

**Ocean City School District
Ocean City, NJ**

Teacher Evaluation Handbook

Empowering Effective Teachers

Version Final: 08-14-2013

Introduction

The mission of the Ocean City School District is "Committed to Excellence." The School District's vision is that our schools serve as the "center" of the community, ensure that our programs are ahead of the "wave", and that our learning environment is flexible in enabling our students to go beyond the "walls" of our schools. There are two understandings that support both our School District's mission and vision. The first is the knowledge that all students can learn at the highest level and that it is our professional responsibility to provide opportunities for our students to grow, achieve and be college and career ready. The second understanding is that we provide this high quality education to every student by working together in a continuous improvement effort, by communicating effectively, and by being involved in a meaningful decision-making process to affect the quality of education.

Recognizing the complexity and the importance of teaching in our high performing school system requires a school culture that values on-going feedback, analysis, and refinement of the quality of teaching. Furthermore, an integral part of that high quality level of instruction is an evaluation system that has the capacity and capability to evaluate teacher practice and student achievement.

This *Teacher Evaluation Handbook* has been created and designed to promote high quality instruction and professional growth and development, to serve as a communication tool, and to guide both teachers and evaluators through the School District's evaluation process. In addition, this *Handbook* outlines the New Jersey Department of Education's requirements as well as the Ocean City School District's expectations, policies and procedures.

The School District focuses on evidence collected on the four domains of teaching as set forth by Charlotte Danielson (Domains and Components are in part 2 of this *Handbook*). The Ocean City District Evaluation Advisory Committee (DEAC) recognizes the role of the teacher and the student in the evaluation process. The Committee reviewed the recent legislation enacted in the State of New Jersey calling for student growth to be included in teacher evaluation by 2013-14. The guidelines for the incorporation of student achievement through Student Growth Percentiles (SGP) on the NJASK and through Student Growth Objectives (SGOs) are also incorporated in this *Handbook*.

Purposes of Evaluation

- *Promote student learning through the highest quality of teaching, which includes a commitment to continuous professional growth and development, shared understanding of learning (professional growth) and collective inquiry.
- *Develop each individual's capacity for professional contribution to the team, school and district levels.
- *Support Ocean City's culture, vision and mission.
- *Support new teacher growth through a formative process with clearly defined expectations.
- *Support tenured teacher growth through a formative process that promotes collective inquiry examination of practice.
- *Build and foster collaborative relationships among teachers and administrators.
- *Validate the hiring/selection process during the non-tenured period and reward effective teachers with the granting and retention of tenure.

Charlotte Danielson's Framework for Teaching

The School District has chosen *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition by Charlotte Danielson as the basis for our evaluation system. This framework for teaching is a research based set of components of instruction grounded in a constructivist view of learning and teaching. The framework is an invaluable tool to be used as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching.

The framework serves as the foundation for the School District's recruitment and hiring, mentoring, coaching, professional development, and evaluation process, thus linking all these activities together and helping teachers become more thoughtful and reflective practitioners.

Teachers can take actions to improve student learning through the clearly identified four domains of teaching responsibility: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities.

Furthermore, the School District believes that our evaluation process supports the following:

- ***Mutual Respect and Fairness** in all aspects of the evaluation process.
- ***A Positive Professional Learning Environment** with a focus on continuous improvement to better ourselves as educators.
- ***Ongoing Cooperative Discussions** that involve all stakeholders in the development and improvement of the evaluation tool.
- ***Student Learning** as a foundation for the evaluation system with attention given to the New Jersey Core Content and Common Core State Standards.
- ***A Continuous and Reflective Process** with clearly defined common language and consistent expectations for evaluators and teachers.
- ***Multiple Sources of Data** to ensure accuracy and consistency in the evaluation process.
- ***Differentiated Procedures** to meet the specific needs of tenure and non-tenured teachers.
- ***Training and Professional Development** in order to allow all staff to have a clear understanding of expectations and confidence in the consistent manner in which all evaluations will proceed.

AchieveNJ: Teach. Lead. Grow.

The effort to improve educator evaluation in New Jersey has been a top priority since the Educator Effectiveness Task Force (EETF) was convened in 2010 and released its recommendations in 2011. Woven into the fabric of this initiative is the need to strike a balance between two important drivers: a sense of urgency to make changes that will benefit students and educators, and a strong desire to proceed thoughtfully and to incorporate feedback from New Jersey educators along the way.

The Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) is the tenure reform law that was passed in August 2012. It defines in broad strokes the look of the evaluation system in New Jersey. AchieveNJ provides the details and support structures necessary to allow districts to implement the law effectively.

Nothing impacts student learning in schools more than teachers. All New Jersey students deserve great teachers, and all New Jersey teachers deserve meaningful opportunities for growth. In 2012, the Legislature unanimously passed a law requiring new teacher and principal evaluations to be implemented by the 2013–14 school year. AchieveNJ is designed to recognize those who excel, identify those who need additional support, and provide meaningful feedback and professional development to all teachers.

The system was created by New Jersey educators for New Jersey educators. An Evaluation Pilot Advisory Committee, formed in 2010 and made up largely of educators, helped guide the pilot in 30 districts across the state. The Ocean City School District was proud to serve as a pilot district under Cohort 1 and Cohort 2. The lessons that we learned helped to shape the new statewide initiative.

Why Change?

Current evaluations are often perfunctory, subjective, infrequent, and do not result in better teaching and learning – our students and educators deserve more. Teachers and principals deserve an evaluation system that recognizes and rewards them as professionals. Over the past two years, we have worked collaboratively with educators across New Jersey and other states to develop the new AchieveNJ evaluation system, which honors their achievements and ensure that they have the tools they need as they continuously develop their craft and help all of our students succeed.

How is AchieveNJ different?

There are many differences between AchieveNJ and the old evaluation system. After two years of piloting in 30 school districts that contain over 14,000 educators, AchieveNJ has been created to better align educator evaluation with best practices that lead to improved student outcomes. The new AchieveNJ evaluation and support system is structured around several guiding principles; each one describes improvements from the previous system.

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.

This *Handbook* will help to guide you through the Ocean City School District evaluation process. On behalf of the School District and the Board of Education, I would like to thank the District Evaluation Advisory Committee for their advisory role through the pilot evaluation process, which enabled our School District to “set the table” for the entire New Jersey’s teacher evaluation process. I would also like to extend a thank you to the *Teacher Evaluation Handbook* Committee for the development of this valuable tool designed to make us all better in our profession. Their efforts, along with those of the School District’s faculty, will further strengthen our ability to improve student learning.

Sincerely,

A handwritten signature in cursive script that reads "Kathleen Taylor". The signature is written in dark ink and is positioned above the printed name and title.

Dr. Kathleen Taylor
Ocean City School Superintendent

Table of Contents

Part I: Overview

Observations Details and Dates.....	
Pre- and Post-conferences.....	
Individual Professional Development Plan.....	
Summative Ratings.....	
SGO Process Timeline.....	
PLC Product Timeline.....	
Glossary.....	
Rating System Equivalence.....	

Part II: Danielson

Power Components.....	
Rubrics.....	
Page Number References.....	

Part III: iObservation

Quick Start Directions.....	
Blank Short Observation Form.....	

Part IV: Student Growth Objectives

Progress (growth) vs. Achievement (proficiency).....	
Potential Scoring Rubric.....	
Assessment, Rigor, and Depth of Knowledge.....	
SGO Form.....	
Breakdown of SGP and MAP Scores.....	

Part V: Professional Learning Communities

Data Analysis and Student Work.....	
Quarterly Benchmark Assessment (QBA) Mapping.....	
Developing Norms.....	
Norms Check.....	
Unpacking the Standards: DOK Levels.....	
Meeting Sign In Sheet.....	

Resources

ScIP Team Members
DEAC Team Members

Part One: Overview

- Observation Details
- Pre-and Post-Conferences
- Individual Professional Development Plan
- Summative Ratings
- SGO Process Timeline
- Profession Learning Community (PLC) Product Timeline
- Glossary and Rating System Equivalence

Number of Observations

The number of observations below is applicable to all **certificated** staff

Non-tenured (Years 1 and 2): 3 (2 long, 1 short)

Non-tenured (Years 3 and 4): 3 (1 long, 2 short)

Tenured: 3 (3 short)

Within the requirements, all teachers must have at least one unannounced and one announced observation.

****Non-tenured teachers shall be observed during the course of the year by more than one appropriately certified supervisor, either simultaneously or separately, by multiple observers.**

Announced vs. Unannounced

“Announced observation” means the person conducting an evaluation for the purpose of evaluation will notify the teaching staff member of the **date and the class period** that the observation will be conducted.

“Unannounced observation” means the person conducting an observation for the purpose of evaluation will not notify the teaching staff member of the date or time that the observation will be conducted.

Length of Observations

Long: minimum of 40 minutes

Short: minimum of 20 minutes

Pre-Conferences

Pre-conference must take place for an announced observation.

****A pre-conference, when required, shall occur within seven working days prior to the observation, not including the day of the observation.**

Post-Conferences

Post conferences are required for all observations (no later than 15 working days after the observation).

****If agreed to by the teacher, post-observation conferences for short observations of tenured teachers who are not on a corrective action plan may be conducted via written communication, including electronic.**

Required Statutory Dates

October 15, 2013: SGOs must be approved by Building Principal

December 1: All evaluators must conduct a “co-observation” for inter-rater reliability

May 15: All evaluators must conduct a second “co-observation” for inter-rater reliability

Required Contractual Dates

September 15: All teachers receive copies of evaluation forms

December 1: All non-tenured staff must have 1st evaluation

February 15: All non-tenured staff must have 2nd evaluation

April 5: All non-tenured staff must have 3rd evaluation

April 15: All non-tenured staff must have annual evaluation.

April 30: All teachers shall be notified in writing of their contract and salary status for the ensuing year.

May 15: All tenured staff must have their annual evaluation and individual conferences will be held between the teacher and supervisor to develop professional development plan.

