Certificated Staff Evaluation System
Kinnelon Public Schools

Planning

Professional Responsibilities

Student Learning and Achievement

Instructional Strategies

Classroom Environment

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Revised August 20, 2013
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August 30, 2016

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Acknowledgements

The following committee members contributed to the production of this document and are committed to the improvement of the evaluation system and dedicated to continual professional growth.

Committee Members:

Time Line:

The committee met monthly between January 2011 and May 2012. Committee members reconvened periodically in the 2012-13 school year to assess, discuss and if required, make revisions to the evaluation system and to address guidelines released by the State of NJ Department of Education which address AchieveNJ legislation. .

May 31, 20122
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Kinnelon Public Schools Mission

The Board of Education considers that the mission of the Kinnelon Public Schools is to develop citizens who have mastered the basic skills and complex problems solving techniques, understand and are able to utilize technology, are internally motivated, have a high level of self-esteem, show respect for humanity, have an appreciation for the arts, take responsibility for their actions, and are committed to the continuous pursuit of knowledge. The intention of the Board is to implement this mission by providing innovative programs developed by knowledgeable staff, by encouraging parental involvement in the educational process and by the appropriate use of community resources.

The contemporary job of the teacher is exceedingly complex, requiring a wide array of knowledge and skills

Purpose of a Teacher Evaluation System

Teacher evaluation systems serve several purposes:
- To improve instruction and student achievement by facilitating educator professional growth and development;
- To identify needs for staff learning and development;
- To ensure teaching quality by bringing assistance to beginning and struggling teachers; and
- To inform personnel decisions (retention, transfer, tenure, promotion, dismissal).

This evaluations system is based on the most current research and literature[1] on teacher effectiveness and evaluation and supports the NJ Professional Teaching Standards and the InTASC Model Core Teaching Standards.

NJ Professional Teaching Standards & InTASC Model Core Teaching Standards

New Jersey's new professional standards for teachers and school leaders were adopted by the State Board of Education in December 2003 as part of the new licensing regulations. These new professional standards provide a clear vision of the knowledge, performances and dispositions that teachers and school leaders need to support the learning called for in the revised Core Curriculum Content Standards.

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[1] Marzano, R. *The Art and Science of Teaching A Comprehensive Framework for Effective Instruction,* ASCD Press 2007 & Danielson, C., *Enhancing Professional Practice A Framework for Teaching 2nd Ed.,* ASCD 2007

The NJ Professional Development Standards are outlined below. A more detailed description of the standards including the knowledge requirements, dispositions and performances specific to each of the eleven standards can be found at http://www.nj.gov/education/profdev/profstand/standards.pdf.

The NJ Professional Development Standards:

1. **Subject Matter Knowledge -** Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (NJCCCS and CCSS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

2. **Human Growth and Development -** Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

3. **Diverse Learners -** Teachers shall understand the practice of culturally responsive teaching.

4. **Instructional Planning and Strategies -** Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

5. **Assessment -** Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

6. **Learning Environment -** Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

7. **Special Needs -** Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

8. **Communication -** Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

9. **Collaboration and Partnerships -** Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

10. **Professional Development -** Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

11. **Professional Responsibility -** Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

InTASC Model Core Teaching Standards

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), is pleased to offer this set of model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement.

More importantly, these Model Core Teaching Standards articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching.

The Model Core Teaching Standards are outlined below. A more detailed description of the standards including the knowledge requirements, dispositions and performances specific to each of the eleven standards can be found at
http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

The Learner and Learning
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Important Definitions

For purposes of this evaluation process, the following terms are defined below:

1. *AchieveNJ* – The New Jersey teacher evaluation requirements resulting from the TEACHNJ Act signed into law on August 6, 2012.

2. *Annual Evaluation Conference and Annual Summary Review*–The conference between the evaluator and teacher to discuss the teacher's most recent Professional Development Plan, the formal and informal classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance.

3. *Corrective Action Plan (CAP)* – A plan developed by a principal/supervisor with input from the teacher for the purpose of articulating specific actions and outcomes needed in order to improve the teacher's performance. After the first year, teachers who receive an Ineffective or Partially Effective rating are required to have one additional observation, and multiple observers are required as part of the CAP.

4. *Artifact* – A product resulting from a teacher's work. Artifacts are natural by-products of a teacher's work and are not created for the purpose of satisfying evaluation requirements. Teachers may use them as exemplars of their work.

5. *Data*–Factual information used as the basis for reasoning, discussion, or planning.

6. *Evaluator*–The person responsible for overseeing and completing the teacher evaluation process. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.

7. *Evidence*–Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.

8. *Formal Evaluation Process*–The process of evaluating a teacher using the following essential components:

   a. *Observations*:
      i. *Formal Observation*–
         1. *Full Observation* – These observations must be at least 40 minutes, with a post-conference; Full observations, beyond the minimum requirements, do not require pre-conference.

         2. *Short Observation -* *These observations* must be at least 20 minutes, with a post-conference

         3. *Informal Observation*–An informal observation may take place as an evaluator visits classrooms or "drops in" on the teacher's classroom

         4. *Walkthrough* – *3-10 minute observation, often for data collection*

   b. *Pre-Observation Conference*– For all teachers, at least one of the required observations shall be announced and preceded by a pre-observation conference. The goal of this conference is to prepare the evaluator for the observation. Full observations, beyond the minimum requirements, do not require pre-conference.

   c. *Post-Observation Conference*–During the post-observation conference, the evaluator and teacher shall discuss the lesson structure in terms of planning, instruction, and the classroom environment. The evaluator and teacher shall also discuss areas of professional responsibilities and professional growth. Teachers may bring or be asked to bring artifacts to this conference.

9. *NJ Professional Teaching* Standards - The uniform standards of professional teaching provide a clear vision of the knowledge, performances and dispositions that teachers and school leaders need to support the learning called for in the revised Core Curriculum Content Standards. (http://www.nj.gov/education/profdev/profstand/standards.pdf)

10. **InTASC Model Core Teaching Standards –** A set of model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement.

11. *Non-Tenured Teachers*–Teachers who are in the three years of teaching and who hold a Provisional/Standard Professional Certificate. ***NOTE: Teachers hired after Aug. 6 2012 are considered non-tenured in the first four years of teaching.*

12. *Professional Development Plans*–Every teacher will use a Professional Development Plan to identify goals and strategies to improve performance.

13. *School Improvement Panel (ScIP) -* Based upon the provisions of TEACHNJ Act and AchieveNJ, every school must establish a School Improvement Panel (ScIP) whose role is to ensure, oversee, and support the implementation of the district's evaluation, professional

development (PD), and mentoring policies at the school level. The ScIP also ensures that teachers have a strong voice and significant opportunity to help shape evaluation procedures within each school.

14. ***Student Growth Percentile (SGP) -*** Student Growth Percentiles (SGPs) measure how much a student has learned from one year to the next compared to peers with similar academic history from across the state. Growth baseline information is established by a student's prior learning as measured by all of student's NJ ASK results. Teachers of students in Grades 4-8, Language Arts and Mathematics will receive medial SGP score from The NJ DOE about their students that will be factored into their summative evaluation.

15. ***Student Growth Objectives (SGO) -*** Academic goals created by teachers and approved by the school Principal for groups of students that are aligned to state standards and can be tracked using objective measures. All teachers will create at least two SGOs per year and the data will be factored into their summative evaluation. Teachers who receive a median SGP need to create a minimum of on SGO per year.

16. ***Tenured Teachers*** – Licensed professional educators who were granted tenure by the Board of Education.

17. ***Teacher Reflective Guide –*** A reflective guide designed to correlate to the observation/evaluation tool.

The Evaluation Process as Outlined in ACHIEVENJ

AchieveNJ Guiding Principles

The AchieveNJ evaluation and support system is structured around several guiding principles:

1. Educator effectiveness can and should be measured to ensure our students have the best teachers in the classroom. A three-year study by the Bill & Melinda Gates Foundation recently affirmed the impact of evaluations and showed that huge variations exist between the most and least effective teachers — in some cases, up to an 11-month difference in student learning.
2. Evaluations should always be based on multiple measures that include both learning outcomes and effective practice. No teacher or principal should ever be assessed based on test scores alone, much less a single test. Therefore, AchieveNJ includes a combination of student growth on objective measures and observations of a teacher's classroom practices and a principal's leadership practices conducted by appropriately trained observers.
3. Timely feedback and high-quality professional development, tied to evaluations, are essential to help educators improve. Evaluations provide educators with more opportunities to engage in high-quality professional conversations and nuanced data that can be used to tailor professional development to staff needs. Evaluations that do not contribute to these types of growth and development offer limited value.
4. Evaluation and support systems should be developed with significant input from educators. We have been working every step of the way over the past two years with those most affected: teachers and principals.
5. Tenure and other forms of recognition should be based on effectiveness. As codified in the new tenure law passed in 2012, educators should be recognized and rewarded based on the outcome of meaningful evaluations rather than simply time served.

Multiple Measures for Evaluating Teachers

AchieveNJ relies on multiple measures of performance to evaluate teachers. These measures include components of both student achievement and teacher practice. While all New Jersey teachers will receive an annual summative evaluation rating of Highly Effective, Effective, Partially Effective, or Ineffective, the components used to determine these ratings vary, depending on the grades and subjects that educators teach.

Weighting of Teacher Evaluation Components

Teachers in Tested Grades and Subjects

To whom does this apply?

4th–8th grade English language arts and 4th-7th grade mathematics teachers with students that have baseline and end-of-year NJ ASK scores available. Because 3rd grade is the first testing year of the NJ ASK, there is no baseline data to create an SGP for students and teachers in that grade. In order for teachers to have an SGP score, they must have no fewer than 20 student SGP scores, and students must be enrolled in a teacher's class for at least 70 percent of the year. If two or three years of data are available, the NJ Department of Education will choose the best available score for the teacher — either the teacher's median score of their current roster of students or the median of all student scores over the available years.

How will these teachers be measured?

30 % of a teacher's overall evaluation rating is based on Student Achievement with 10% based on Student Growth Percentile (SGP) data from NJ ASK scores. 20 % is based on Student Growth Objective (SGO) data from one to two measures that teachers set with the approval of their principals. 70% percent is based on Teacher Practice information obtained from classroom observations.

Teachers in a Tested Subject or Grade
4-8 ELA and Math

20%

80%

■ Teacher Practice   ■ SGO
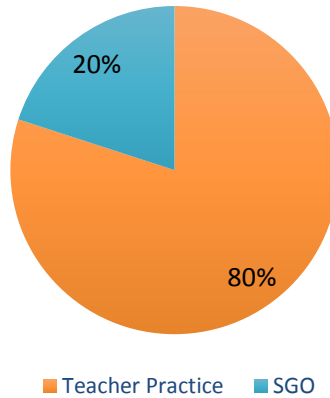
Teachers of Non-Tested Grades and Subjects

To whom does this apply?

All teachers who are not considered teachers of tested grades and subjects.

How will these teachers be measured?

80 % of a teacher's overall evaluation rating is based on Teacher Practice obtained from classroom observations. 20 % is based on Student achievement data obtained from SGO data from two measures that teachers set with the approval of their principals.

