and personal attacks?	Having identified your professional strengths and weaknesses, how can you demonstrate emotional intelligence when collaborating with your staff? How can you enhance the professional efficacy of self and staff through your reflective practice?	How can you share regarding the tools of self-awareness and reflective practice with the families and caregivers of your school?
5 C. Safeguard the values of democracy, equity, and diversity			
As a leader, how are you communicating interests in all students? What are you doing to ensure that all students are valued and treated equitably?	Do you have a process in place to solicit student feedback concerning school culture? How can you model impartiality and sensitivity to student diversity?	As a leader, how can you create and nurture a learning community that is in pursuit of individual and common good?	As a leader, what opportunities can you use to extend the learning community to involve all stakeholders in promoting mutual respect and individuality?

Arkansas Leader Excellence and Development System

Sample Coaching Questions

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. – *continued*			
Not Meeting Standards	***Progressing***	***Proficient***	***Exemplary***
5 D. Consider and evaluate the potential moral and legal consequences of decision-making			
How can you ensure that substantive decisions will only be based on school and state policies rather than emotional reactions or personal preferences?	Give an example of a decision made this year that had undesirable moral or legal consequences. How would you change that decision in the future?	How can you extend your knowledge and use of existing school guidelines to revise and/or create new school policies and/or procedures that ensure individual student needs are the focus?	How can you share the benefits of your ability to model ethical reasoning and emotional intelligence with external school stakeholders?
5 E. Promote social justice and ensure that individual student needs inform all aspects of schooling			
In view of your self-assessment, what strategies can you use to ensure that all decisions promote social justice and address individual student needs?	How might the policies and laws that you already enforce as a whole affect the rights and liberties of individual students?	How can you create and maintain a school culture that ensures care and social justice concerning individual students?	After developing and nurturing a climate of care and social justice throughout the school, how can you project this culture and climate to the community?

Arkansas Leader Excellence and Development System

Sample Coaching Questions

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.			
Not Meeting Standards	***Progressing***	***Proficient***	***Exemplary***
6 A. Advocate for children, families, and caregivers			
How could you better understand the needs of children, families and caregivers?	How could you use your knowledge of children, families and caregivers to become an advocate for them and your school?	Describe ways you ensure your understanding of the needs of children, families and caregivers from your building and how you implement a plan of action for your staff to serve as an advocate for them.	Explain actions you take as an advocate for children, families and caregivers at the district level and beyond.
6 B. Act to influence local, district, state, and national decisions affecting student learning			
What is the importance of building relationships with stakeholders and policy makers?	Describe relationships you have developed with stakeholders and policy makers beyond simple membership in organizations.	What needs to be done to identify, respond to and influence issues, trends, and political changes that affect education at all levels?	How would you influence educational leaders and communities to join in advocating for educational issues, trends and potential changes which affect student learning on all levels?
6C. Access, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies			
How can you identify and stay informed regarding emerging educational trends?	How can the review and application of current research enhance your leadership practices? How would you share this with your staff to enhance their professional practices and improve student learning?	How can you evaluate the implementation of research-based practices to determine if there is an increase in student learning?	How can you transfer the promotion and evaluation of emergent strategies to teacher leaders to continue the process of improvement?