Suggested timelines for non-tenured:

By the following dates:

October 15: Conduct 1st observation (utilize co-observations for inter rater reliability requirements)

January 15: Conduct 2nd observation

March 15th: Conduct 3rd observation (utilize co-observations for inter rater reliability requirements)

April 15: Conduct annual (based on teacher practice only)

September-January (as data becomes available): Conduct annual (inclusive of student achievement)

**Recommend making the 1st and 3rd announced and long observations.

**Recommend making the 2nd unannounced and short.

Suggested timelines for tenured:

November 15: Conduct 1st observation

February 15: Conduct 2nd observation

April 15: Conduct 3rd observation

May 15: Conduct annual (based on teacher practice only)

September-January (as data becomes available): Conduct annual (inclusive of student achievement)

Individual Professional Development (PD) Plans for Teachers: Key Changes

- PD plan tailored to individual needs and strengths through the addition of evaluation data
- Annual plans must address at least:
 - One area for development identified through evaluation
 - Additional areas of development aligned to team, school and/or district goals, as appropriate
 - Any requirements for PD stipulated in statute/regulation
- 100 hours of professional development every five years replaced with **minimum of 20-hours** of “qualifying activities” **each year**
- If a corrective action plan (CAP) is required, it becomes the individual PD plan for the struggling teacher.

For all:

- Professional Growth Plan (PGP) replaced with individual PD plan explicitly linked to performance review cycle
- Plans must address individual, school & district goals; also requirement for ethics, law, governance and HIB training

OCSD Summative Ratings

Group 1: Intermediate School Teachers of Math & LAL (Grades 4-8)

Group 2: Primary School Teachers and all Intermediate School Teachers (except Math & LAL)

Group 3: High School Teachers

TEACHER PRACTICE: 50% for all certificated staff

Domain & Component	Percentage
1b: Knowledge of Students	3.34
1c: Selecting Instructional Outcomes	3.34
1f: Designing Student Assessments	3.32
2a: Creating Environment of Respect/Rapport	5
2b: Establishing a Culture for Learning	5
2d: Managing Student Behavior	5
3b: Using Questioning/Discussion Techniques	3.75
3c: Engaging Students in Learning	3.75
3d: Using Assessment in Instruction	3.75
3e: Demonstrating Flexibility & Responsiveness	3.75
4a: Communicating with Students	2
4b: Maintaining Accurate Records	2
4c: Communicating with Families	2
4d: Participating in a Professional Community	4



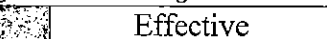

STUDENT ACHIEVEMENT: 50% for all certificated staff

Group 1	Percentage
NJASK Student Growth Percentile	30
Individual MAP results Target: 70% of students will make 70% of their projected growth	15
Closing the Achievement GAP: School Results on MAP for Special Education and Economically Disadvantaged subgroups in Math and LAL	5

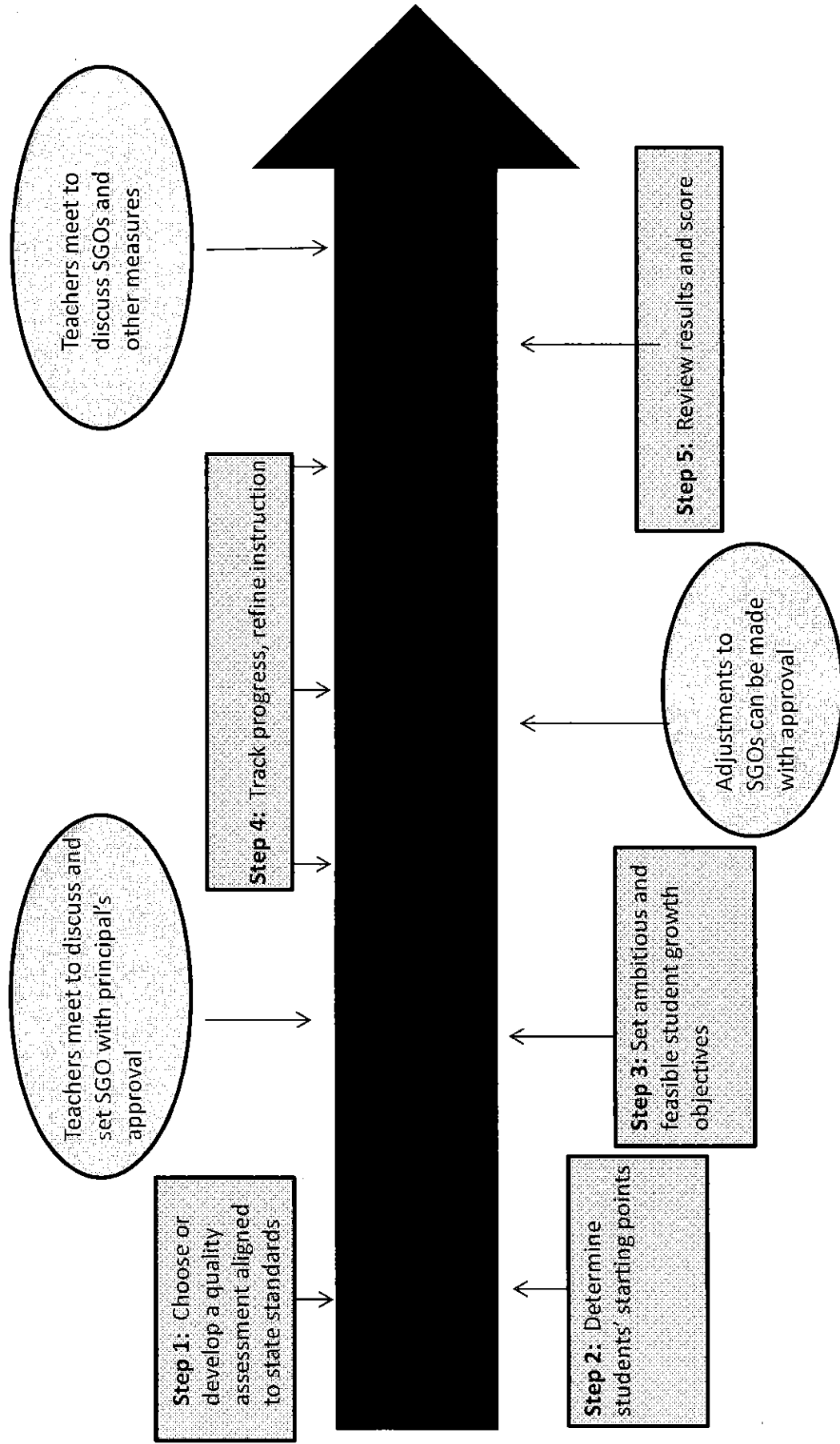
Student Achievement – Group 2	Percentage
Individual Student Growth Objective #1 *(for Primary School teachers that utilize MAP, this will be your MAP results for LAL) **(for Primary School teachers without MAP and Intermediate School teachers without SGP this will be your locally created SGO assessment #1)	20
Individual Student Growth Objective #2 *(for Primary School teachers that utilize MAP, this will be your MAP results for MATH) **(for Primary School teachers without MAP and Intermediate School teachers without SGP this will be your locally created SGO assessment #2)	20
School Results on NJASK (Median SGP)	5
Closing the Achievement GAP: School Results on NJASK for Special Education and Economically Disadvantaged subgroups in Math and LAL	5

Student Achievement – Group 3	Weight
Quarterly Benchmark Assessments Target: 80% of students will show 80% mastery	30
End of Course Exam Target: 80% of students will show 80% mastery	15
Closing the Achievement GAP: School Results on HSPA for Special Education and Economically Disadvantaged subgroups in Math and LAL	5

This final weighted score is translated into a rating on the following scale. Note: Borderline points round up.

			
1.0 Points	1.75 Points	2.5 Points	3.5 Points
		Effective	

The SGO Process/Timeline



Timeline for OCPS PLC Products

The following timeline needs to be completed for both the Grade Level PLC groups and for the Department/Subject PLC groups

- By September 11th PLC names, members and captain
- By September 15th PLC Norms developed
- By October 15th SGOs approved
MAP Fall data analyzed
- By November 13th PLC Binder review and update
- By January 29th Mid-Year Review and update
Data analyzed (SGO adjustment if needed)
- February 12th Final date to amend SGO
- By March 26th PLC Binder review and update
- By May 7th MAP Spring/growth data analyzed
Turn in SGO data
- June 12th Final PLC Binder review

Timeline for OCIS PLC Products

The following timeline needs to be completed for both the Grade Level PLC groups and for the Department/Subject PLC groups

- By September 11th PLC names, members and captain
- By September 15th PLC Norms developed
- By October 15th SGOs approved
- MAP Fall data analyzed
- By November 13th PLC Binder review and update
- By January 29th Mid-Year Review and update
- Data analyzed (SGO adjustment if needed)
- February 12th Final date to amend SGO
- By March 26th PLC Binder review and update
- By May 7th MAP Spring/growth data analyzed
- Turn in SGO data
- June 12th Final PLC Binder review

OCHS

Timeline for PLC Products

- By September 5th PLC Membership/Captain
- By September 9th PLC Norms
- By September 16th QBA Mapping for 1st marking period
- By September 30th QBA Mapping for 2nd marking period
- By October 10th QBA Mapping for 3rd marking period
- October 10th **Submit QBA 1** for approval
- By October 15th SGOs approval
- October 30th QBA Mapping for 4th marking period
- Nov 4 -6 1st MP QBA
- December 20th EOC Mapping
- January 3rd **Submit QBA 2** for approval
- Jan 14 – 16 2nd MP QBA
- March 1st **Submit QBA 3** for approval
- March 19 – 21 3rd MP QBA
- April 29th Submit QBA 4 for approval
- May 7 – 9 4th MP QBA
- May 30th **Submit EOC** for approval

Glossary

CAP	Corrective Action Plan
CCSS	Common Core State Standards
CST	Child Study Team
DEAC	District Evaluation Advisory Committee
DOK	Depth of Knowledge
ELL	English Language Learner
EOC	End of Course
ESL	English as a Second Language
HIB	Harassment Intimidation Bullying
HSPA	High School Proficiency Assessment
MAP	Measures of Academic Progress
NJASK	New Jersey Assessment of Skills and Knowledge
NJCCCS	New Jersey Core Curriculum Content Standards
PARCC	Partnership for Assessment of Readiness for College and Careers
PD	Professional Development
PGP	Professional Growth Plan
PLC	Professional Learning Community
QBA	Quarterly Benchmark Assessment
SGO	Student Growth Objective
SGP	Student Growth Percentile
ScIP	School Improvement Plan