Teachers in a Non-tested Subject or Grade
Teachers outside grades 4-8 ELA and Math

20%

80%

■ Teacher Practice   ■ SGO
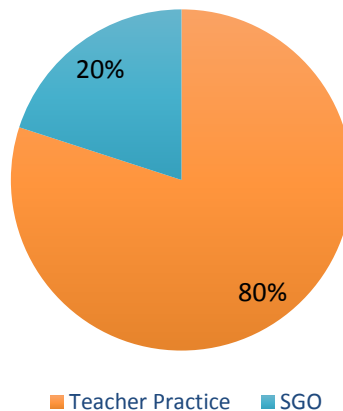
Teacher Practice – The Observation Process

Kinnelon uses an observation instrument based upon a hybrid between the Charlotte Danielson model *Enhancing Professional Practice: A Framework for Teaching* and the Marzano Protocol based on the research compiled in *The Art and Science of Teaching* and *Classroom Instruction That Works.* **This framework provides:**

1. **A Road Map for Novices** Most professions designate a period of apprenticeship for a novice practitioner. Attorneys and doctors work as interns and residents before assuming complete responsibility for patients and clients. But teachers, from the moment they are awarded their first license, are considered full members of the profession. The responsibilities of a first-year teacher are just as complex (in some situations, more so) as those of a 20-year veteran. Given the complexity of teaching, a map of the territory is invaluable to novices, providing them with a pathway to excellence.

2. **Guidance for Experienced Professionals** A framework for professional practice offers the teaching profession the same definition long afforded other professions. A framework answers the questions, "What does an effective teacher know?" "What does an accomplished teacher do in the performance of her duties?" A framework is useful for all members of the profession, from those just entering, to veterans who may have lost enthusiasm for their work, to master teachers who are trying to convey their wisdom to others. A framework for professional practice can provide the structure for professional discussions and an opportunity for genuine professionalism.

3. **A Structure for Focusing Improvement Efforts** When novice teachers meet with their mentors or when experienced teachers consult with their principals or supervisors, they need a framework to determine which aspect of teaching requires their attention. They must decide which part of all the complex elements of instruction reflected in any lesson to concentrate on. A framework for professional practice can provide such a structure. With a framework of professional practice in hand, however, participants can conduct conversations about where to focus improvement efforts within the context of shared definitions and values. These conversations can focus on means, not ends, and they can be conducted in an environment of professional respect.

A Framework for Professional Staff
In the publication, *Descriptors of Effective Teaching: a Framework for Continuous Growth*, Charlotte Danielson (1997) organized professional practice for classroom teachers and professional educational staff into domains:

A Framework for Classroom Teachers:
- Planning & Preparation
- Classroom Environment
- Instruction

- Professional Responsibilities

A Framework for Specialists:

The organization of the frameworks for the specialists closely follows that of the framework for teaching. Each is organized into domains appropriate to the specialist.

Child Study Team Members:
- Planning & Preparation
- Delivery of Service
- Professional Responsibilities
- Collaboration and Consultation
- Assessment and Monitoring of Student Learning

School Counselors:
- Planning & Preparation
- The Counseling Environment
- Collaboration and Consultation
- Professional Responsibilities

School Nurses:
- Planning & Preparation
- Professional Practice and Delivery of Service
- Collaboration and Consultation
- Professional Responsibilities

School Media Specialist:
- Planning & Preparation
- Professional Practice and Delivery of Service
- Collaboration and Consultation
- Professional Responsibilities
- Student Improvement

The Kinnelon Public Schools District acknowledges the importance of describing the knowledge, skills and accomplishments that comprise effective education. It agrees with the National Board for Professional Teaching Standards that high and rigorous standards should serve as a framework for ongoing growth in professional expertise that ultimately results in increased student learning. The district recognizes that excellence requires a strong foundation of fundamental skills that members of the district's professional staff must demonstrate consistently across all areas of expertise.

Levels of Performance
Teaching Staff:

1. *Beginning*: The teacher either did not use strategies that could have been used when the strategy was called for, or did so ineffectively which lead to concerns in the lesson design and/or implementation. Working on the fundamental practices associated with the strategy or concept will enable the teacher to grow and develop in this area. If an observer encounters performance at this level, it is very likely time to intervene as this represents a first priority for coaching.

2. *Developing*: The teacher performing at this level appears to be at the beginning level of understanding with the concepts underlying the component/strategy but implementation is

incorrect, sporadic, intermittent or otherwise not entirely successful. Additional reading, discussion, and/or coaching will enable the teacher to grow in this area.

3. ***Applying***: Teachers performing at this level clearly understand the concepts underlying the component and implements well. Teachers applying strategies at this level are applying the strategy with understanding and ease. They are effective while working to improve as they participate in a professional community.

4. ***Innovating***: Teachers' application of strategies at this level demonstrates mastery with the underlying concepts of the component/strategy. A teacher using strategies at this level of implementation could be used as an exemplar for other teachers. A teacher at this level uses strategies in innovative ways, going above and beyond the thorough and effective implementation of these strategies. Teacher expertise in this area allows them to make a contribution to the field both in and outside of their classroom.

Other Certificated Staff (CST, Nurses, School Counselors, Media Specialists):
1. ***Beginning***: The specialist either did not use or exhibit a behavior or did so ineffectively. Working on the fundamental practices associated with the strategy or concept will enable the specialist to grow and develop in this area. If an observer encounters performance at this level, it is very likely time to intervene as this represents a first priority for coaching.

2. ***Developing****:* The specialist performing at this level appears to be at the beginning level of understanding with the concepts underlying the component/strategy but implementation is incorrect, sporadic, intermittent or otherwise not entirely successful. Additional reading, discussion, and/or coaching will enable the specialist to grow in this area.

3. ***Applying***: The specialist performing at this level clearly understands the concepts underlying the component and implements well. Specialists performing at this level are effective while working to improve as they participate in a professional community.

4. ***Innovating***: The specialist performing at this level demonstrates mastery with the concepts underlying the component/strategy. These individuals demonstrate expertise in areas that could be used as an exemplar for other professionals. This expertise allows them to make a contribution to the field both in and outside of their schools.

Timeline & Number of Required Observations and Evaluations for Teaching and Other Certificated Staff

Tenure Status		Minimum # of Observations Required and Type	Summative Rating	Suggested Timeline	
Nontenured	Year 1 & 2	3 *(2 Long/Full, 1 Short)*	Highly Effective, Effective, Partially Effective or Ineffective	Obs. #1	By the end of November
				Obs. #2	By the end of February
	Year 3 & 4	3 *(1 Long/Full, 2 Short)*	Highly Effective, Effective, Partially Effective or Ineffective	Obs. #3	By the end of April
Tenured[2]	Effective Highly Effective	2 *(1 Long/Full, 1 Short)*	Highly Effective, Effective, Partially Effective or Ineffective	Obs. #1	By the end of November
				Obs. #2	By the end of February
				Obs. #3	By the end of May
Faculty on Corrective Action Plan	Partially Effective, Ineffective	Follows above with no fewer than 1 additional observation	Highly Effective, Effective, Partially Effective or Ineffective	Additional observations are scheduled as needed	

ALL STAFF WILL RECEIVE AN ANNUAL SUMMATIVE EVALUATION

One observation should have pre-conference and all should have a post-conference[3]

Non Tenured Annual Summative Evaluation – Prior to May 15

Tenured Annual Summative Evaluation – Prior to June 10

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[2] Tenured teachers below effective require 3 observations
[3] For tenured staff the post conference can be remote via phone, email etc.

Dispositions of the Professional Staff:

Teachers

Teachers who teach for a profession have high expectations to meet. The complexity of teaching is well recognized, and this complexity extends over several aspects of the work. Teaching is physically demanding, teachers are active, moving around the classroom, between classrooms in a school and sometimes between schools in a district. Teaching is also emotionally demanding, the more caring a teacher is, the more emotionally demanding it is. Teaching is cognitively demanding, a teacher makes hundreds of nontrivial decisions daily, from designing lessons, to responding to student questions, meeting with parents, to responding to requests of colleagues and administrators. **With the recognition of this complexity, components of each domain of professional practice are outlined below**.

Planning

The teacher:
- Plans lessons in congruence with the district curriculum, the NJCCCS and/or the Common Core State Standards
- Designs/creates learning goals/objectives that are measurable and student centered
- Demonstrates an understanding of the content, including any prerequisites skills and knowledge required for students to acquire/master learning goal(s) and supports the Enduring Understandings
- Selects instructional methods that best support student acquisition of the established learning goals
- Demonstrates awareness of school, district and outside resources to support the lesson
- Demonstrates awareness of student learning and achievement differences
- Plans for student/lesson assessment that supports design of future instruction and differentiation

Instruction

The teacher:
- Communicates the learning goal/objectives to students (e.g. the teacher provides or reminds students about a specific learning goal) and expectations for measuring acquisition of learning goals
- Effectively tracks/documents student progress (e.g. using formative assessments, anecdotal records, etc.)
- Reviews previous content/prerequisite skills important to the lesson content
- Previews new content (e.g. teacher uses strategies such as K.W.L., organizers like Top-Down Webs, preview questions, etc.)
- Chunks content into understandable/manageable segments and gives students opportunities to process new information (e.g. after each segment, teacher asks students to summarize, clarify, restate, apply, use, etc.)

- Assists/provides opportunities for students to record/represent knowledge (e.g. teacher asks students to summarize, take notes (can be 2-column) or use non-linguistic representations like charts, pictures, etc.)
- Asks students to elaborate on new information (e.g. teacher asks questions that require students to make and defend inferences)
- Organizes students/provides opportunities for students to practice and deepen knowledge (e.g. assigns independent practice or groups students for massed and distributed practice)
- Provides opportunities for students to extend knowledge such as exploration of similarities and differences (e.g. the teacher engages students in comparing, contrasting, creating analogies and metaphors)
- Gives opportunities to revise knowledge (e.g. teacher asks students clarify or add to previous information, to revise entries in notes, etc.)
- Maintains an appropriate pace by responding to learning by slowing/quickening pace of instruction to maintain engagement
- Uses questioning techniques that require students to reach to a higher cognitive level and manages wait time to allow students to process both the question and answer
- Provides students with opportunities to complete cognitively complex tasks (e.g. teacher organizes students into small groups/pairs to facilitate challenging and complex activities)
- Engages students in cognitively complex tasks that involve inference generation (e.g. decision making tasks, problem solving tasks, experimental inquiry tasks, investigative tasks, prediction, etc.)
- Provides resources and guidance (teacher makes resources available that are specific to tasks and helps students execute such tasks – teacher as facilitator)
- Communicates and celebrates student achievement/progress

Classroom Environment

The teacher:
- Establishes/has established classroom routines (e.g. teacher reminds students of a rule or procedure or establishes a rule or procedure or there is evidence of the establishment of such)
- Notices and reacts when students are not engaged (teacher scans classroom to monitor students' level of engagement and attends to situations that are of concern)
- Manages student responses during questioning (e.g. teacher uses strategies that ensures majority of student responses - cards, voting techniques, wait time, Socratic dialog, etc.)
- Applies consequences (e.g. teacher applies appropriate consequences to lack of adherences to rules and procedures consistently and fairly)
- Acknowledges adherence to rules and procedures (e.g. teacher does this consistently and fairly)
- Displays objectivity and control in all situations
- Communicates high expectations for all students
- Organizes the physical layout of the room to maximize learning (when applicable, it is noted that some classrooms are not equipped for this)

Professional Responsibilities

The teacher:

- Demonstrates the ability to reflect an accurate and objective description of the lesson, and cites specific positive and negative characteristics including specific suggestions as to how the lesson might be improved

- Has a detailed, accurate and efficient system for maintaining plan book, grade book, student attendance or other professional records. The gradebook details should provide anecdotal and data driven indicators, substantiating an exemplary commitment to planning, differentiated lessons, and the utilization of varied and frequent assessment instruments

- Performs all ancillary duties required or expected in professional manner. This may include but is not limited to responding to requests for information about students or program, submission of lesson plans, responding to parent requests for information, attending to assigned duties, etc.

- Successfully engages families in the instructional program and encourages student participate in communicating with families

- Participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues

- Seeks opportunities for professional development based on an individual assessment of need.

- Teacher is quick to respond to administrative suggestions aimed at improving professional performance

- Makes a substantial contribution to the profession through such activities as action research, and mentoring new teachers

- Makes genuine and successful efforts to ensure that all students are well served by the school

Child Study Team Members (Learning Consultants, Psychologists, Social Workers, Occupational Therapists, Physical Therapists and Speech and Language)

The state mandated role of the Child Study Team member is varied and discipline dependent. The psychologist, learning consultant, social worker and speech language/specialist determine special education eligibility via an assessment and interview process, design and implement programs, facilitate meetings with parents, offer direct service to students, and provide consultation to staff, administration, and parents. The occupational and physical therapists provide direct services to students and also act as consultants to staff, administration and parents. The components of each domain of professional practice are outlined below.

Planning and Preparation

The CST Professional:

- Has a thorough knowledge of student IEP driven goals and objectives
- Understands the alignment of goals and objectives with discipline based standardized testing and functional assessment
- Has a thorough knowledge of modifications and accommodations
- Has a thorough knowledge of behavioral plan (if relevant)

- Has a thorough knowledge of code compliance issues (e.g. timelines, meeting participants, classification, IEP construction)
- Demonstrates appropriate preparation for service delivery including room set up and instructional materials
- Uses data to inform planning
- Creates an environment which is welcoming, motivating, instructional and reflects student work
- Develops objectives which are clearly delineated to intended audience

Delivery of Service

The CST Professional:

- Paces and structures the instructional/therapeutic process in an individualized way for students
- Clearly defines expectations for students, parents, teachers, etc.
- Provides valuable feedback to the specific audience (students, parents, participants)
- Consistently applies evidence based practice
- Differentiates instruction
- Applies a multi-sensory approach to instruction
- Demonstrates written and verbal communication appropriate to audience
- Applies multi-disciplinary approach (co-treats)
- Presents content which reflects district's enduring objectives
- Applies management strategies which reflect methodology to promote behavioral self-regulation
- Applies behavioral consequences with fairness and objectivity

Professional Responsibilities

The CST Professional:

- Completes reports which are written for the appropriate audience
- Completes all paperwork in a timely and professional manner
- Maintains current licensing requirements
- Demonstrates knowledge of resources associated with professional discipline
- Participates in building based and district initiatives
- Participates in professional organizations
- Provides valuable analysis of observation outcomes through self-assessment
- Demonstrates advocacy for all special needs students

Collaboration and Consultation

The CST Professional:

- Collaborates with special and general education teachers, administration, and school staff (e.g. consultation, carryover into LRE, generalization)
- Demonstrates collaboration between home and school

- Involves students in age appropriate reflection regarding their program, progress and planning
- Provides timely and valuable feedback to parent provided utilizing multiple formats (e.g. e-mail, progress notes, communication books, telephone)
- Integrates skills from classroom into the provision of related services

Assessing and Monitoring Student learning

The CST Professional:

- Documents progress via benchmarked goals and objectives, progress notes, etc.
- Documents progress via standardized and/or qualitative assessments
- Obtains input from parents, teachers, students, and administration
- Provides opportunities for students to demonstrate level of proficiency
- Provides immediate feedback to students (verbal, visual, tactile)

School Counselors

School counselors provide a variety of counseling and support services. Their duties vary greatly, depending on their specialty, which is determined by the setting in which they work and the population they serve. Although the specific setting have an implied scope of practice, counselors frequently are challenged with children, adolescents, adults, or families that have multiple varied issues. Counselors must recognize these issues in order to provide their clients with appropriate counseling and support.

Secondary counselors provide specific course/college/career/personal/social counseling and advisement with students and parents individually, in small/large groups on all aspects of educational planning, & development/implementation of programs to meet needs of students & parents; collection & reporting of data.

 Elementary school counselors provide individual, small-group, and classroom guidance services to students. Counselors observe children during classroom and play activities and confer with their teachers and parents to evaluate the children's strengths, problems, or special needs. In conjunction with teachers and administrators, they make sure that the curriculum addresses both the academic and the developmental needs of students.

Planning & Preparation

The school counselor:

- Plans multiple approaches and applies a broad range of counseling strategies that are effective and appropriate to the student

- Displays and demonstrates knowledge of typical developmental characteristics of age group, exceptions to the patterns, and adapts to individual student needs

- Demonstrates thorough knowledge of students' backgrounds, skills, needs, and interests, and uses this knowledge to plan for individual and/or group interactions and/or special programming.

- Applies knowledge of students' varied approaches to learning.

- Demonstrates a thorough knowledge of appropriate use of tests, inventories, and assessments and uses their applications effectively.

- Displays a depth of knowledge of post-high school options through the full range of student needs and can match highly individualized needs to options found locally and nationwide

The Counseling Environment

The school counselor:
- Guides and directs students and their families individually or in groups regarding social, emotional, educational, and vocational development to reduce barriers to learning and to increase students' ability to interact appropriately with others.
- Initiates and is pro-active in communication with parents/guardians. .
- Demonstrates ability to engage families in the learning process
- Consults/collaborates with teachers, administrators and other relevant school personnel.
- Develops a climate of trust that facilitates communication and cooperation

Collaboration and Consultation

The school counselor:
- Conducts detailed and individualized assessment of student needs in order to develop and implement programs.
- Assists students in determining their abilities, achievement, interests, and goals.
- Actively encourages and collaborates with teachers, other professional, and parents to participate in all aspects of students' education.
- Demonstrates awareness of all resources available through the school or district and knows how to gain access for students.
- Continually seeks ways to ensure success for all students, making adjustments, and responding to student interests and needs
- Demonstrates flexibility in availability when addressing parent, teacher, or administrative issues

Professional Responsibilities

The school counselor:
- Demonstrates thoughtfulness and accuracy in assessing effectiveness of guidance/counseling activity and offers specific alternative actions, complete with probable successes of different approaches
- Maintains systematic records, files and materials and maintains their security
- Consistently schedules and utilizes available time for guidance curriculum, individual planning, responsive services, and consultation.
- Demonstrates flexibility by reprioritizing daily schedules and remaining flexible during changing circumstances
- Seeks opportunities for professional development and makes a systematic attempt to implement ideas gained through professional development opportunities into guidance/counseling program

School Nurses

The certified professional school nurses in the Kinnelon Public Schools have a multitude of roles within the scope of their practice. In an ongoing effort to ensure children remain healthy and ready to learn, the school nurses take on the roles of nursing care provider, investigator, communicator, counselor, educator, child advocate, community liaison, recorder and manager. The components of each domain are outlined below.

Planning & Preparation

The school nurse:

- Demonstrates understanding of the professional school nursing process, which includes assessment, knowledge and associated techniques.
- Demonstrates an understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns
- Demonstrates extensive knowledge of School Health Guidelines that incorporates the state mandated immunization regulations as well protocol for health issues and resources for students, including those available through the school or district and in the community
- Appropriately and comprehensively plans for delivery of services

Professional Practice and Delivery of Service

The school nurse:

- Consistently applies evidence based clinical practice which includes assessing, planning, implementing, and evaluating the nursing care in an ongoing manner.
- Develops individualized health care plans and/or emergency care plans are carried out by the school nurses for each student with acute or chronic health concerns and provide health care and advice to faculty members
- Seeks information regarding health histories, health practices, environmental concerns, safety issues, communicable disease patterns and current health information relevant to the practice of school nursing
- Provides health education to students formally when applicable to assignment and continuously on a one-on-one basis during the delivery of nursing care to students, faculty and parents
- Consistently and effectively promotes health and wellness for both students and staff
- Serve in the role of counselor to students, parents and staff alike regarding health issues and personal concerns, making referrals as needed to the school psychologist, student assistance counselor, school guidance counselor and private physicians, or community health resources
- Acts as an advocate for students and families, work closely with staff and families to facilitate that health care needs and accommodations are identified and met.

Collaboration and Consultation

The school nurse:

- Demonstrates effective communication and collaboration between home and school which includes the student when age appropriate

- Demonstrates effective communication, consultation and collaboration with administrators and staff
- Demonstrates effective communication, consultation and collaboration with medical professionals and agencies

Professional Responsibilities

The school nurse:

- Consistently applies evidence based clinical practice which includes assessing, planning, implementing, and evaluating the nursing care in an ongoing manner.
- Develops individualized health care plans and/or emergency care plans are carried out by the school nurses for each student with acute or chronic health concerns and provide health care and advice to faculty members
- Seeks information regarding health histories, health practices, environmental concerns, safety issues, communicable disease patterns and current health information relevant to the practice of school nursing
- Provides health education to students formally when applicable to assignment and continuously on a one-on-one basis during the delivery of nursing care to students, faculty and parents
- Consistently promotes health and wellness for both students and staff
- Serve in the role of counselor to students, parents and staff alike regarding health issues and personal concerns, making referrals as needed to the school psychologist, student assistance counselor, school guidance counselor and private physicians, or community health resources
- Acts as an advocate for students and families, work closely with staff and families to facilitate that health care needs and accommodations are identified and met

School Library Media Specialists

Certified Library Media Specialists develop and administer a library media program for students, staff and administration that support the curriculum and information needs. They provide professional library assistance to patrons that maximize the full utilization of library services, resources and technology. Library Media Specialist promotes literacy, information literacy skills, technology skills and 21st century skills.

Planning & Preparation

The media specialist:

- Demonstrates knowledge of professional school library media practice and pedagogy
- Demonstrates thorough knowledge of literature and of current trends in practice and information technology
- Demonstrates knowledge of content standards and of students' needs for information skills within those standards
- Designs and selects instructional goals that implement content standards
- Demonstrates knowledge of students

- Designs and implements goals for the media program are clear and appropriate to the situation in the school and to the age of the students.
- Demonstrates awareness 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

Professional Practice and Delivery of Service

The media specialist:
- Establishes or has established a culture for learning in an environment of respect and rapport
- Establishes or has established an environment that fosters a polite and respectful interaction between the library/media specialist and students and each other. This environment, reflects general warmth and caring, and is appropriate to the cultural and developmental differences among groups of students
- Translates instructional goals into learning experiences and conveys a sense of the importance of seeking information and reading literature
- Develops and manages the library collection by selecting materials for the collection and periodically purges the collection of outdated material. The collection is balanced among different areas
- Organizes and makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use

Collaboration and Consultation

The media specialist:
- Participates in curriculum development and assessment projects
- Collaborates with individual teachers with classroom teachers in the design of instructional lessons and units
- Consults and collaborates with administrators to support school and district goals
- Provides leadership using instructional resources and technologies

Professional Responsibilities

The media specialist:
- Reflects on practice and provide an accurate and objective description of practice, citing specific positive and negative characteristics and makes specific suggestions as to how the media program might be improved
- Contributes to the school, district, and the profession
- Communicates with families to provide information, as
- appropriate, about the instructional program
- Grows and develops professionally by seeking out opportunities for professional development based on an individual assessment of need
- Demonstrates professionalism showing high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws

Student Improvement

The media specialist:

- Uses results from external assessments to assist in student improvement
- Uses multiple measures and a variety of assessment techniques to assist students with selection of materials/improvement of skills
- Provides evidence of student improvement
- Demonstrates an awareness of student needs and develops/applies appropriate strategies to address needs of students

The Summative Rating and Weighting of Categories and Components

Each domain component will be weighted as follows:

Innovating =4

Applying = 3

Developing = 2

Beginning = 0

N/A = not rated, will not affect the denominator

Teacher Evaluation: *Summative Ratings*

Component	Raw Score	Weight	Weighted Score
Teacher Practice Eval. Instrument	3.0	X 50%	1.5
Student Growth Percentile	2.0	X 35%	.70
Student Growth Objective	3.5	X 15%	.525
Sum of the Weighted Scores			**2.725**

This is a sample scale. The NJDOE will determine the actual scale prior to September 2013.