Rating System Equivalents

Danielson	State
Distinguished	Highly Effective
Proficient	Effective
Basic	Partially effective
Unsatisfactory	Ineffective

Part Two: Danielson

- Power Components
- Rubrics
- Page Number References

Ocean City School District

Danielson: Framework for Teaching

Power Components

Domain 1: Planning and Preparation

- b. Demonstrating Knowledge of Students**
 - Knowledge of Child and Adolescent Development
 - Knowledge of the Learning Process
 - Knowledge of Students' Skills, Knowledge, and Language Proficiency
 - Knowledge of Students' Interests and Cultural Heritage
 - Knowledge of Students' Special Needs
- c. Selecting Instructional Outcomes**
 - Value, Sequence, and Alignment
 - Clarity
 - Balance
 - Suitability for Diverse Students
- f. Designing Student Assessments**
 - Congruence with Instructional Outcomes
 - Criteria and Standards
 - Design of Formative Assessments
 - Use for Planning

Domain 3: Instruction

- b. Using Questioning and Discussion Techniques**
 - Quality of Questions/Prompts
 - Discussion Techniques
 - Student Participation
- c. Engaging Students in Learning**
 - Activities and Assignments
 - Grouping of Students
 - Instructional Materials and Resources
 - Structure and Pacing
- d. Using Assessment in Instruction**
 - Assessment Criteria
 - Monitoring of Student Learning
 - Feedback to Students
 - Student Self-Assessment and Monitoring of Progress
- e. Demonstrating Flexibility and Responsiveness**
 - Lesson Adjustment
 - Response to Student
 - Persistence

Domain 2: The Classroom Environment

- a. Creating an Environment of Respect and Rapport**
 - Teacher Interactions with Students Including Both Words and Actions
 - Student Interactions with Other Students, Including Both Words and Actions
- b. Establishing a Culture for Learning**
 - Importance of the Content and of Learning
 - Expectations for Learning and Achievement
 - Student Pride in Work
- d. Managing Student Behavior**
 - Expectations
 - Monitoring of Student Behavior
 - Response to Student Misbehavior

Domain 4: Professional Responsibilities

- a. Communicating with Students**
 - Expectations for Learning
 - Directions for Activities
 - Explanations of Content
 - Use of Oral and Written Language
- b. Maintaining Accurate Records**
 - Student Completion of Assignments
 - Student Progress in Learning
 - Non-instructional Records
- c. Communicating with Families**
 - Information about the Instructional Program
 - Information about Individual Students
 - Engagement of Families in the Instructional Program
- d. Participating in a Professional Community**
 - Relationships with Colleagues
 - Involvement in a Culture of Professional Inquiry
 - Service to the School
 - Participation in School and District Projects

Power Components for Teachers

Domain 1: Planning and Preparation

Component 1b. Demonstrating Knowledge of Students

Component 1c. Setting Instructional Outcomes

Component 1f. Designing Student Assessments

Domain 2: Classroom Environment

Component 2a. Creating an Environment of Respect and Rapport

Component 2b. Establishing a Culture for Learning

Component 2d. Managing Student Behavior

Domain 3: Instruction

Component 3b. Using Questioning and Discussion Techniques

Component 3c. Engaging Students in Learning

Component 3d. Using Assessment in Instruction

Component 3e. Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

Component 4a. Reflecting on Teaching

Component 4b. Maintaining Accurate Records

Component 4c. Communicating with Families

Component 4d. Participating in a Professional Learning Community

Domain 1: Planning and Preparation

Component 1b. Demonstrating Knowledge of Students

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
The teachers demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.

Component 1c. Setting Instructional Outcomes

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take into account of the needs of individual students.

Component 1f. Designing Student Assessments**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes without clear criteria, and inappropriate for a least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: Classroom Environment**Component 2a. Creating an Environment of Respect and Rapport**

Supportive relationships and interactions between teacher and students and among students.

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Patterns of classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' ages, cultural backgrounds and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not respond to disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, developmental levels, and cultures of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' ages, cultures and levels of development. Students exhibit respect for the teacher and contribute to maintain high levels of civility among members of the class.

Component 2b. Establishing a Culture for Learning

The atmosphere in the classroom that reflects high expectations and the importance of the work undertaken by both students and teacher.

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
The classroom culture is characterized by a lack of teacher or student commitment to the learning, and/or little or no investment of student energy into the task at hand. Learning is not expected or valued.	The classroom culture is characterized by little commitment to the learning by teacher or student. Student engagement in the task at hand is inconsistent. The teacher appear to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality."	The classroom culture is a cognitively busy place where learning is valued by all. Students understand their role as learner and consistently expend effort to learn by engaging in the task at hand. Instructional outcomes, activities and assignments convey high expectations for most students. Classroom interactions support learning.	The classroom culture is characterized by a shared belief in the importance of the learning. Instructional outcomes, activities and assignments convey high expectations for all students. Classroom interactions may extend learning. Students assume responsibility for high quality work by initiating improvements, making revisions, adding detail and/or helping peers. High expectations are internalized by students.

Component 2d. Managing Student Behavior

Clear standards of conduct, understood by students, to ensure an orderly and productive learning environment.

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
There is little or no teacher monitoring of student behavior. Response to students' misbehavior is repressive, or disrespectful of student dignity. Students challenge the standards of conduct.	Teacher tries with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against standards of conduct. Teacher response to student misbehavior is consistent, appropriate and respectful to students.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs.

Domain 3: Instruction

Component 3b. Using Questioning and Discussion Techniques

Techniques used to deepen student understanding, and invite students to formulate hypothesis, make connections or challenge previously-held views.

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Teacher's questions/prompts are poorly aligned with lesson outcomes, with low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions/prompts are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge inviting a thoughtful response. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	Most of teacher's questions/prompts are of high quality and support the lesson objectives, with adequate time for students to respond. A variety or series of questions / prompts are used to challenge students cognitively, and advance high level thinking and discourse. Teacher creates a genuine discussion among students, stepping aside when appropriate. Teacher successfully engages all students in the discussion, employing a range of strategies to ensure that all students are heard.	Teacher's questions/prompts are of uniformly high quality and fully support the lesson outcomes, with adequate time for students to respond. A variety or series of questions / prompts are used to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

Component 3c. Engaging Students in Learning

Students are intellectually active in learning important and challenging content; they are developing their understanding through what they do.

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
The learning activities, materials resources, instructional groups and technology are poorly aligned with the instructional outcomes, are unsuitable to the students' developmental stage, or do not require students to think. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged.	The various elements of the lesson are partially aligned with the instructional outcomes, with minimal consideration of the students' development stage. Instruction does not facilitate students constructing knowledge, allowing some students to be passive or compliant. Learning activities, materials, resources, technology, and instructional grouping only partially engage students with the content. The lesson has a recognized structure, however the pacing of the lesson may not provide students the time needed to intellectually engage with their learning.	The various elements of the lesson are well aligned with the instructional outcomes, are suitable to the students' development, and facilitate students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by groups of students with important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to intellectually engage with their learning.	The various elements of the lesson are well aligned with the instructional outcomes and individual needs of the learners. The lesson is entirely suitable to the students' development, and facilitates all students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by each student in important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students have choice in how they complete tasks and may serve as resources for one another.

Component 3d. Using Assessment in Instruction

Use of formative assessment for teachers to keep their finger on the pulse of a lesson, monitor student understanding and, where appropriate, engage students in self-assessment and monitoring of learning.

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Assessment or monitoring of student learning is absent or minimal. Feedback is absent, or of poor quality. There is no attempt to adjust the lesson as a result of assessment. Students are not aware of the assessment criteria and do not engage in self-assessment.	Assessment is occasionally used to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Questions / prompts / assessments are not used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions / prompts / assessments are used to diagnose evidence of learning, and adjustment to instruction is made to address student misunderstandings.	Assessment is fully integrated into the instruction, through student involvement in establishing the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Students are aware of and may contribute to the assessment criteria. Questions / prompts / assessments are used regularly to diagnose evidence of learning and instruction is adjusted and differentiated to address individual student misunderstandings.

Component 4b. Maintaining Accurate Records**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance.

Component 4c. Communicating with Families**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.

Component 4d. Participating in a Professional Learning Community**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.

**Ocean City School District
Framework for Teaching
Charlotte Danielson, 2007
Power Components Reference**

Teachers

Domain 1: Planning and Preparation

Components	Rubric Page	Text Pages
1b. Demonstrating knowledge of students	49-50	46-49
1c. Selecting instructional outcomes	54	51-53
1f. Designing student assessments	63	59-62

Domain 2: The Classroom Environment

Components	Rubric Page	Text Pages
2a. Creating an environment of respect and rapport	66	64-66
2b. Establishing a culture for learning	69	67-68
2d. Managing student behavior	74	71-73

Domain 3: Instruction

Components	Rubric Page	Text Pages
3b. Using questioning and discussion techniques	82	79-82
3c. Engaging students in learning	85	82-85
3d. Using assessment in instruction	89	86-88
3e. Demonstrating flexibility and responsiveness	91	88-91

**Ocean City School District
Framework for Teaching
Charlotte Danielson, 2007
Power Components Reference**

Domain 4: Professional Responsibilities

Components	Rubric Page	Text Pages
4a. Reflecting on teaching	94	92-93
4b. Maintaining accurate records	97	94-96
4c. Communicating with families	100	96-99
4d. Participating in a professional community	103	99-102

Ocean City School District
Danielson: Framework for Instructional Specialists
Power Components

Domain 1: Planning and Preparation

- a. Demonstrating Knowledge of Current Trends In Specialty Area and Professional Development
- b. Demonstrating Knowledge of the School's Program and levels of Teacher Skill in Delivering that Program
- d. Demonstrating knowledge of Resources, Both Within and Beyond the School and District
- e. Planning the Instructional Support Program, Integrated with the Overall School Program

Domain 3: Delivery of Service

- a. Collaborating With Teachers in the Design of Instructional Units and Lessons
- b. Engaging Teachers in Learning New Instructional Skills
- c. Sharing Expertise with Staff
- d. Locating Resources for Teachers to Support Instructional Improvement

Domain 2: The Environment

- a. Creating an Environment of Trust and Respect
- b. Establishing a Culture for Ongoing Instructional Improvement
- c. Establishing Clear Procedures for Teachers to Gain Access to Instructional Support

Domain 4: Professional Responsibilities

- a. Reflecting on Practice
- b. Preparing and Submitting Budgets and Reports
- c. Coordinating Work with Other Instructional Specialists
- d. Participating in a Professional Community

Power Components for Instructional Specialists

Domain 1: Planning and Preparation

Component 1a. Demonstrating knowledge of current trends in specialty area and professional development

Component 1b. Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program

Component 1d. Demonstrating knowledge of resources, both within and beyond the school and district

Component 1e. Planning the instructional support program, integrated with the overall school program

Domain 2: The Environment

Component 2a. Creating an environment of trust and respect

Component 2b. Establishing a culture for ongoing instructional improvement

Component 2c. Establishing clear procedures for teachers to gain access to instructional support

Domain 3: Delivery of Service

Component 3a. Collaborating with teachers in the design of instructional units and lessons

Component 3b. Engaging teachers in learning new instructional skills

Component 3c. Sharing expertise with staff

Component 3d. Locating resources for teachers to support instructional improvement

Domain 4: Professional Responsibilities

Component 4a. Reflecting on practice

Component 4b. Preparing and submitting budgets and reports

Component 4c. Coordinating work with other instructional specialists

Component 4d. Participating in a professional community

Domain 1: Planning and Preparation

Component 1a. Demonstrating knowledge of current trends in specialty area and professional development

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.

Component 1b. Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.

Component 1d. Demonstrating knowledge of resources, both within and beyond the school and district

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.

Component 1e. Planning the instructional support program, integrated with the overall school program

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

Domain 2: The Environment

Component 2a. Creating an environment of trust and respect

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.

Component 2b. Establishing a culture for ongoing instructional improvement

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

Component 2c. Establishing clear procedures for teachers to gain access to instructional support

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

Domain 3: Delivery of Service

Component 3a. Collaborating with teachers in the design of instructional units and lessons

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

Component 3b. Engaging teachers in learning new instructional skills

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.

Component 3c. Sharing expertise with staff**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.

Component 3d. Locating resources for teachers to support instructional improvement**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

Domain 4: Professional Responsibilities**Component 4a. Reflecting on practice****Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.

Component 4b. Preparing and submitting budgets and reports**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.

Component 4c. Coordinating work with other instructional specialists**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.

Component 4d. Participating in a professional community**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

**Ocean City School District
Framework for Teaching
Charlotte Danielson, 2007
Power Components Reference**

Instructional Specialists

Domain 1: Planning and Preparation

Components	Rubric Page	Text Pages
1b. Demonstrating knowledge of students	49-50	46-50
1c. Selecting instructional outcomes	54	51-53
1f. Designing student assessments	63	59-62

Domain 2: The Classroom Environment

Components	Rubric Page	Text Pages
2a. Creating an environment of respect and rapport	66	64-66
2b. Establishing a culture for learning	69	67-68
2d. Managing student behavior	74	71-73

Domain 3: Instruction

Components	Rubric Page	Text Pages
3b. Using questioning and discussion techniques	82	79-82
3c. Engaging students in learning	85	82-85
3d. Using assessment in instruction	89	86-88
3e. Demonstrating flexibility and responsiveness	91	88-91

**Ocean City School District
Framework for Teaching
Charlotte Danielson, 2007
Power Components Reference**

Domain 4: Professional Responsibilities

Components	Rubric Page	Text Pages
4a. Reflecting on teaching	94	92-93
4b. Maintaining accurate records	97	94-96
4c. Communicating with families	100	96-99
4d. Participating in a professional community	103	99-102

Ocean City School District
Danielson: Framework for School Nurses
Power Components

Domain 1: Planning and Preparation

- a. Demonstrating Medical Knowledge and Skill in Nursing Techniques
- c. Demonstrating Knowledge of Government, Community, and District Regulations and Resources
- e. Planning the Nursing Program for Both Individuals and Groups of Students, Integrated with Regular School Program

Domain 3: Delivery of Service

- a. Assessing Student Needs
- b. Administering Medications to Students
- d. Managing Emergency Situations

Domain 2: The Environment

- a. Creating an Environment of Respect and Rapport
- c. Following Health Protocols and Procedures
- e. Organizing Physical Space

Domain 4: Professional Responsibilities

- b. Maintaining Health Records in Accordance with Policy and Submitting Reports in a Timely Fashion
- c. Communicating with Families
- d. Participating in a Professional Community
- e. Engaging in Professional Development

Power Components for School Nurse

Domain 1: Planning and Preparation

Component 1a. Demonstrating medical knowledge and skill in nursing techniques

Component 1c. Establishing goals for the nursing program appropriate to the setting and the students served

Component 1e. Planning the nursing program for both individuals and groups of students, integrated with the regular school program

Domain 2: The Environment

Component 2a. Creating an environment of respect and rapport

Component 2c. Following health protocols and procedures

Component 2e. Organizing physical space

Domain 3: Delivery of Service

Component 3a. Assessing student needs

Component 3b. Administering medications to students

Component 3d. Managing emergency situations

Domain 4: Professional Responsibilities

Component 4b. Maintaining health records in accordance with policy and submitting reports in a timely fashion

Component 4c. Communicating with families

Component 4d. Participating in a professional community

Component 4e. Engaging in professional development

Domain 1: Planning and Preparation

Component 1a. Demonstrating medical knowledge and skill in nursing techniques

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.

Component 1c. Establishing goals for the nursing program appropriate to the setting and the students served

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.	Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.	Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.	Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

Component 1e. Planning the nursing program for both individuals and groups of students, integrated with the regular school program

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

Domain 2: The Environment

Component 2a. Creating an environment of respect and rapport

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Nurse's interactions with at least some students are negative or inappropriate.	Nurse's interactions with students are a mix of positive and negative.	Nurse's interactions with students are positive and respectful.	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.

Component 2c. Following health protocols and procedures**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Nurse's procedures for the nursing office are nonexistent or in disarray.	Nurse has rudimentary and partially successful procedures for the nursing office.	Nurse's procedures for the nursing office work effectively.	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.

Component 2e. Organizing physical space**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.	Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.	Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.

Domain 3: Delivery of Service**Component 3a. Assessing student needs****Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.

Component 3b. Administering medications to students**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.

Component 3d. Managing emergency situations**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.

Domain 4: Professional Responsibilities**Component 4b. Maintaining health records in accordance with policy and submitting reports in a timely fashion****Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records, and documentation are generally accurate, but are occasionally late.	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.

Component 4c. Communicating with families**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.

Component 4d. Participating in a professional community**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.	Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.	Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.

Component 4e. Engaging in professional development**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse's participation in professional development activities is limited to those that are convenient or are required.	Nurse seeks out opportunities for professional development based on an individual assessment of need.	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

**Ocean City School District
Framework for Teaching
Charlotte Danielson, 2007
Power Components Reference**

School Nurses

Domain 1: Planning and Preparation

Components	Rubric Page	Text Pages
1a. Demonstrating medical knowledge and skill in nursing techniques	133	123 and 132
1c.		123 and 132
1e. Planning the nursing program for both individuals and groups of students, integrated with the regular school program	134	123 and 132

Domain 2: The Environment

Components	Rubric Page	Text Pages
2a. Creating an environment of respect and rapport	135	123 and 132
2c. Following health protocols and procedures	135	123 and 132
2e. Organizing physical space	135	123 and 132

Domain 3: Delivery of Service

Components	Rubric Page	Text Pages
3a. Assessing student needs	136	123 and 132
3b. Administering medications to students	136	123 and 132
3d. Managing emergency situations	137	123 and 132

**Ocean City School District
Framework for Teaching
Charlotte Danielson, 2007
Power Components Reference**

Domain 4: Professional Responsibilities

Components	Rubric Page	Text Pages
4b. Maintaining health records in accordance with policy and submitting reports in a timely fashion	138	123 and 132
4c. Communicating with families	138	123 and 132
4d. Participating in a professional community	139	123 and 132
4e. Engaging in professional development	139	123 and 132

Ocean City School District
Danielson: Framework for Therapeutic Specialists
Power Components

Domain 1: Planning and Preparation

- b. Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served**
- c. Demonstrating Knowledge of District, State, and Federal Regulations and Guidelines**
- d. Demonstrating Knowledge of Resources, Both Within and Beyond the School and District**
- e. Planning the Therapy Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students**

Domain 3: Delivery of Service

- a. Responding to Referrals and Evaluating Student Needs**
- b. Developing and Implementing Treatment Plans to Maximize Students' Success**
- c. Communicating with Families**
- d. Collecting Information: Writing Reports**

Domain 2: The Environment

- a. Establishing Rapport with Students**
- b. Organizing Time Effectively**
- c. Establishing and Maintaining Clear Procedures for Referrals**

Domain 4: Professional Responsibilities

- a. Reflecting on Practice**
- b. Collaborating with Teachers and Administrators**
- c. Maintaining an Effective Data-Management System**
- d. Participating in a Professional Community**

Power Components for Therapeutic Specialist

Domain 1: Planning and Preparation

Component 1b. Establishing goals for the therapy program appropriate to the setting and the students served

Component 1c. Demonstrating knowledge of district, state, and federal regulations and guidelines

Component 1d. Demonstrating knowledge of resources, both within and beyond the school and district

Component 1e. Planning the therapy program, integrated with the regular school program, to meet the needs of individual students

Domain 2: The Environment

Component 2a. Establishing rapport with students

Component 2b. Organizing time effectively

Component 2c. Establishing and maintaining clear procedures for referrals

Domain 3: Delivery of Service

Component 3a. Responding to referrals and evaluating student needs

Component 3b. Developing and implementing treatment plans to maximize students' success

Component 3c. Communicating with families

Component 3d. Collecting information; writing reports

Domain 4: Professional Responsibilities

Component 4a. Reflecting on practice

Component 4b. Collaborating with teachers and administrators

Component 4c. Maintaining an effective data-management system

Component 4d. Participating in a professional community

Domain 1: Planning and Preparation

Component 1b. Establishing goals for the therapy program appropriate to the setting and the students served

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.