2.725

	Ineffective	Partially Effective	Effective	Highly Effective

| 1.0 Points | 1.75 Points | 2.5 Points | 3.5 Points | 4.0 Points |

Teacher Practice + Student Growth Percentile + Student Growth Objective = Sum. Rating

N.J.A.C. 6A:10-4.1
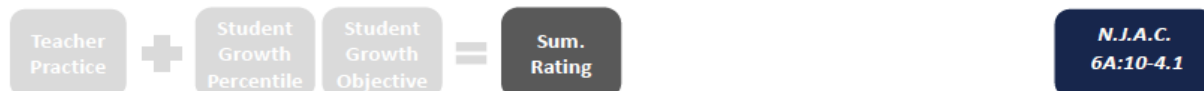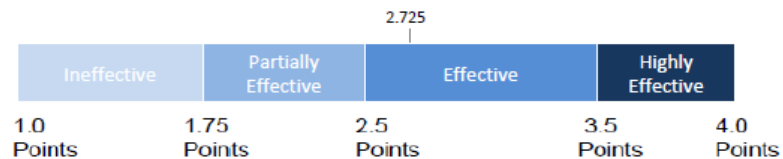
Appendix 1 - Certificated Staff Observation and Evaluation Forms

Observation Forms (these 'hard-copy' Word format forms are representative of the online evaluation forms in MyLearningPlan/OASYS)

Kinnelon Public Schools
Teacher Observation/Evaluation Record (Full/Long Form)

Brief Summary of the Lesson:

I. Planning

Strategy in use: (*(Note to evaluator, a comment/recommendation is required if Innovative, Developing or Beginning is assigned, a comment or recommendation is required.)* **The teacher:**	Level of implementation
1. Creates learning goals that are measurable and student centered	*Innovating* *Applying* *Developing* *Beginning*
2. Planning demonstrates an understanding of the content, including any prerequisites skills and knowledge required for students to acquire/master learning goal(s)	*Innovating* *Applying* *Developing* *Beginning*
3. Selects instructional methods that best support every student in meeting the established learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners.	*Innovating* *Applying* *Developing* *Beginning*
4. Selects district/school/outside resources that are supportive of the instructional design (may include, but not limited to technology, literature, primary source documents, exemplars, etc.)	*Innovating* *Applying* *Developing* *Beginning*
5. Plans for student/lesson assessment that supports design of future instruction and differentiation	*Innovating* *Applying* *Developing* *Beginning*
Comments/Recommendations	

II. Instruction

Strategy in use: (*Note to evaluator, a comment/recommendation is required if Innovative, Developing or Beginning is assigned, a comment or recommendation is required.*) *The teacher:*	Level of implementation
1. Provides/communicates clear learning goals (e.g. the teacher provides or reminds students about a specific learning goal or evidence of such is apparent)	*Innovating* *Applying* *Developing* *Beginning*
2. Expectations for measure of learning goals/objectives are communicated to students (may include but not limited to models/exemplars, rubrics, scales, criteria, etc.)	*Innovating* *Applying* *Developing* *Beginning*
3. Effectively tracks/documents student progress (e.g. using formative assessments)	*Innovating* *Applying* *Developing* *Beginning*
4. Reviews previous content *or* previews new content in ways that assist students in organizing and utilizing knowledge/skills; or organizes students to practice and deepen knowledge/skills (e.g. the teacher organizes students into groups designed to review information or practice skills)	*Innovating* *Applying* *Developing* *Beginning*
5. Chunks content/activities into understandable/manageable segments	*Innovating* *Applying* *Developing* *Beginning*
6. Gives students opportunities to process information (e.g. after each segment, teacher asks students to summarize, clarify, etc.)	*Innovating* *Applying* *Developing* *Beginning*
7. Assists/provides opportunities for students to record/represent knowledge (e.g. teacher asks students to summarize, take notes, or use non-linguistic representations)	*Innovating* *Applying* *Developing* *Beginning*
8. Provides students with opportunities to extend, revise, elaborate, practice and deepen knowledge (e.g. independent, massed and distributed practice)	*Innovating* *Applying* *Developing* *Beginning*
9. Maintains an appropriate pace by responding to learning by slowing/quickening pace of instruction to maintain engagement	*Innovating* *Applying* *Developing* *Beginning*

10. Uses questioning techniques that require students to reach to a higher cognitive level	*Innovating* *Applying* *Developing* *Beginning*
11. Applies understanding of wait times and prompts students in new ways to engage participation	*Innovating* *Applying* *Developing* *Beginning*
12. Provides opportunities for students to extend knowledge such as exploration of similarities and differences (e.g. the teacher engages students in comparing, contrasting, creating analogies and metaphors)	*Innovating* *Applying* *Developing* *Beginning*
13. Gives opportunities to revise, practice, and deepen knowledge (e.g. teacher asks students to clarify or add to previous information, to revise entries in notes, etc.)	*Innovating* *Applying* *Developing* *Beginning*
14. Provides resources and guidance (teacher makes resources available that are specific to tasks and helps students execute such tasks – teacher as facilitator)	*Innovating* *Applying* *Developing* *Beginning*
15. Communicates and celebrates student achievement/progress	*Innovating* *Applying* *Developing* *Beginning*
Comments/Recommendations	

III. Classroom Environment

Strategy in use: (*(Note to evaluator, a comment/recommendation is required if Innovative, Developing or Beginning is assigned, a comment or recommendation is required.)* *The teacher:*	**Level of implementation**
1. Establishes/has established classroom routines (e.g. teacher reminds students of a rule or procedure or establishes a rule or procedure or there is evidence of the establishment of such)	*Innovating* *Applying* *Developing* *Beginning*
2. Teacher monitors students' level of engagement and attends to situations that are of concern	*Innovating* *Applying* *Developing* *Beginning*
3. Manages student responses during questioning (e.g. teacher uses strategies that ensure a majority of students respond - cards, voting techniques, wait time, Socratic dialog etc.)	*Innovating* *Applying* *Developing* *Beginning*

4. Creates an environment where students behave appropriately and take responsibility for their own behavior. (e.g. acknowledges adherence to rules and procedures and applies consequences when necessary)	*Innovating* *Applying* *Developing* *Beginning*
5. Communicates high expectations for all students	*Innovating* *Applying* *Developing* *Beginning*
6. Organizes the physical layout of the room to maximize learning (when applicable, it is noted that some classrooms are not equipped for this)	*Innovating* *Applying* *Developing* *Beginning*
Comments/Recommendations	

Additional Comments:

Areas of critical importance:

Acknowledgment of this form in MyLearningPlan/OASYS serves as an electronic signature.
Finalization of the form serves as the administrator's signature.
Acknowledgment of the observation form indicates only that the staff member has read the report, not that he/she necessarily agrees with the content.

Kinnelon Public Schools Teacher Short Observation Form

Date	
Objective(s) of the lesson/Learning Goals & Brief Overview of the lesson:	
Lesson Structure:	

Strategies *(Comments should entered by the evaluator for all ratings except "Applying".)*	
1. Provides/communicates clear learning goals (e.g. the teacher provides or reminds students about a specific learning goal or evidence of such is apparent).	*Innovating* *Applying* *Developing* *Beginning* *N/A for this lesson*
2. Selects instructional methods and resources that best support every student in meeting the established learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners.	*Innovating* *Applying* *Developing* *Beginning* *N/A for this lesson*
3. Organizes students to interact with knowledge (e.g. the teacher organizes students into dyads or triads to discuss small chunks of content)	*Innovating* *Applying* *Developing* *Beginning* *N/A for this lesson*
5. Chunks content into "digestible bites" (e.g. the teacher presents content in small portions that are tailored to students' level of understanding)	*Innovating* *Applying* *Developing* *Beginning* *N/A for this lesson*
6. Applies understanding of student engagement by using a variety of strategies to encourage such engagement by all.	*Innovating* *Applying* *Developing* *Beginning* *N/A for this lesson*
7. Provides and identifies critical information (e.g. the teacher provides cues as to which information is important)	*Innovating* *Applying* *Developing* *Beginning* *N/A for this lesson*
8. Reviews previous content _or_ previews new content in ways that assist students in organizing and utilizing knowledge/skills; or organizes students to practice and deepen knowledge/skills (e.g. the teacher organizes students into groups designed to review information or practice skills)	*Innovating* *Applying* *Developing* *Beginning* *N/A for this lesson*

9. Requires students to extend/elaborate on knowledge or new information such as organizing students for cognitively complex tasks (e.g. the teachers organizes students into small groups to facilitate cognitively complex tasks, the teacher asks questions that require students to make and defend inferences)	*Innovating* *Applying* *Developing* *Beginning* *N/A for this lesson*
10. Asks students to process information through questioning to reach a higher cognitive level (e.g. the teacher engages students in comparing, classifying, creating analogies and metaphors)	*Innovating* *Applying* *Developing* *Beginning* *N/A for this lesson*
11. Applies understanding of wait times and prompts students in new ways to engage participation	*Innovating* *Applying* *Developing* *Beginning* *N/A for this lesson*
12. Tracks student progress (uses formative assessments to track student individual & group progress on learning goal)	*Innovating* *Applying* *Developing* *Beginning* *N/A for this lesson*
13. Maintains an appropriate pace (e.g. the teacher slows and quickens the pace of instruction in such a way as to enhance engagement)	*Innovating* *Applying* *Developing* *Beginning* *N/A for this lesson*
14. Establishes/established classroom routines (e.g. the teacher reminds students of a rule or procedure or establishes a new rule or procedure or there is evidence of such).	*Innovating* *Applying* *Developing* *Beginning* *N/A for this lesson*
15. Notices and reacts when students are not engaged (e.g. the teacher scans the classroom to monitor students' level of engagement)	*Innovating* *Applying* *Developing* *Beginning* *N/A for this lesson*
Comments/Recommendations:	
Areas of Critical Importance:	

Kinnelon Public Schools
Child Study Team Member Observation/Evaluation Record

Brief Summary of the observed interaction:

I. Planning & Preparation

Strategy in use: : (*(Note to evaluator, a comment/recommendation is required if Innovative, Developing or Beginning is assigned, a comment or recommendation is required.)* *The CST staff member:*	Level of implementation
1. Has a thorough knowledge of student IEP driven goals and objectives	*Innovating* *Applying* *Developing* *Beginning* *N/A*
2. Understands the alignment of goals and objectives with discipline based standardized testing and functional assessment	*Innovating* *Applying* *Developing* *Beginning* *N/A*
3. Has a thorough knowledge of modifications and accommodations	*Innovating* *Applying* *Developing* *Beginning* *N/A*
4. Has a thorough knowledge of behavioral plan (if relevant)	*Innovating* *Applying* *Developing* *Beginning* *N/A*
5. Plans for student/lesson assessment that supports design of future instruction and differentiation.	*Innovating* *Applying* *Developing* *Beginning* *N/A*
6. Has a thorough knowledge of code compliance issues (e.g. timelines, meeting participants, classification, IEP construction)	*Innovating* *Applying* *Developing* *Beginning* *N/A*
7. Demonstrates appropriate preparation for service delivery including room set up and instructional materials	*Innovating* *Applying* *Developing* *Beginning* *N/A*
8. Uses data to inform planning	*Innovating* *Applying* *Developing* *Beginning* *N/A*
9. Prepares staff for thoughtful contributions to meetings that involve parental participation	*Innovating* *Applying* *Developing* *Beginning* *N/A*
10. Develops objectives which are clearly delineated to intended audience	*Innovating* *Applying* *Developing* *Beginning* *N/A*
Recommendations/Comments	