Component 1c. Demonstrating knowledge of district, state, and federal regulations and guidelines

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.

Component 1d. Demonstrating knowledge of resources, both within and beyond the school and district

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.

Component 1e. Planning the therapy program, integrated with the regular school program, to meet the needs of individual students

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.

Domain 2: The Environment

Component 2a. Establishing rapport with students

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.

Component 2b. Organizing time effectively

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.

Component 2c. Establishing and maintaining clear procedures for referrals**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

Add Evidence from Notes:

Domain 3: Delivery of Service**Component 3a. Responding to referrals and evaluating student needs****Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.

Component 3b. Developing and implementing treatment plans to maximize students' success**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.

Component 3c. Communicating with families**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.

**Ocean City School District
Framework for Teaching
Charlotte Danielson, 2007
Power Components Reference**

Domain 3: Delivery of Service

Components	Rubric Page	Text Pages
3a. Responding to referrals and evaluating student needs	164	150 and 159
3b. Developing and implementing treatment plans to maximize student success	164	150 and 159
3c. Communicating with families	164	150 and 159
3d. Collecting information; writing reports	165	150 and 159

Domain 4: Professional Responsibilities

Components	Rubric Page	Text Pages
4a. Reflecting on practice	166	150 and 159
4b. Collaborating with teachers and administrators	166	150 and 159
4c. Maintaining an effective data management system	166	150 and 159
4d. Participating in a professional community	167	150 and 159

Ocean City School District
Danielson: Framework for Guidance Counselors
Power Components

Domain 1: Planning and Preparation

- b. Demonstrating Knowledge of Child and Adolescent Development**
- d. Demonstrating Knowledge of State and Federal Regulations and of Resources Both Within and Beyond the School and District**
- e. Planning the Counseling Program, Integrated with the Regular School Program**

Domain 2: The Environment

- a. Creating an Environment of Respect and Rapport**
- b. Establishing a Culture for Productive Communication**
- c. Managing Routines and Procedures**

Domain 3: Delivery of Service

- a. Assessing Student Needs**
- b. Assisting Students and Teachers in the Formulation of Academic, Personal/Social, and Career Plans, Based on Knowledge of Student Needs**
- e. Demonstrating Flexibility and Responsiveness**

Domain 4: Professional Responsibilities

- b. Maintaining Records and Submitting Them in a Timely Fashion**
 - c. Communicating with Families**
 - d. Participating in a Professional Community**
 - e. Engaging in Professional Development**
-

Power Components for Guidance Counselors

Domain 1: Planning and Preparation

Component 1b. Demonstrating knowledge of child and adolescent development

Component 1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district

Component 1e. Planning the counseling program, integrated with the regular school program

Domain 2: The Environment

Component 2a. Creating an environment of respect and rapport

Component 2b. Establishing a culture for productive communication

Component 2c. Managing routines and procedures

Domain 3: Delivery of Service

Component 3a. Assessing student needs

Component 3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs

Component 3e. Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

Component 4b. Maintaining records and submitting them in a timely fashion

Component 4c. Communicating with families

Component 4d. Participating in a professional community

Component 4e. Engaging in professional development

Domain 1: Planning and Preparation

Component 1b. Demonstrating knowledge of child and adolescent development

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.

Component 1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

Component 1e. Planning the counseling program, integrated with the regular school program

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

Domain 2: The Environment

Component 2a. Creating an environment of respect and rapport

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.

Component 2b. Establishing a culture for productive communication

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.

Component 2c. Managing routines and procedures

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

Domain 3: Delivery of Service

Component 3a. Assessing student needs

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.

Component 3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.

Component 3c. Demonstrating flexibility and responsiveness

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

Component 4b. Maintaining records and submitting them in a timely fashion

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.

Component 4c. Communicating with families**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

Component 4d. Participating in a professional community**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

Component 4e. Engaging in professional development**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

**Ocean City School District
Framework for Teaching
Charlotte Danielson, 2007
Power Components Reference**

Guidance Counselors

Domain 1: Planning and Preparation

Components	Rubric Page	Text Pages
1b. Demonstrating knowledge of child and adolescent development	141	132-140
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	142	132-140
1e. Planning the counseling program, integrated with the regular school program	142	132-140

Domain 2: The Environment

Components	Rubric Page	Text Pages
2a. Creating an environment of respect and rapport	143	132-140
2b. Establishing a culture for productive communication	143	132-140
2c. Managing routines and procedures	143	132-140

**Ocean City School District
Framework for Teaching
Charlotte Danielson, 2007
Power Components Reference**

Domain 3: Delivery of Service

Components	Rubric Page	Text Pages
3a. Assessing Student Needs	145	132-140
3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of students needs	145	132-140
3e. Demonstrating flexibility and responsiveness	146	132-140

Domain 4: Professional Responsibilities

Components	Rubric Page	Text Pages
4b. Maintaining records and submitting them in a timely fashion	147	132-140
4c. Communicating with families	147	132-140
4d. Participating in a professional community	148	132-140
4e. Engaging in professional development	148	132-140

Ocean City School District
Danielson: Framework for School Psychologists / Social Workers
Power Components

Domain 1: Planning and Preparation

- b. Demonstrating Knowledge of Child and Adolescent Development and Psychology**
- d. Demonstrating Knowledge of State and Federal Regulations and of Resources Both Within and Beyond the School and District**
- e. Planning the Psychology Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students and Including Prevention**

Domain 3: Delivery of Service

- a. Responding to Referrals; Consulting with Teachers and Administrators**
- b. Evaluating Student Needs in Compliance with National Association of School Psychologists (NASP) Guidelines**
- e. Maintaining Contact with Physicians and Community Mental Health Service Providers**
- f. Demonstrating Flexibility and Responsiveness**

Domain 2: The Environment

- a. Establishing Rapport with Students**
- b. Establishing a Culture for Positive Mental Health Throughout the School**
- c. Establishing and Maintaining Clear Procedures for Referrals**

Domain 4: Professional Responsibilities

- a. Reflecting on Practice**
- b. Communicating with Families**
- c. Maintaining Accurate Records**
- e. Participating in a Professional Community**

Power Components for School Psychologists/Social Workers

Domain 1: Planning and Preparation

Component 1b. Demonstrating knowledge of child and adolescent development and psychopathology

Component 1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district

Component 1e. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention

Domain 2: The Environment

Component 2a. Establishing rapport with students

Component 2b. Establishing a culture for positive mental health throughout the school

Component 2c. Establishing and maintaining clear procedures for referrals

Domain 3: Delivery of Service

Component 3a. Responding to referrals; consulting with teachers and administrators

Component 3b. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines

Component 3e. Maintaining contact with physicians and community mental health service providers

Component 3f. Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

Component 4a. Reflecting on practice

Component 4b. Communicating with families

Component 4c. Maintaining accurate records

Component 4e. Engaging in professional development

Domain 1: Planning and Preparation

Component 1b. Demonstrating knowledge of child and adolescent development and psychopathology

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.

Add Evidence from Notes:

Component 1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

Add Evidence from Notes:

Component 1e. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.

Add Evidence from Notes:

Domain 2: The Environment

Component 2a. Establishing rapport with students

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.

Add Evidence from Notes:

Component 2b. Establishing a culture for positive mental health throughout the school

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.

Add Evidence from Notes:

Component 2c. Establishing and maintaining clear procedures for referrals

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

Add Evidence from Notes:

Domain 3: Delivery of Service

Component 3a. Responding to referrals; consulting with teachers and administrators

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.

Add Evidence from Notes:

Component 3b. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.

Add Evidence from Notes:

Component 3c. Maintaining contact with physicians and community mental health service providers

Levels of Performance:

Unsatisfactory	Basic	Proficient	Distinguished
Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.

Add Evidence from Notes:

Component 3f. Demonstrating flexibility and responsiveness**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Add Evidence from Notes:

Domain 4: Professional Responsibilities**Component 4a. Reflecting on practice****Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.

Add Evidence from Notes:

Component 4b. Communicating with families**Levels of Performance:**

Unsatisfactory	Basic	Proficient	Distinguished
Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.

**Ocean City School District
Framework for Teaching
Charlotte Danielson, 2007
Power Components Reference**

School Psychologists and Social Workers

Domain 1: Planning and Preparation

Components	Rubric Page	Text Pages
1b. Demonstrating knowledge of child and adolescent development and psychology	151	140-150
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	152	140-150
1e. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention	152	140-150

Domain 2: The Environment

Components	Rubric Page	Text Pages
2a. Establish rapport with students	153	140-150
2b. Establishing a culture for positive mental health throughout the school	153	140-150
2c. Establishing and maintaining clear procedures for referrals	153	140-150

**Ocean City School District
Framework for Teaching
Charlotte Danielson, 2007
Power Components Reference**

Domain 3: Delivery of Service

Components	Rubric Page	Text Pages
3a. Responding to referrals; consulting with teachers and administrators	155	140-150
3b. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	155	140-150
3e. Maintaining contact with physicians and mental health service providers	156	140-150
3f. Demonstrating flexibility and responsiveness	156	140-150

Domain 4: Professional Responsibilities

Components	Rubric Page	Text Pages
4a. Reflecting on practice	157	140-150
4b. Communicating with families	157	140-150
4c. Maintaining accurate records	157	140-150
4e. Engaging in professional development	158	140-150

Part Three: iObservation

- Quick Start Directions
- Short Observation Form

Quick Start Guide: Getting Started

Email Address: _____ Password: _____

Getting Started with the iObservation System

A. Generate New Password

Note: New Users only

1. Open an **internet browser**.
2. Type www.EffectiveEducators.com in the address bar.
3. Click the Click Here link next to '**First Time User?**'
4. Type your email address in the **Email Address** box.
5. Click **Submit**.
6. Go to your school email account to find an email from no-reply@EffectiveEducators.com containing your username and password. Note: Check your spam/junk email folder if you do not see the email.
7. Click the link in the email or copy and paste the link into an internet browser.
8. Verify that the first name, last name, and email address displayed are correct.
9. *Optional:* If the first name, last name or email address are incorrect type in the corresponding box to correct the information.
10. Type a password in the **Change Password** box.
11. Retype the password in the **Confirm Password** box.
12. Click **Save**.

B. Log In

1. Open an **internet browser**.
2. Type www.EffectiveEducators.com in the address bar.
3. Type your username in the **Username** box.
4. Type your password in the **Password** box.
5. Click **Login**.

C. Change Password

1. Click **My Profile** in the top right corner of the screen.
2. Type a password in the **Change Password** box.
3. Retype the password in the **Confirm Password** box.
4. Click **Save**.

D. Forgot Password

1. Open an **internet browser**.
2. Type www.EffectiveEducators.com in the address bar.
3. Click the **Forgot your password?** link.
4. Type email address in the **Email Address** box.

Quick Start Guide: Getting Started

Forgot Password (continued)

5. Click **Submit**.
6. Go to your school email account to find an email from noreply@learningsciences.net containing your username and password. Note: Check your spam/junk email folder if you do not see the email.
7. Click the link in the email or copy and paste the link into an internet browser.
8. Verify that the first name, last name, and email address displayed are correct.
9. *Optional:* If the first name, last name or email address are incorrect type in the corresponding box to correct the information.
10. Type a password in the **Change Password** box.
11. Retype the password in the **Confirm Password** box.
12. Click **Save**.

E. Update Profile Information

1. Click **My Profile** in the top right corner of the screen.
2. *Optional:* Edit your first name or last name in the corresponding boxes.
3. *Optional:* Edit your email address in the Email box.
4. *Optional:* Check the checkbox to receive information from iObservation.
5. *Optional:* Upload a photo for a profile image by clicking Browse, then select a file and click Open.
6. Click **Save**.

F. Update Email Address

1. Click **My Profile** in the top right corner of the screen.
2. Type your new email address in the **Email** box.
3. Click **Save**.

G. Set or Update Email Notification Preferences

1. Click **My Profile** in the top right corner of the screen.
2. Scroll down to the **Email Notification Preferences** section near the bottom of the page.
3. *Optional:* Check the check box next to any or all of the email notification options.
4. Click **Save**.

Technical Training

Virtual technical training sessions are available. During the 45 minutes session an experienced technical trainer will spend one-on-one time with individual users around using iObservation features. Contact us at iObform@iObservation.com to learn more or purchase sessions.

Resource Library

Note: All users have access to Quick Start Guides in the Resource Library. Other resources are displayed based upon purchase.

A. View a Resource

1. Click **Resource Library**.
2. *Optional:* You may use the Sort and/or Search feature to find a resource in the list.
3. *Optional:* You may use the Browse tab to find specific types of resources in the list or to browse by look-for within a framework.
4. Click **View** or **Download**. The button varies by resource type. The resource appears.

B. Sort

1. Select a sort option from the **Sort By:** drop down menu.
2. *Optional:* You may reorder to find a resource in the list by using the A-Z or Z-A buttons.
3. *Optional:* You may use the Browse tab to find specific types of resources in the list or to browse by look-for within a framework.

C. Search

1. Type a **search word or phrase** in the search box located at the top right of the list.
2. Click the **Search** icon. The search results display.
3. *Optional:* You may use the Browse tab to find specific types of resources in the list or to browse by look-for within a framework.
4. *Optional:* You may use the Sort feature to find a resource in the list.

D. Share a Resource via a Conference or Discussion

1. Click **Resource Library**.
2. **Locate** the resource in the list.
3. *Optional:* You may reorder, Search or use the Browse tab to find a resource in the list.
4. Click the **Share** button.
5. Select either **New Conference/Discussion** or **Existing Conference/Discussion** from the drop down list.
 - a. **New Conference or Discussion**
 - i. You will be redirected to the **Add New Conference** or **Add New Discussion** page.
 - ii. Please see the Collaborate Quick Start Guide.
 - b. **Existing Conference or Discussion**
 - i. Select a **Conference** or **Discussion** from the drop down menu.
 - ii. Type a **Post** in the box.
 - iii. Click **Post**.

Technical Training

Virtual technical training sessions are available. During the 45 minutes session an experienced technical trainer will spend one-on-one time with individual users around using iObservation features. Contact us at iObform@iObservation.com to learn more or purchase sessions.

Technical Training

Virtual technical training sessions are available. During the 45 minutes session an experienced technical trainer will spend one-on-one time with individual users around using iObservation features. Contact us at iObform@iObservation.com to learn more or purchase sessions.

Standard Evidence Cycle

Step	Use this System Feature	Notes
1. Pre Conference	Collaborate > Pre/Post Conference	May be started by either the Teacher or the Administrator
2. Notes from the Observation	Observations > Notebook	Also known as 'scripting' Create a private notebook by not assigning a user to it.
3. Post Conference	Collaborate > Pre/Post Conference	May be started by either the Teacher or the Administrator
4. Importing Evidences into an Observation Form	Observations > Conduct	

A. Start a Pre-Conference

1. Hover over **Collaborate**.
2. Click **Pre/Post Conferences**.
3. Click the **Create New Pre/Post Conference** button.
4. Select a Questionnaire from the drop down menu.
5. Choose the **With** status. Either, "Are you starting this for another user" or "Will you complete the questionnaire?"
6. **Locate** the participant's name in the list.
7. *Optional:* You may page or search to find the name in the list.
8. Click **Add** to select the participant.
9. Click **Next**.
10. If you are completing the questionnaire, type or choose a response to the first question.
11. *Optional:* Repeat step 10 for additional questions.
12. See Finish a Pre-Conference for steps on how to finish the questionnaire.

B. Edit a Pre-Conference

1. Hover over **Collaborate**.
2. Click **Pre/Post Conferences**.
3. **Locate** the Pre-Conference in the list.
4. *Optional:* You may reorder or search to find the Pre-Conference in the list.
5. Click **Continue**.
6. Type or choose a response to a question.
7. *Optional:* Repeat step 6 for additional questions.

Quick Start Guide: Evidence Cycle

8. See Finish a Pre-Conference for steps on how to finish the questionnaire.

C. Finish a Pre-Conference

1. Hover over **Collaborate**.
2. Click **Pre/Post Conferences**.
3. **Locate** the Pre Conference in the list.
4. *Optional:* You may reorder or search to find the Pre-Conference in the list.
5. Click **Continue**.
6. *Optional:* Type or choose a response to a question.
7. *Optional:* Repeat step 6 for additional questions.
8. *Optional:* Type additional comments in the Overall Comments text area.
9. Click **Finish**.
10. Click **Yes**.

D. Start a Notebook

1. Hover over **Observations**.
2. Click **Notebooks**.
3. Click the **Create New Notebook** button.
4. Type a **Title** for the Notebook.
5. *Optional:* Type a Description for the Notebook.
6. *Optional:* Select a Participant for the Notebook. In order to use the Notebook as evidence in an observation, you must select a Participant.
7. Click **Save**.
8. The new Notebook appears.
9. Click in the text area then type a note.
10. Click **Save**.
11. *Optional:* Repeat steps 9-10 to add additional notes.
12. See Finish a Notebook for steps on how to finish the Notebook.

E. Edit a Notebook

1. Hover over **Observations**.
2. Click **Notebooks**.
3. **Locate** the Notebook in the list.
4. *Optional:* You may reorder or search to find the Notebook in the list.
5. Click **Add Notes**.
6. Type a note in the text area at the top of the Notebook.
7. Click **Save**.
8. *Optional:* Repeat steps 6-7 to add additional notes.
9. See Finish a Notebook for steps on how to finish the Notebook.

F. Finish a Notebook

1. Hover over **Observations**.
2. Click **Notebooks**.
3. **Locate** the Notebook in the list.
4. *Optional:* You may reorder or search to find the Notebook in the list.
5. Click **Add Notes**.
6. *Optional:* Type a note in the text area at the top of the Notebook.
7. *Optional:* Click **Save**.
8. *Optional:* Repeat steps 6-7 to add additional notes.
9. Click **Finish**.
10. Click **Yes**.

G. Start a Post Conference

See Start a Pre-Conference

H. Edit a Post Conference

See Edit a Pre-Conference

I. Finish a Post Conference

See Finish a Pre-Conference

J. Conduct an Observation with Imported Evidences

1. Hover over **Observations**.
2. Click **Conduct**.
3. **Locate** the learner's name in the list.
4. *Optional:* You may reorder or search to find the name in the list.
5. Click the **Forms** button.
6. Select a **Form** from the drop down menu.
7. *Optional:* Set a default form by clicking Select Default Form and choosing a form from the drop down menu.
8. *Optional:* Once the default is set, skip steps 5-6 by clicking **Begin**.
9. The **Table of Contents** appears.
10. *Optional:* Change the learner's location using the drop down menu. If the learner is in only one building, the observer does not need to make a selection.
11. *Optional:* Select the button to indicate that the observation is formal, informal or a walkthrough.
12. *Optional:* Check the checkbox to indicate if the observation "Counts towards Annual Evaluation".
13. Click the **Add Notebook** link to select one or more Notebooks to use as evidence.
14. Click the **Select** link to select one or more Notebooks to include.
15. Click **Close**.

Conduct and Observation with Imported Evidences (continued)

16. Click the **Add Pre/Post Conferences** link.
17. Click the **Select** link to select one or more Pre or Post Conferences.
18. Click **Close**.
19. Click a look-for in the list to begin collecting data.
20. Add data to the form by typing comments, adding information, etc.
21. Add evidences to the form by clicking the **Add** link.
22. Click the **Select** link to select one or more notes or questionnaire responses to include.
23. Click **Close**.
24. *Optional:* Repeat steps 21-22 to add additional notes or questionnaire responses.
25. *Optional:* Add more look-fors by repeating steps 19-24 by either clicking Back to Table of Contents or opening the Form Map.
26. *Optional:* Click Cancel to exit the observation without saving.
27. *Optional:* Click Save and Close to save a draft of the form then return to the Conduct list view.
28. *Optional:* Click Save Draft to save the observation and edit at another time.
29. *Optional:* Send a notification email to the learner.
30. *Optional:* Type and additional message.
31. Click **Finish** to end the observation. Completed observations are not editable.

K. Continue a Saved Draft Observation

See Observation Quick Start Guide

L. Delete a Saved Draft

See Observation Quick Start Guide.