II. Delivery of Service

Strategy in use: : (*(Note to evaluator, a comment/recommendation is required if Innovative, Developing or Beginning is assigned, a comment or recommendation is required.)* *The CST staff member:*	Level of implementation
1. IEP, planning or eligibility meeting facilitation represents the appropriate scope and sequence	*Innovating* *Applying* *Developing* *Beginning* *N/A*
2. Clearly defines expectations for students, parents, teachers, etc.	*Innovating* *Applying* *Developing* *Beginning* *N/A*
3. Provides valuable feedback to the specific audience (students, parents, participants)	*Innovating* *Applying* *Developing* *Beginning* *N/A*
4. Consistently applies evidence based practice	*Innovating* *Applying* *Developing* *Beginning* *N/A*
5. Establishes and maintains rapport with parents and students	*Innovating* *Applying* *Developing* *Beginning* *N/A*
6. All documents, and program and placement decisions are explained in lay terms to assure parent and student understanding	*Innovating* *Applying* *Developing* *Beginning* *N/A*
7. Demonstrates written and verbal communication appropriate to audience	*Innovating* *Applying* *Developing* *Beginning* *N/A*
8. Knowledge of the NJ Administrative Code is demonstrated	*Innovating* *Applying* *Developing* *Beginning* *N/A*
9. Parents are provided with resources and strategies to support their student's movement towards mastery of IEP goals and objectives at home and in the community	*Innovating* *Applying* *Developing* *Beginning* *N/A*
10. Demonstrates awareness of community based resources for parents	*Innovating* *Applying* *Developing* *Beginning* *N/A*

11. Demonstrates knowledge of issues that affect students in subsequent grades within and across school programs	*Innovating* *Applying* *Developing* *Beginning* *N/A*
12. Evidences group facilitation skills to mediate disputes between parents and teacher and between staff members during meetings	*Innovating* *Applying* *Developing* *Beginning* *N/A*
13. Evidences flexibility, patience, empathy and understanding of parents with special needs students	*Innovating* *Applying* *Developing* *Beginning* *N/A*
Recommendations/Comments	

III. Collaboration and Consultation

Strategy in use: : (*(Note to evaluator, a comment/recommendation is required if Innovative, Developing or Beginning is assigned, a comment or recommendation is required.)* *The CST staff member:*	**Level of implementation**
1. Collaborates with special and general education teachers, administration, and school staff (e.g. consultation, carryover into LRE, generalization)	*Innovating* *Applying* *Developing* *Beginning* *N/A*
2. Demonstrates collaboration between home and school	*Innovating* *Applying* *Developing* *Beginning* *N/A*
3. Involves students in age appropriate reflection regarding their program, progress and planning	*Innovating* *Applying* *Developing* *Beginning* *N/A*
4. Provides timely and valuable feedback to parent provided utilizing multiple formats (e.g. e-mail, progress notes, communication books, telephone)	*Innovating* *Applying* *Developing* *Beginning* *N/A*
Comments/Recommendations:	

V. Assessing and Monitoring Student learning

Strategy in use: : (*(Note to evaluator, a comment/recommendation is required if Innovative, Developing or Beginning is assigned, a comment or recommendation is required.)* *The CST staff member:*	**Level of implementation**

1. Suggest programmatic changes in response to meeting participant input	*Innovating* *Applying* *Developing* *Beginning* *N/A*
2. Documents progress via standardized and/or qualitative assessments	*Innovating* *Applying* *Developing* *Beginning* *N/A*
3. Obtains input from parents, teachers, students, and administration	*Innovating* *Applying* *Developing* *Beginning* *N/A*
4. Alters program and placement predicated upon student progress	*Innovating* *Applying* *Developing* *Beginning* *N/A*
5. Provides immediate feedback to students, teachers, parents, administrators, etc. as warranted	*Innovating* *Applying* *Developing* *Beginning* *N/A*
Comments/Recommendations:	

Areas of Critical Importance:

Kinnelon Public Schools
School Nurse Observation/Evaluation Record

Brief Summary:

Planning & Preparation

Component : (*Note to evaluator, a comment/recommendation is required if* ***Partially Effective*** *or* ***Ineffective*** *is assigned, link indicator number to recommendation*) *The school nurse:*	Level of implementation
1. Demonstrates understanding of the professional school nursing process, which includes assessment, knowledge and associated techniques.	*Innovating* *Applying* *Developing* *Beginning*
2. Demonstrates an understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns	*Innovating* *Applying* *Developing* *Beginning*
3. Demonstrates extensive knowledge of School Health Guidelines that incorporates the state mandated immunization regulations as well protocol for health issues and resources for students, including those available through the school or district and in the community	*Innovating* *Applying* *Developing* *Beginning*
4. Appropriately and comprehensively plans for delivery of services	*Innovating* *Applying* *Developing* *Beginning*
Comments/Recommendations:	

Professional Practice and Delivery of Service

Component : (*Note to evaluator, a comment/recommendation is required if* ***Partially Effective*** *or* ***Ineffective*** *is assigned, link indicator number to recommendation*) *The school nurse:*	Level of implementation
1. Consistently applies evidence based clinical practice which includes assessing, planning, implementing, and evaluating the nursing care in an ongoing manner.	*Innovating* *Applying* *Developing* *Beginning*

2. Develops individualized health care plans and/or emergency care plans which are carried out by the school nurses for each student with acute or chronic health concerns and provide health care and advice to faculty members	*Innovating* *Applying* *Developing* *Beginning*
3. Seeks information regarding health histories, health practices, environmental concerns, safety issues, communicable disease patterns and current health information relevant to the practice of school nursing	*Innovating* *Applying* *Developing* *Beginning*
4. Provides health education to students formally when applicable to assignment and continuously on a one-on-one basis during the delivery of nursing care to students, faculty and parents	*Innovating* *Applying* *Developing* *Beginning*
5. Consistently promotes health and wellness for both students and staff	*Innovating* *Applying* *Developing* *Beginning*
6. Serve in the role of counselor to students, parents and staff alike regarding health issues and personal concerns, making referrals as needed to the school psychologist, student assistance counselor, school guidance counselor and private physicians, or community health resources	*Innovating* *Applying* *Developing* *Beginning*
7. Acts as an advocate for students and families, work closely with staff and families to facilitate that health care needs and accommodations are identified and met	*Innovating* *Applying* *Developing* *Beginning*
Comments/Recommendations:	

Professional Collaboration and Consultation

Component : (*Note to evaluator, a comment/recommendation is required if **Partially Effective** or **Ineffective** is assigned, link indicator number to recommendation)* *The school nurse:*	**Level of implementation**
1. Demonstrates effective communication and collaboration between home and school which includes the student when age appropriate	*Innovating* *Applying* *Developing* *Beginning*
2. Demonstrates effective communication, consultation and collaboration with administrators and staff	*Innovating* *Applying* *Developing* *Beginning*
3. Demonstrates effective communication, consultation and collaboration with medical professionals and agencies	*Innovating* *Applying* *Developing* *Beginning*
Comments/Recommendations:	

Additional Comments:

Areas of critical importance:

Kinnelon Public Schools
School Counselor Observation/Evaluation Record

Brief Summary:

Planning & Preparation

Component : (*Note to evaluator, a comment/recommendation is required if Partially Effective or Ineffective is assigned, link indicator number to recommendation*) *The counselor:*	Level of implementation
1. Plans multiple approaches and applies a broad range of counseling strategies that are effective and appropriate to the student	*Innovating* *Applying* *Developing* *Beginning*
2. Displays and demonstrates knowledge of typical developmental characteristics of age group, exceptions to the patterns, and adapts to individual student needs	*Innovating* *Applying* *Developing* *Beginning*
3. Demonstrates thorough knowledge of students' backgrounds, skills, needs, and interests, and uses this knowledge to plan for individual and/or group interactions and/or special programming	*Innovating* *Applying* *Developing* *Beginning*
4. Applies knowledge of students' varied approaches to learning	*Innovating* *Applying* *Developing* *Beginning*
5. Demonstrates a thorough knowledge of appropriate use of tests, inventories, and assessments and uses their applications effectively	*Innovating* *Applying* *Developing* *Beginning*
6. Displays a depth of knowledge of post-high school options through the full range of student needs and can match highly individualized needs to options found locally and nationwide	*Innovating* *Applying* *Developing* *Beginning*
Comments/Recommendations:	

The Counseling Environment

Component : (*Note to evaluator, a comment/recommendation is required if Partially Effective or Ineffective is assigned, link indicator number to recommendation*) *The counselor:*	Level of implementation
1. Guides and directs students and their families individually or in groups regarding social, emotional, educational, and vocational development to reduce	*Innovating* *Applying* *Developing*

	Level of implementation
barriers to learning and to increase students' ability to interact appropriately with others	*Beginning*
2. Initiates and is pro-active in communication with parents/guardians	*Innovating* *Applying* *Developing* *Beginning*
3. Demonstrates ability to engage families in the learning process	*Innovating* *Applying* *Developing* *Beginning*
4. Consults/collaborates with teachers, administrators and other relevant school personnel	*Innovating* *Applying* *Developing* *Beginning*
5. Develops a climate of trust that facilitates communication and cooperation	*Innovating* *Applying* *Developing* *Beginning*
Comments/Recommendations:	

Professional Collaboration and Consultation

Component : (*Note to evaluator, a comment/recommendation is required if* ***Partially Effective*** *or* ***Ineffective*** *is assigned, link indicator number to recommendation)* *The counselor:*	**Level of implementation**
1. Conducts detailed and individualized assessment of student needs in order to develop and implement programs	*Innovating* *Applying* *Developing* *Beginning*
2. Assists students in determining their abilities, achievement, interests, and goals	*Innovating* *Applying* *Developing* *Beginning*
3. Actively encourages and collaborates with teachers, other professional, and parents to participate in all aspects of students' education	*Innovating* *Applying* *Developing* *Beginning*
4. Demonstrates awareness of all resources available through the school or district and knows how to gain access for students	*Innovating* *Applying* *Developing* *Beginning*
5. Continually seeks ways to ensure success for all students, making adjustments, and responding to student interests and needs	*Innovating* *Applying* *Developing* *Beginning*
6. Demonstrates flexibility in availability when addressing parent, teacher, or administrative issues	*Innovating* *Applying* *Developing* *Beginning*
Comments/Recommendations:	

Additional Comments:

Areas of critical importance:

Kinnelon Public Schools
Media Specialist Observation/Evaluation Record

Brief Summary:

Planning & Preparation

Component : (*Note to evaluator, a comment/recommendation is required if Partially Effective or Ineffective is assigned, link indicator number to recommendation*) *The library media specialist:*	Level of implementation
1. Demonstrates knowledge of professional school library media practice and pedagogy	*Innovating Applying Developing Beginning*
2. Demonstrates thorough knowledge of literature and of current trends in practice and information technology	*Innovating Applying Developing Beginning*
3. Demonstrates knowledge of content standards and of students' needs for information skills within those standards	*Innovating Applying Developing Beginning*
4. Designs and selects instructional goals that implement content standards	*Innovating Applying Developing Beginning*
5. Demonstrates knowledge of students	*Innovating Applying Developing Beginning*
6. Designs and implements goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	*Innovating Applying Developing Beginning*
7. Demonstrates awareness 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.	*Innovating Applying Developing Beginning*
Comments/Recommendations:	

Professional Practice and Delivery of Service

Component : (*Note to evaluator, a comment/recommendation is required if* **Partially Effective** *or* **Ineffective** *is assigned, link indicator number to recommendation*) *The library media specialist:*	Level of implementation
1. Establishes or has established a culture for learning in an environment of respect and rapport	*Innovating* *Applying* *Developing* *Beginning*
2. Establishes or has established an environment that fosters a polite and respectful interaction between the library/media specialist and students and each other. This environment, reflects general warmth and caring, and is appropriate to the cultural and developmental differences among groups of students.	*Innovating* *Applying* *Developing* *Beginning*
3. Translates instructional goals into learning experiences and conveys a sense of the importance of seeking information and reading literature	*Innovating* *Applying* *Developing* *Beginning*
4. Develops and manages the library collection by selecting materials for the collection and periodically purges the collection of outdated material. 5. Collection is balanced among different areas	*Innovating* *Applying* *Developing* *Beginning*
6. Organizes and makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	*Innovating* *Applying* *Developing* *Beginning*
Comments/Recommendations:	

Professional Collaboration and Consultation

Component : (*Note to evaluator, a comment/recommendation is required if* **Partially Effective** *or* **Ineffective** *is assigned, link indicator number to recommendation*) *The library media specialist:*	Level of implementation
1. Participates in curriculum development and assessment projects	*Innovating* *Applying* *Developing* *Beginning*
2. Collaborates with individual teachers with classroom teachers in the design of instructional lessons and units	*Innovating* *Applying* *Developing* *Beginning*
3. Consults and collaborates with administrators to support school and district goals	*Innovating* *Applying* *Developing* *Beginning*
4. Provides leadership using instructional resources and technologies	*Innovating* *Applying* *Developing* *Beginning*
Comments/Recommendations:	

Student Improvement

Component : (*Note to evaluator, a comment/recommendation is required if* **Partially Effective** *or* **Ineffective** *is assigned, link indicator number to recommendation*) *The library media specialist:*	Level of implementation
Uses results from external assessments to assist in student improvement	*Innovating* *Applying* *Developing* *Beginning*

Uses multiple measures and a variety of assessment techniques to assist students with selection of materials/improvement of skills	*Innovating* *Applying* *Developing* *Beginning*
Provides evidence of student improvement	*Innovating* *Applying* *Developing* *Beginning*
Demonstrates an awareness of student needs and develops/applies appropriate strategies to address needs of students	*Innovating* *Applying* *Developing* *Beginning*
Comments/Recommendations:	

Additional Comments:

Areas of critical importance:

Kinnelon Public Schools
Annual Summary Teaching Staff

Status:	1st Year ☐	2nd Year ☐	2nd Year ☐	Eligible ☐	Tenured ☐	**Date:**

Domain I - Planning:

Domain II - Instruction:

Domain III - Classroom Environment:

Domain IV - Professional Responsibilities

Element: (*Note to evaluator, a recommendation is required if **Highly Effective** or **Ineffective** is assigned*)	**Level of implementation**
Teacher's lesson reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics including specific suggestions as to how the lesson might be improved	*Innovating* *Applying* *Developing* *Beginning*
Teacher's system for maintaining plan book, grade book, student attendance or other professional records is accurate, detailed and efficient	*Innovating* *Applying* *Developing* *Beginning*
The gradebook details provide anecdotal and data driven indicators, substantiating an exemplary commitment to planning, differentiated lessons, and the utilization of varied and frequent assessment instruments	*Innovating* *Applying* *Developing* *Beginning*
Teacher successfully engages families in the instructional program and encourages student participation in communicating with families	*Innovating* *Applying* *Developing* *Beginning*
Teacher participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues	*Innovating* *Applying* *Developing* *Beginning*
Teacher seeks opportunities for professional development based on an individual assessment of need.	*Innovating* *Applying* *Developing* *Beginning*
Teacher is quick to respond to administrative suggestions aimed at improving professional performance	*Innovating* *Applying* *Developing* *Beginning*
The teacher makes a substantial contribution to the profession through such activities as action research, and mentoring new teachers	*Innovating* *Applying* *Developing* *Beginning*
Teacher makes genuine and successful efforts to ensure that all students are well served by the school	*Innovating* *Applying* *Developing* *Beginning*

Recommendations:

Attendance Summary							
Personal Illness		Family Illness		Personal Business		Professional Days	

Progress toward PDP:

PDP focus for next SY:

Additional Comments:

Areas of critical importance:

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Staff member is Tenured ☐ **Yes** ☐ **No**
Staff Member is recommended for renewal (1st , 2nd and 3rd Year Staff) ☐ **Yes** ☐ **No**
Staff Member is recommended for tenure (4th Year Eligible) ☐ **Yes** ☐ **No**

Kinnelon Public Schools
Annual Summary - Study Team Staff

Status:	1st Year ☐	2nd Year ☐	2nd Year ☐	Eligible ☐	Tenured ☐	Date:

Domain I: Planning and Preparation

Domain II: Delivery of Service

Domain III: Collaboration and Consultation

Domain IV: Assessing and Monitoring Student learning

Domain V: Professional Responsibilities – Child Study Team

Strategy in use: (*Note to evaluator, a recommendation is required if **Highly Effective** or **Ineffective** is assigned*) *The CST staff member:*	**Level of implementation**
Completes reports which are written for the appropriate audience	*Innovating* *Applying* *Developing* *Beginning*
Completes all paperwork in a timely and professional manner	*Innovating* *Applying* *Developing* *Beginning*
Maintains current with licensing requirements	*Innovating* *Applying* *Developing* *Beginning*
Demonstrates knowledge of resources associated with professional discipline	*Innovating* *Applying* *Developing* *Beginning*
Participates in building based and district initiatives	*Innovating* *Applying* *Developing* *Beginning*

Participates in professional organizations	*Innovating* *Applying* *Developing* *Beginning*
Provides valuable analysis of observation outcomes through self-assessment	*Innovating* *Applying* *Developing* *Beginning*
Demonstrates advocacy for all special needs students	*Innovating* *Applying* *Developing* *Beginning*

Comments/Recommendations:

Attendance Summary

Personal Illness		Family Illness		Personal Business		Professional Days	

Progress toward PDP:

PDP focus for next SY:

Additional Comments:

Areas of critical importance:

Staff member is Tenured ☐ **Yes** ☐ **No**

Staff Member is recommended for renewal (1st , 2nd and 3rd Year Staff) ☐ **Yes** ☐ **No**

Staff Member is recommended for tenure (4th Year Eligible) ☐ **Yes**   ☐ **No**

Kinnelon Public Schools
Annual Summary School Nurse Staff

Status:	1st Year ☐	2nd Year ☐	2nd Year ☐	Eligible ☐	Tenured ☐	**Date:**

Domain I: Planning & Preparation

Domain II: The Counseling Environment

Domain III: Collaboration and Consultation

Domain IV: Professional Responsibilities:

Component- (*Note to evaluator, a recommendation is required if **Highly Effective** or **Ineffective** is assigned*) *The school nurse:*	**Level of implementation**
Maintains accurate records as outlined by the School Nursing Plan	*Innovating* *Applying* *Developing* *Beginning*
Completes reports which are written for the appropriate audience as outlined by the School Nursing Plan	*Innovating* *Applying* *Developing* *Beginning*
Completes all paperwork in a timely and professional manner as outlined by the School Nursing Plan	*Innovating* *Applying* *Developing* *Beginning*
Maintains current with licensing requirements	*Innovating* *Applying* *Developing* *Beginning*
Demonstrates knowledge of resources associated with professional discipline	*Innovating* *Applying* *Developing* *Beginning*
Participates in building based and district initiatives	*Innovating* *Applying* *Developing* *Beginning*
Participates in professional organizations	*Innovating* *Applying* *Developing* *Beginning*
Provides valuable analysis of observation outcomes through self-assessment	*Innovating* *Applying* *Developing* *Beginning*

Contributes to the school and district	*Innovating* *Applying* *Developing* *Beginning*

Comments/Recommendations:

Attendance Summary

Personal Illness		Family Illness		Personal Business		Professional Days	

Progress toward PDP:

PDP focus for next SY:

Additional Comments:

Areas of critical importance:

Staff member is Tenured ☐ **Yes** ☐ **No**

Staff Member is recommended for renewal (1st , 2nd and 3rd Year Staff) ☐ **Yes** ☐ **No**

Staff Member is recommended for tenure (4th Year Eligible) ☐ **Yes** ☐ **No**

Kinnelon Public Schools
Annual Summary School Counselor Staff

Status:	1st Year ☐	2nd Year ☐	2nd Year ☐	Eligible ☐	Tenured ☐	**Date:**

Domain I: Planning & Preparation

Domain II: The Counseling Environment

Domain III: Collaboration and Consultation

Domain IV: Professional Responsibilities

Component- (*Note to evaluator, a recommendation is required if **Highly Effective** or **Ineffective** is assigned*) *The counselor:*	Level of implementation
Demonstrates thoughtfulness and accuracy in assessing effectiveness of guidance/counseling activity and offers specific alternative actions, complete with probable successes of different approaches	*Innovating* *Applying* *Developing* *Beginning*
Maintains systematic records, files and materials and maintains their security	*Innovating* *Applying* *Developing* *Beginning*
Consistently schedules and utilizes available time for guidance curriculum, individual planning, responsive services, and consultation. .	*Innovating* *Applying* *Developing* *Beginning*
Demonstrates flexibility by reprioritizing daily schedules and remaining flexible during changing circumstances	*Innovating* *Applying* *Developing* *Beginning*
Seeks opportunities for professional development and makes a systematic attempt to implement ideas gained through professional development opportunities into guidance/counseling program.	*Innovating* *Applying* *Developing* *Beginning*
Demonstrates knowledge of and uses relevant district provided technology resources in his/her daily practice as well as technology opportunities outside of district resources.	*Innovating* *Applying* *Developing* *Beginning*
Demonstrates high standards of honesty, integrity, and confidentially in interactions with students, parents, and colleagues, and advocates for the students.	*Innovating* *Applying* *Developing* *Beginning*

Attendance Summary							
Personal Illness		**Family Illness**		**Personal Business**		**Professional Days**	

Progress toward PDP:

PDP focus for next SY:

Additional Comments:

Areas of critical importance:

Staff member is Tenured ☐ **Yes** ☐ **No**

Staff Member is recommended for renewal (1st , 2nd and 3rd Year Staff) ☐ **Yes** ☐ **No**