M. View Completed Observation

See Observation Quick Start Guide.

Technical Training

Virtual technical training sessions are available. During the 45 minutes session an experienced technical trainer will spend one-on-one time with individual users around using iObservation features. Contact us at iObform@iObservation.com to learn more or purchase sessions.

Ocean City School District – Short Observation

Name: _____

Date: _____

Subject/Grade: _____

Time: _____

Observer: _____

School (check one):

☐ OCPS

☐ OCIS

☐ OCHS

Lesson Constructs

Lesson Topic: _____

Objective: _____

Lesson Closure: _____

Component 2a: Creating an Environment of Respect and Rapport

<i>Element</i>	1(I)	2(PE)	3(E)	4(HE)
1. Teacher-student interactions are friendly and demonstrate general caring and respect.				
2. Such interactions are appropriate to the ages, of the students.				
3. Students exhibit respect for the teacher.				
4. Interactions among students are generally polite and respectful.				
5. Teacher responds successfully to disrespectful behavior among students.				
6. Statements:				

Comments: _____

Component 2b: Establishing a Culture for Learning

<i>Element</i>	1(I)	2(PE)	3(E)	4(HE)
1. The teacher communicates the importance of learning and that with hard work all students can be successful in it.				
2. The teacher demonstrates a high regard for student abilities.				
3. The teacher expects student effort and recognizes it.				
4. Students put forth good effort to complete work of high quality.				
5. Classroom interactions support learning and hard work.				

Comments: _____

Component 2d: Managing Student Behavior

<i>Element</i>	1(I)	2(PE)	3(E)	4(HE)
1. Standards of conduct have been established.				
2. Student behavior is generally appropriate.				
3. The teacher frequently monitors student behavior.				
4. The teacher's response to student misbehavior is respectful.				
5. The teacher's response to the student misbehavior is consistent and appropriate.				
6. The teacher acknowledges good behavior.				

Comments: _____

Component 3b: Using Questioning/Prompts and Discussion Techniques

<i>Element</i>	1(I)	2(PE)	3(E)	4(HE)
1. The teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.				
2. The teacher makes effective use of wait time.				
3. The teacher builds on and uses student responses to questions effectively.				
4. Discussions enable students to talk to one another, without ongoing mediation by the teacher.				
5. The teacher calls on most students, even those who don't initially volunteer.				
6. Many students actively engage in the discussion.				

Comments: _____

Component 3c: Engaging Students in Learning

<i>Element</i>	1(I)	2(PE)	3(E)	4(HE)
1. Most students are intellectually engaged in the lesson.				
2. Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.				
3. Students have some choice in how they complete learning tasks.				
4. There is a mix of different types of groupings, suitable to the lesson objectives.				
5. Materials and resources support learning goals and require intellectual engagement, as appropriate.				
6. The lesson has a clearly defined structure.				
7. The pacing of the lesson provides students the time needed to be intellectually engaged.				

Comments: _____

Component 3d: Using Assessment in Instruction

<i>Element</i>	1(I)	2(PE)	3(E)	4(HE)
1. Students indicate that they clearly understand the characteristics of high-quality work.				
2. Feedback includes specific and timely guidance on how students can improve their performance.				
3. The teacher elicits evidence of individual student understanding during the lesson, for at least some groups of students.				
4. Students appear to be aware of the assessment criteria.				
5. Students are invited to assess their own work and make improvements.				
6. When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.				

Comments: _____

Component 3e: Demonstrating Flexibility and Responsiveness

<i>Element</i>	1(I)	2(PE)	3(E)	4(HE)
1. Teacher successfully makes a minor modification to the lesson.				
2. Teacher incorporates students' interests and questions into the heart of the lesson.				
3. The teacher conveys to students that she has other approaches to try when the students experience difficulty.				
4. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.				
5. Teacher seizes on a teachable moment to enhance a lesson.				
6. Teacher successfully makes a minor modification to the lesson.				

Comments: _____

Part Four: Student Growth Objectives (SGOs)

- Progress (Growth) vs. Achievement (Proficiency)
- Potential Scoring Rubric
- Assessment, Rigor, and Depth of Knowledge
- SGO Form
- Breakdown of Student Growth Percentile (SGP) and
Measures of Academic Progress (MAP) Scores

Student Growth Objectives

SGO Requirements

A teacher develops SGOs in consultation with his or her principal or the principal's designee. The principal makes the final determination about the SGO.

All teachers who receive an SGP score must set at least 1 SGO and teachers who do not receive an SGP score must set at least 3 SGOs. The final district-wide number will be determined by the superintendent in accordance with New Jersey Department of Education regulations.

SGOs must be approved by the principal or the principal's designee, by October 15. Any changes to an SGO must be completed and approved by February 15 with the superintendent's permission.

The teacher's supervisor scores the SGO and the rating, if available, is discussed during the annual summary conference

Planning for an OCSD SGO

Before beginning:

Decide how much of the SGO process can be done collaboratively with your PLC colleagues, e.g. developing department-wide assessment, setting similar SGOs and collecting evidence of student learning, etc.

Step 1: Choose or develop a quality assessment aligned to NJCCCS or CCSS.

Determine what assessments you have in place for your students now. Determine if they are appropriate for the purposes of SGOs. Check them for rigor, depth of knowledge, and standards alignment. Plan to improve them or create new ones if necessary.

Step 2: Determine students' starting points.

Determine what sources of information you can use to judge your students' starting points. Decide whether you need to use a pre-assessment. Decide whether grouping students by preparedness level is appropriate and useful.

Step 3: Set ambitious and achievable SGOs with the approval of the principal/supervisor.

Consult with your evaluator to determine what combination of general and specific SGOs are appropriate for your teaching assignment. Using data collected in Step 2, set measurable goals that are ambitious and achievable. Define attainment levels for your SGOs. Complete the appropriate version of the SGO form and have your evaluator approve it.

Step 4: Track progress, refine instruction.

Frequently monitor your student's progress towards the goals you have set for them. Modify your instruction as needed. Teachers must gauge the current level of student learning, by answering the following questions:

How are your students progressing toward your Student Growth Objectives? How do you know?

Which students are struggling/exceeding expectations? What are you doing to support them?

What additional resources do you need to support you as you work to achieve your Student Growth Objectives?

Step 5: Review results and score in consultation with your principal/supervisor.

Administer the post-assessment. Collect student performance data and consult with your evaluator to determine your rating. Discuss with your evaluator next steps for setting SGOs in the following year based on your results.

Indicators of an OCSD SGO

Objective Statement: Describe the overall objective, including whether it focuses on progress (expecting students to make a certain amount of progress within an interval of instruction) or mastery (expecting students to meet a particular bar or standard).

The objective is

- focused on the major areas of learning at the grade level
- addresses important curriculum targets, school or district priorities, or an important objective based on recent trends or results from data
- broad enough that it captures the major content of an extended instructional period
- focused enough that it can be measured
- written by a content-alike team of educators or administrative team, if possible/appropriate

Rationale: Describe the reasoning for this objective, including whether it is aligned to a school-wide SGO, and what data informed this decision.

- The rationale provides a clear explanation for why this is the right content to be focusing on. It should provide a justification for and explain why the objective was chosen—for example, baseline evidence suggested students were struggling with specific clusters of the CCSS in Math.
- The priority of the content has been agreed upon by a grade-level or content-alike team of educators.
- For school-wide SGOs: The priority of the content has been informed by school and district priorities and agreed upon by the administrative team.

Aligned Standards: Specify the CCSS or NJCCS standards to which this objective is aligned.

- The objective is aligned to one or more grade level or grade span standards
- The objective incorporates grade level literacy or numeracy standards, when applicable
- Selects substantial content by including focused, pivotal and coherent content items from the body of applicable standards

Students: Specify the number of and grade/class of students to whom this objective applies.

General SGOs are broad in the scope. They include all, or a large proportion of the curriculum, and all, or most of your students. Specific SGOs focus on a particular subgroup of students, or specific content or skill.

Whole Grouped

Data suggest that students come with relatively similar readiness levels for the content being taught

For outliers (exceptionally low or exceptionally high performing students), individual SGOs may need to be developed

Tiered

Data suggest that students come with relatively diverse readiness levels for the content being taught

For outliers (exceptionally low or exceptionally high performing students), individual SGOs may need to be developed

Individual

The pre-assessment used to determine baseline data reports results in percentages or provides levels of performance

Used for smaller groups of students with a variety of readiness levels and background knowledge

Acceptable amounts of progress are often dependent of student' historical academic performances

Program (specialist)

Suitable for educational specialists or others whose main stakeholders are not students

Baseline data focus not necessarily on student scores, but on the measures (student or parent attendance at functions, discipline data, instructional strategies observed on walkthroughs, etc)

Interval of Instruction: Specify whether this objective applies to the entire academic year, one semester, or some other interval of instruction.

- The objective applies to a long-term instructional period, such as an academic year, semester or trimester
- For educators who work with students on a shorter cycle, the length of the interval of instruction is explained/justified

Baseline Data: Describe the pre-test or baseline information/data available for this student population that informed the target(s) (e.g., are students entering without, with, or above the necessary prerequisite knowledge or skills?).

- The objective incorporates the use of baseline data or information specifically for the students referenced in the objective. This may include pre-test data from the beginning of the year, or may include data from these students in their previous grade
- If baseline data isn't available for this specific student population, data about a similar student group is referenced.
 - This may include a different group of students that the teacher taught in previous years. For example, a teacher can identify trends areas where students typically struggle on this content
 - Or this may include reference to national norms about student achievement in this area

Target(s): Describe where you expect students to be at the end of the interval of instruction. If baseline data suggest meaningful differences in prerequisite knowledge or skills, targets should be tiered to be both rigorous and attainable for students at various levels.

- The target is measureable and rigorous, yet attainable for the interval of instruction
- If necessary, the target is tiered so as to be both rigorous and attainable for all students included in the SGO

Rationale for Target(s): Explain how the target(s) was determined (e.g., pre-test, baseline, or historical data on your current students, or historical data from past students). Explain why it is appropriate (both rigorous and attainable) for all students.