Staff Member is recommended for tenure (4th Year Eligible) ☐ **Yes** ☐ **No**

Kinnelon Public Schools
Annual Summary Media Specialist Staff

Status:	1st Year ☐	2nd Year ☐	2nd Year ☐	Eligible ☐	Tenured ☐	**Date:**

Domain I: Planning & Preparation

Domain II: Professional Practice and Delivery of Service

Domain III: Collaboration and Consultation

Domain IV: Student Improvement

Domain V: Professional Responsibilities

Component - (*Note to evaluator, a recommendation is required if **Highly Effective** or **Ineffective** is assigned*) The media specialist:	Level of implementation
Reflects on practice and provide an accurate and objective description of practice, citing specific positive and negative characteristics and makes specific suggestions as to how the media program might be improved.	*Innovating* *Applying* *Developing* *Beginning*
Contributes to the school, district, and the profession	*Innovating* *Applying* *Developing* *Beginning*
Communicates with families to provide information, as appropriate, about the instructional program	*Innovating* *Applying* *Developing* *Beginning*
Grows and develops professionally by seeking out opportunities for professional development based on an individual assessment of need	*Innovating* *Applying* *Developing* *Beginning*
Demonstrates professionalism showing high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws	*Innovating* *Applying* *Developing* *Beginning*
Comments/Recommendations:	

Attendance Summary							
Personal Illness		**Family Illness**		**Personal Business**		**Professional Days**	

Progress toward PDP:

PDP focus for next SY:

Additional Comments:

Areas of critical importance:

Staff member is Tenured ☐ **Yes** ☐ **No**

Staff Member is recommended for renewal (1st , 2nd and 3rd Year Staff) ☐ **Yes** ☐ **No**

Staff Member is recommended for tenure (4th Year Eligible) ☐ **Yes** ☐ **No**

Certificated Staff Evaluation System

KINNELON PUBLIC SCHOOLS
Revised 2013, 2014 and 2015

A common language/model of instruction provides a framework for a way to talk about instruction that is shared by everyone in the district or school level. Principals and teachers should be able to use a common language of instruction to converse about effective teaching, give and receive feedback, collect and act upon data to monitor growth regarding the reasoned use of the strategies identified in the framework, and align professional development needs against the framework.

In continuing to focus on Kinnelon's common language/model of instruction, we are asking that you use this guide to:
1. Reflect on your pedagogical practice to find areas in which to focus for next year's Professional Learning Plan (PIP)
2. Become familiar with or reinforce the pedagogical terminology for the strategies you implement in an effort to define the components of the language we will include in our Kinnelon model.

Directions:
1. Familiarize yourself with this guide, it is organized into the following categories:
   - Creating/Communicating Clear Learning Goals & High Expectations for All
   - Establishing and Maintaining Classroom Rules and Procedures
   - Interacting with New Knowledge
   - Deepening Student Understanding
   - Extending Student Understanding, and
   - Student Engagement

   Each category has a question (What do you typically do to…) followed by a descriptive statement of what the category is focusing on (*The teacher reviews expectations regarding rules and procedures* …) and some examples of strategies a teacher might use to address the question (Teacher Evidence) and what evidence you might see from students if the strategy is used well (Student Evidence).

2. Rate yourself for each category. Each category has a rubric (4 – 3 – 2 – 0) where you can choose a 'rating' in terms of your understanding and use of the strategies. These are not exhaustive lists and some strategies you use to address a question within a category may not be listed, please consider these as well as you make your rating.

4 Innovative Level	3 Application Level	2 Developing Level	0 Beginning Level/Not Used
I am using this strategy with fidelity, monitoring its effect on student learning and applying my understanding in a differentiated way or combining it in to create a macrostrategy.	I use the strategy and relative ease and monitor the students' reactions to see whether the strategy has had the desired effect.	I use strategy but not often or in a mechanistic way – low level of comfort; Or I use a strategy without significant error and with relative ease. This level of use does *not* produce the large gains in student learning reported in some studies or I don't monitor the effect the strategy choice has on student learning.	I am unfamiliar with strategy and/or its application and use or am beginning to see how the strategy might be used in my classroom, but with little fluency and am prone to errors using it. A this level, the strategy probably has little effect on student learning.

3. These ratings are adapted to the Kinnelon Public Schools Educator Observation & Evaluation process.

CREATING/COMMUNICATING CLEAR LEARNING GOALS HIGH EXPECTATIONS FOR ALL

Question: *What do I typically do to provide clear learning goals?*	
Descriptive Statement: *The teacher provides clearly stated learning goal(s) that are measurable and student centered.*	
Teacher Evidence: • Teacher posts learning goal so that all students can see it (or verbally to non-reading population) • The learning goal is a clear statement of knowledge of information as opposed to an activity or an assignment • Teacher makes reference to the learning goal throughout lesson(s) • Teacher connects supporting activities to learning goal • Teacher is cognizant of how to assess if students are meeting/have met goal.	**Student Evidence:** • When asked, students can explain the learning goal for a lesson • When asked, students can explain how their current activities relate to the learning goal.

Use the rubric on page 1 to determine where you are in using this strategy.

4	3	2	0
Innovative Level	**Application Level**	**Developing Level**	**Beginning Level/Not Used**

Question: *What do I typically do to provide goals and scales (rubrics) for the learning goals?*	
Descriptive Statement: *The teacher provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal.*	
Teacher Evidence: • Teacher has a learning goal posted so all students can see it. • The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment. • Teacher makes reference to the learning goal throughout the lesson. • Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it. • Teacher makes reference to the scale or rubric throughout the lesson.	**Student Evidence:** • When asked, students can explain the learning goal for a lesson • When asked, students can explain how their current activities relate to the learning goal. • When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric.

Use the rubric on page 1 to determine where you are in using this strategy.

4	3	2	0
Innovative Level	**Application Level**	**Developing Level**	**Beginning Level/Not Used**

Question: *What do I typically do to track student progress with respect to learning goals?*

Descriptive Statement:
The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Teacher Evidence:	**Student Evidence:**
• Teacher provides guidance for students to track their own progress on the learning goal • Teacher gives valuable feedback relative to the learning goal • Teacher uses formal and informal means to assess students progress (formative assessment) • Teacher tracks progress of entire class on learning goal	• When asked, students can describe their status relative to meeting the learning goal • Students can update progress on learning goal

Use the rubric on page 1 to determine where you are in using this strategy.

4 Innovative Level	3 Application Level	2 Developing Level	0 Beginning Level/Not Used

Question: *What do I typically do to demonstrate value and respect for low expectancy students?*

Descriptive Statement:
The teacher exhibits behaviors that demonstrate value and respect for low expectancy students

Teacher Evidence:	**Student Evidence:**

• When asked, the teacher can identify students for whom there have been low expectations
• The teacher provides low expectancy students with nonverbal and verbal indications that they are valued and respected
    ○ Eye contact
    ○ Smiles
    ○ Playful dialogue
• The teacher does not allow negative comments about low expectancy students
	• When asked, students may say that the teacher cares for all students
	• Students treat other students with respect

Use the rubric on page 1 to determine where you are in using this strategy.

4 Innovative Level	3 Application Level	2 Developing Level	0 Beginning Level/Not Used

Question: *What do I typically do to ask questions and probe incorrect answers with low expectancy students?*

Descriptive Statement:
The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students. The teacher probes incorrect answers with low expectancy students in the same manner as with high expectancy students.

Teacher Evidence:	**Student Evidence:**
• Teacher makes certain low expectancy students are asked challenging questions at the same rate as high expectancy students	• When asked, students may say that the teacher won't "let you off the hook" • When asked, students may say that the teacher won't "give up on you"

• Teacher makes certain low expectancy students' questions are answered at the same rate as high expectancy students • Teacher asks LE students to further explain answers when incorrect • Teacher rephrases questions for LE students when they provide incorrect answer • Teacher breaks question into smaller parts when LE student answers incorrectly • When LE student demonstrates frustration, teacher allows them to collect their thoughts but does go back to them at a later point	• When asked, students may say that the teacher helps them answer question successfully
Use the rubric on page 1 to determine where you are in using this strategy.	

4 Innovative Level	3 Application Level	2 Developing Level	0 Beginning Level/Not Used

ESTABLISHING AND MAINTAINING CLASSROOM RULES AND PROCEDURES

Question: *What do I typically do to establish and maintain classroom rules and procedures?*	
Descriptive Statement: *The teacher reviews expectations regarding rules and procedures to ensure their effective execution*	
Teacher Evidence: • Teacher involves students in designing classroom routine • Teacher uses classroom meeting to review and process rules and procedures • Teacher reminds students of rules and procedures • Teacher asks students to restate or explain rules and procedures • Teacher provides cues or signals when a rule or procedure should be used	**Student Evidence:** • Students follow clear routines in class • When asked, students can describe the established rules and procedures • When asked, students describe the classroom as an orderly place • Students recognize cues and signals by the teacher • Students regulate their own behavior
Use the rubric on page 1 to determine where you are in using this strategy.	

4 Innovative Level	3 Application Level	2 Developing Level	0 Beginning Level/Not Used

Question: *What do I typically do to acknowledge adherence to rules and procedures?*	
Descriptive Statement: *The teacher consistently and fairly acknowledges adherence to rules and procedures*	

Teacher Evidence:
• Teacher provides nonverbal signals and verbal cues that a rule or procedure has been followed
   ○ Smile, nod head, high five
   ○ Thanks student
   ○ Describes student behavior that adhere to class rules
• Teacher notifies home when rules/procedures are followed
• Teacher fives tangible recognition when rules are followed
   ○ Certificates
	Student Evidence:
	• Students appear appreciative of teacher acknowledging positive behaviors
	• The number of students adhering to rules and procedures increases

o Tokens	

Use the rubric on page 1 to determine where you are in using this strategy.

4	3	2	0
Innovative Level	**Application Level**	**Developing Level**	**Beginning Level/Not Used**

Question: *What do I typically do apply consequences for lack of adherence to rules and procedures while maintaining objectivity and control?*

Descriptive Statement: *Teacher applies consequences for not following rules and procedures consistently and fairly. Teacher behaves in an objective and controlled manner.*

Teacher Evidence:	Student Evidence:
- Teacher provides nonverbal signals - Eye contact, proximity, tap on desk, shaking head- no - Teacher provides verbal signals - Tells students to stop, reminds of rule procedure - Uses I- messages (I ask you to stop when you do ____, because it is disruptive to the class) - Teacher uses group consequences only when the whole group is involved - Teacher applies appropriate consequences consistently and fairly - Teacher involves support staff (guidance, CST, administration) and the home to help extinguish inappropriate behaviors - Teacher does not exhibit extremes in positive or negative emotions, teacher interacts with all students in the same calm and controlled fashion - Teacher does not demonstrate offense at student misbehavior	- Students cease inappropriate behavior - Student accept consequences as part of the way class is conducted - When asked, the students describe teacher as fair in application of rules

Use the rubric on page 1 to determine where you are in using this strategy.

4	3	2	0
Innovative Level	**Application Level**	**Developing Level**	**Beginning Level/Not Used**

Question: *What do I typically do to organize the physical layout of the classroom?*

Descriptive Statement: *The teacher organizes the physical layout (when possible) to facilitate movement and focus on learning*

Teacher Evidence:	Student Evidence:
- The physical layout (when possible) changes based upon lesson structure and encourages student engagement, collaboration and interaction - The physical layout of the room has clear traffic patterns and provides easy access to materials and centers - The classroom is decorated in a way that enhances student learning: - Bulletin boards relate to current content - Guiding posters and charts are visible - Students' work is displayed	- Students move easily around the room - Students find materials and centers easily - Students utilize information on bulletin boards, charts and posters - Students can easily focus on instruction

Use the rubric on page 1 to determine where you are in using this strategy.

4	3	2	0
Innovative Level	**Application Level**	**Developing Level**	**Beginning Level/Not Used**

INTERACTING WITH NEW KNOWLEDGE

Question: *What do I typically do to identify critical information?*	
Descriptive Statement: *The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.*	

Teacher Evidence:
• Teacher begins the lesson by explaining why upcoming content is important
• Teacher tells students to get ready for some important information
• Teacher cues the importance of upcoming information in some indirect fashion
   o Tone of voice
   o Body position
   o Level of excitement
	Student Evidence:
	• When asked, students can describe the level of importance of the information addressed in class
	• When asked, students can explain why the content is important to pay attention to
	• Students visibly adjust their level of engagement

Use the rubric on page 1 to determine where you are in using this strategy.

4	3	2	0
Innovative Level	**Application Level**	**Developing Level**	**Beginning Level/Not Used**

Question: *What do I typically do to organize students to interact with new knowledge?*	
Descriptive Statement: *The teacher organizes students into small groups to facilitate the processing of new information.*	

Teacher Evidence:
• Teacher has established routines for student grouping and student interaction in groups
• Teacher organizes students into ad hoc groups for the lesson
   o Dyads
   o Triads
   o Small groups up to about 5
	Student Evidence:
	• Students move to groups in an orderly fashion
	• Students appear to understand expectation about appropriate behavior in groups
	   o Respect opinions of others
	   o Add their perspective to discussions
	   o Ask and answer questions

Use the rubric on page 1 to determine where you are in using this strategy.

4	3	2	0
Innovative Level	**Application Level**	**Developing Level**	**Beginning Level/Not Used**

Question: *What do I typically do to preview new content?*

Descriptive Statement: *The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.*

Teacher Evidence:	Student Evidence:

• Teacher uses preview question before reading
• Teacher uses K-W-L strategy or variation of it
• Teacher asks or reminds students what they already know about the topic
• Teacher provides and advance organizer
   o Outline
   o Graphic organizer
• Teacher has students brainstorm
• Teacher uses anticipation guide
• Teacher uses motivation hook/launching activity
   o Anecdotes
   o Short selection from video
• Teacher uses word splash activity to connect vocabulary to upcoming content
• When necessary, the teacher reteaches basic information or skills that are prerequisite knowledge for scaffolding of new content
	• When asked, student can explain linkages with prior knowledge
	• When asked, students make predictions about upcoming content
	• When asked, students can provide a purpose for what they are about to learn
	• Students actively engage in previewing activities

Use the rubric on page 1 to determine where you are in using this strategy.

4 Innovative Level	3 Application Level	2 Developing Level	0 Beginning Level/Not Used

Question: *What do I typically do to help student elaborate on new information?*

Descriptive Statement: *The teacher asks questions or engages students in activities that require elaborate inference that go beyond what was explicitly taught.*

Teacher Evidence:	Student Evidence:
• Teacher asks explicit questions that require student to make elaborate inferences about the content • Teacher asks student to explain and defend their inferences • Teacher presents situations or problems that require inferences	• Students volunteer answers to inferential questions • Students provide explanations and "proofs" for inferences

Use the rubric on page 1 to determine where you are in using this strategy.

4 Innovative Level	3 Application Level	2 Developing Level	0 Beginning Level/Not Used

Question: *What do I typically do to help students record and represent knowledge?*
Descriptive Statement: *The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.*

Teacher Evidence:	Student Evidence:
- Teacher asks student to summarize the information they have learned - Teacher asks students to generate notes that identify critical information in the content - Teacher asks students to create nonlinguistic representations for new content - Graphic organizers - Pictures - Pictographs - Flow charts - Teacher asks student to create mnemonics that organize the content	- Students' summaries and notes include critical content - Students' nonlinguistic representations include critical content - When asked, students can explain main points of the lesson

Use the rubric on page 1 to determine where you are in using this strategy.			
4 **Innovative Level**	**3** **Application Level**	**2** **Developing Level**	**0** **Beginning Level/Not Used**

DEEPENING STUDENT UNDERSTANDING

Question: *What do I typically do to review content?*
Descriptive Statement: *The teacher engages students in a brief review of content that highlights the critical information.*

Teacher Evidence:	Student Evidence:
- Teacher begins the lessons with a brief review of content - Teacher uses specific strategies to review information - Summary - Problem that must be solved using previous information - Questions that require a review of content - Demonstration - Brief practice test or exercise - When necessary, the teacher reteaches basic information or skills	- When asked, students can describe the previous content on which new lesson is based - Student responses to class activities indicate that they recall previous content

Use the rubric on page 1 to determine where you are in using this strategy.			
4 **Innovative Level**	**3** **Application Level**	**2** **Developing Level**	**0** **Beginning Level/Not Used**

Question: *What do I typically do to organize students to practice and deepen knowledge?*			
Descriptive Statement: *The teacher uses grouping in ways that facilitate practicing and deepening knowledge.*			

Teacher Evidence:
- Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content
- Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process

Student Evidence:
- When asked, students explain how the group work supports their learning
- While in groups, students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process
- Students ask each other questions
- Students obtain feedback from their peers

Use the rubric on page 1 to determine where you are in using this strategy.

4	3	2	0
Innovative Level	**Application Level**	**Developing Level**	**Beginning Level/Not Used**

Question: *What do I typically do to help students practice, skills strategies and processes including the use of homework?*			
Descriptive Statement*: When the content involves a skill, strategy or process, the teacher engages in practice activities that help them develop fluency. When appropriate (as opposed to routinely), the teacher designs homework to deepen students' knowledge of informational content or practice a skill, strategy, or process.*			

Teacher Evidence:
- Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy or process.
  - o Guided Practice if students cannot perform the skill, strategy or process
  - o Independent practice if students can perform the skill, strategy or process independently
- Teacher communicates a clear purpose for homework
- Teacher extends an activity that was begun in class to provide students with more time
- Teachers assigns a well-crafted homework assignment that allows students to practice and deepen their knowledge independently

Student Evidence:
- When asked, students can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process
- Students ask clarifying questions of the homework that help them understand its purpose

Use the rubric on page 1 to determine where you are in using this strategy.

4	3	2	0
Innovative Level	**Application Level**	**Developing Level**	**Beginning Level/Not Used**

Question: *What do I typically do to help students examine similarities and differences?*
Descriptive Statement: *When the content is informational, the teacher helps students deepen knowledge by examining similarities and differences.*

Teacher Evidence:	Student Evidence:

• Teacher engages students in activities that require them to examine similarities and differences between content
   ○ Comparison activities
   ○ Classifying activities
   ○ Analogy activities
   ○ Metaphor activities
• Teacher facilitates the use of these activities to help students deepen their understanding of the content
   ○ Ask students to summarize what they have learned from the activity
   ○ Ask students to explain how the activity has added to their understanding
	• Student artifacts indicate that their knowledge has been extended as a result of the activity
	• When asked about the activity, student responses indicate that they have deepened their understanding
	• When asked, students can explain similarities and differences
	• Student artifacts indicate that they can identify similarities and differences

Use the rubric on page 1 to determine where you are in using this strategy.

4	3	2	0
Innovative Level	**Application Level**	**Developing Level**	**Beginning Level/Not Used**

Question: *What do I typically do to help students examine errors in reasoning and revise knowledge?*
Descriptive Statement: *When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them. The teacher engages students in revision of previous knowledge about content.*

Teacher Evidence:	Student Evidence:

• Teacher asks students to examine information for errors or informational fallacies
   ○ Faulty logic
   ○ Weak reference
   ○ Misinformation
• Teacher asks students to examine the strength of support presented for a claim
   ○ Statement of a clear claim
   ○ Evidence of a claim presented
   ○ Qualifiers presented showing exceptions to the claim
	• When asked, students can describe errors in information
	• When asked, students can explain the overall structure of an argument presented to support a claim
	• Student artifacts indicate that they can identify errors in reasoning

Use the rubric on page 1 to determine where you are in using this strategy.

4	3	2	0
Innovative Level	**Application Level**	**Developing Level**	**Beginning Level/Not Used**

EXTENDING STUDENT UNDERSTANDING

Question: *What do I typically do to organize and engage students for cognitively complex tasks?*		
Descriptive Statement: *The teacher organizes the class in such a way as to facilitate students working on complex tasks. The teacher engages students in cognitively complex tasks that require them to generate and test predictions, hypotheses, ideas, suppositions, deductions, etc.*		

Teacher Evidence:	**Student Evidence:**
• Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigative task • Teacher facilitates students generating their own individual or group task that requires them to generate and test predictions, hypotheses, ideas, suppositions, deductions, etc.	• Students are clearly working in groups on tasks that require them to generate and test predictions, hypotheses, ideas, suppositions, deductions, etc. • When asked students can explain what they are investigating/testing • When asked, they can explain if their ideas were supported, confirmed or disconfirmed • Student artifacts indicate that they can engage in decision making, problem solving, experimental inquiry or investigation

Use the rubric on page 1 to determine where you are in using this strategy.

4	3	2	0
Innovative Level	**Application Level**	**Developing Level**	**Beginning Level/Not Used**

STUDENT ENGAGEMENT

Question: *What do I typically do to notice when students are not engaged?*		
Descriptive Statement: *The teacher scans the room making note of when students are not engaged and then takes overt action.*		

Teacher Evidence:	**Student Evidence:**
• Teacher notices when specific students or groups of students are not engaged • Teacher notices when the energy level in the room is low • Teacher takes action to re-engage students	• Students appear aware of the fact that the teacher is taking note of their level of engagement • Students try to increase their level of engagement when prompted • When asked, students explain that the teacher expects high levels of engagement

Use the rubric on page 1 to determine where you are in using this strategy.

4	3	2	0
Innovative Level	**Application Level**	**Developing Level**	**Beginning Level/Not Used**

Question: *What strategies or techniques do I typically use to maintain engagement?*

Descriptive Statement: *The teacher has a wide repertoire of engagement techniques to keep levels of student engagement and can appropriately apply them.*

Teacher Evidence:

- Teacher uses <u>academic games</u> and inconsequential competition to maintain student engagement
  - Teacher uses structured games like Jeopardy, Family Feud, etc. or impromptu games involving review or assessment
- Teacher uses/manages <u>response rates</u> to maintain student engagement during questioning
  - Wait time
  - Thumbs up/down
  - Choral responses, Response chaining, Response cards
- Teacher uses <u>physical movement</u> to maintain engagement
  - Stretching, move about the room
  - Vote with feet
  - Corners activities
- Teacher maintains a <u>proper pace</u>
  - Quick transitions between activities
  - Alters pace appropriate (speedup-slow down) based on formative assessments
- Teacher demonstrates <u>enthusiasm and intensity</u> and/or <u>presents unusual or intriguing information</u>
  - Encourages students to ID interesting information
  - Believe-it-or-not activities

Student Evidence:

- When asked, students can explain how the games keep their interest
- When asked, students can describe their thinking about specific questions posed by the teacher
- When asked, students can describe how physical movement kept their interest
- When asked about pace of lesson, students can say if it was too fast or too slow
- Students' attention increases when unusual information is presented about the content

Use the rubric on page 1 to determine where you are in using this strategy.

4	**3**	**2**	**0**
Innovative Level	**Application Level**	**Developing Level**	**Beginning Level/Not Used**

Focus for Professional Learning

Instructional/pedagogical areas I wish to focus my professional learning (PDP)

(focus on no more than 2 - 3 maximum)

_____ Creating/Communicating Clear Learning Goals & High Expectations for All

_____ Establishing and Maintaining Classroom Rules and Procedures

_____ Interacting with New Knowledge

_____ Deepening Student Understanding

_____ Extending Student Understanding

_____ Student Engagement