- The Rationale for Target explains how the specific targets were determined. This should include an explanation of the following:
 - available baseline data, or
 - historical data on current students, or
 - historical data on similar or comparable past students,
 - rate of progress norms,
 - or a combination of this information, as available

Evidence: Describe what assessment(s) you will use to measure student learning and why the assessment(s) is appropriate for measuring the objective. At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.

- When possible, the attainment of the objective will be measured by a common assessment or measure, developed or selected by a grade level or content-alike team of educators, or the District. If such a measure does not exist, efforts should be made to develop/select a common assessment as soon as possible
 - The assessment may be in the form of a traditional test, a performance assessment, a common project, a research assignment, a presentation, or another type of assessment
 - Above all else, the type of assessment chosen should be sufficient to measure the objective; sometimes the objective will need more than one source of evidence to be adequately measured
- The evidence measures the standards addressed by the objective
- The evidence requires students to demonstrate a high level of cognitive processing, including higher-order thinking skills such as analysis, evaluation and synthesis. These skills fall into Webb's Depth of Knowledge Level 3: Strategic Thinking and Level 4: Extended Thinking. For more information see below.
- The evidence provides multiple ways for students to demonstrate their knowledge/understanding

Administration: Describe how the assessment will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else).

- A thorough explanation of the assessment's administration, including how often and when it is administered (e.g., at the beginning of the year and every six weeks thereafter), is provided
- The assessment is administered in the most appropriate manner for the specific assessment. This may include:
 - according to the assessment's administration protocol (if available)
 - in a standardized manner (students are assessed under the same conditions, or in the same amount of time)
 - In a non-standardized manner (students are assessed under different but appropriate conditions, such as with accommodations for reading or extended time)

Scoring: Describe how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored).

- Evidence sources with automatic or objective scoring (such as an online test or multiple-choice items) are scored using those processes
- Evidence sources with subjective scoring, such as constructed response items, essays, projects, presentations, etc., are scored using a scoring guide or rubric. Ideally the scoring guide or rubric was created collaboratively by grade level or content-alike teams of educators.
 - The scoring process uses examples of student work that illustrate different levels of performance and guide the scoring process
 - When possible, a percentage of the evidence will be scored by more than one educator, either through collaborative scoring, blind scoring, or double scoring

Progress (Growth) vs. Achievement (Proficiency) SGOs

Examples of Progress/Growth:

Students will score X% greater on the post-test than on the pre-test.

Students will increase their performance by X performance level(s) on an approved rubric.

Examples of Achievement/Proficiency

X% of students will achieve a score of Y or higher.

Potential Scoring Rubric

Objective Attainment Based on Percent and Number of Students Achieving Target Score (Local Assessments)

Target Score	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective (1)
80%	85% or greater of students	70%-84% of students	55%-69% of students	0-54% of students

Objective Attainment Based on Percent and Number of Students Achieving Target Score (MAP testing)

[Goal: 70% of students will make 70% of their projected RTI growth]

Target Score	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective (1)
70%	75% or greater of students	62%-74% of students	50%-61% of students	0-49% of students

Breakdown of SGP and MAP Scores

Student Growth Percentile

Ineffective range from 0-17

0-4: 1.00

5-8: 1.25

9-12: 1.50

13-17: 1.75

Partially effective range from 18-34

18-22: 2.00

23-26: 2.25

27-30: 2.50

31-34: 2.75

Effective range from 35-64

35-42: 3.00

43-49: 3.25

50-57: 3.50

58-64: 3.75

Highly Effective range from 65-99

65-99: 4.00

NWEA MAP Testing

Ineffective range from 0-49%

0-12: 1.00

13-24: 1.25

25-37: 1.50

38-49: 1.75

Partially effective range from 50-61%

50-52: 2.00

53-55: 2.25

56-58: 2.50

59-61: 2.75

Effective range from 62-74%

62-65: 3.00

66-68: 3.25

69-71: 3.50

72-74: 3.75

Highly Effective range from 75-100%

75-100: 4.00

Assessment Rigor and Depth of Knowledge

Level	Learner Action	Key Actions Stems	Sample Question
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure.	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many...? Label parts of the.... Which is true or false...?
Level 2: Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity.	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will....
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, and thinking at a higher level.	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Construct a defense of.... Can you illustrate the concept of...? Apply the method used to determine...? Use evidence to support....
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains.	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove, Support	Design x in order to..... Develop a proposal to.... Create a model that.... Critique the notion that...

Student Growth Objective Self-Assessment

The purpose of this tool is to guide you as you write and review Student Growth Objectives. It is a guide to assist in determining if your SGO is acceptable. If any item in the "Needs Revision" column applies, consider how to revise it so that the SGO is acceptable.

		Acceptable	Needs Revision
PRIORITY OF CONTENT	Objective Statement	<ul style="list-style-type: none"> Identifies specific knowledge and/or skills students should attain Focuses on appropriate knowledge and/or skills 	<ul style="list-style-type: none"> Too broad in scope of content Too narrow in scope of content Does not focus on appropriate knowledge and/or skills
	Rationale	<ul style="list-style-type: none"> Provides a clear explanation of why this content is an appropriate focus and/or area of need Aligns to district and/or school priorities, if applicable 	<ul style="list-style-type: none"> Does not provide a clear explanation of why this content is an appropriate focus Does not align to district and/or school priorities
	Aligned Standards	<ul style="list-style-type: none"> Selects substantial content by including focused, pivotal and coherent content items from applicable standards Names exact standards or performance indicators (Common Core or NJ Core Content standards.) Selected standards represent important content or skills for the grade level, course, or Objective Statement 	<ul style="list-style-type: none"> Selects focused content by including multiple items but not a majority of content Does not name exact standards or performance indicators Selected standards do not represent important content or skills for the grade level, course, or Objective Statement
	Students	<ul style="list-style-type: none"> Includes all students in the selected course(s) Specific number of students are identified 	<ul style="list-style-type: none"> Does not include all students in the selected course(s) Specific number of students are not identified
RIGOR OF TARGET	Interval of Instruction	<ul style="list-style-type: none"> The length of the interval of instruction is defined (e.g. year-long, semester, other) If interval of instruction is less than the length of the course (e.g. a year-long course which has two curricular-distinct semesters), justification is provided in the Rationale. 	<ul style="list-style-type: none"> The length of the interval of instruction is not defined Sufficient justification is not included in the Rationale if length of interval of instruction is less than the length of the course (e.g. a year-long course which has two curricular-distinct semesters)
	Baseline Data	<ul style="list-style-type: none"> Data about current student performance is included Data is from multiple evidence sources, when necessary, and of the highest-quality sources possible Data source(s) align to the skills/and or content focus Data may be included about subgroups of students, individual students, or a similar group of students (i.e., students in same grade/course in previous years, or students' past performance) 	<ul style="list-style-type: none"> Data about current student performance or past student performance is not included More data seems necessary to gauge students' baselines Data source(s) do not show enough necessary skills or content knowledge to inform the SGO
	Target(s)	<ul style="list-style-type: none"> Target(s) are measurable Target(s) are rigorous, yet attainable for all students Target(s) are tiered, if appropriate 	<ul style="list-style-type: none"> Target(s) are not clearly measurable Target(s) are not rigorous or attainable for all students Target would be more appropriate if tiered
	Rationale for Target(s)	<ul style="list-style-type: none"> Target(s) are aligned with expectations for academic growth or mastery within the interval of instruction Students will be "on track" and/or gaps in achievement will be reduced if they meet the target(s) Rationale describes how the target(s) are rigorous, yet still attainable for all students 	<ul style="list-style-type: none"> Target(s) are not aligned with expectations for academic growth or mastery within the interval of instruction Students will be not be "on track" and/or gaps in achievement will not be reduced by the target(s) Rationale does not justify how the target(s) are rigorous, yet attainable for all students
QUALITY OF EVIDENCE	Evidence Source(s)	<ul style="list-style-type: none"> Assessment(s) measure the identified content/skills Assessment(s) provide the specific data needed to determine whether the objective is met Description includes details about design of Evidence Source(s) (e.g. who created the assessment, its focus, item-types, and what it requires of students) Multiple Evidence Sources are used, when necessary 	<ul style="list-style-type: none"> Assessment do not measure the identified content/skills of the objective Assessment(s) do not provide the specific data needed to determine whether the objective is met Details of the Evidence Source and its creation are not included Multiple Evidence Sources are not used, but necessary
	Admin-istration	<ul style="list-style-type: none"> Detailed explanation of assessment administration is provided, including how often, when it is administered, and by whom 	<ul style="list-style-type: none"> Sufficient, detailed explanation of assessment administration is not included
	Scoring	<ul style="list-style-type: none"> Description articulates how the evidence will be collected and scored (including description of scoring guides, rubrics, or instructions). A collaborative scoring process is used when possible (e.g., a percentage of the evidence will be scored by more than one educator through collaborative scoring, double scoring, or blind scoring) 	<ul style="list-style-type: none"> Scoring does not describe scoring methods (e.g., scoring guides, rubrics, or instructions) Assessment(s) are scored by a single educator, although circumstances could allow for collaborative scoring
Overall:		<ul style="list-style-type: none"> Do the Elements contain sufficient clarity in their description and language for the evaluator to clearly understand each section? Do the Elements fit together and align to create a complete SGO? 	

OCSD Student Growth Objective Form

Teacher: _____
School: _____
Content Area: _____
Grade Level/Course: _____
Assessment: _____

SECTION I: STUDENT GROWTH OBJECTIVE (SGO) CRITERIA

Priority of Content, Rigor of Target, Quality of Evidence

Priority of Content	
Student Growth Objective Statement <i>State the priority content and learning that will be expected during the interval of instruction.</i>	
Rationale for SGO <i>Provide the data and/or curriculum explanation for this focus. Why have you selected this objective? Why is it a worthy area of focus?</i>	
Relevant (Aligned) Standards <i>To which standards is this objective aligned? CCSS or NJCSS with specific citations</i>	
Description-Students <i>Which students are addressed by this objective? How many? From which grade? From which class?</i>	
Baseline Data <i>Describe the students' baseline knowledge, the sources of data for this baseline, and how it relates to the course objectives. If there is no baseline data available, you may reference data about a similar group or national expectations about student achievement in this area.</i>	
Interval of Instruction <i>Define the length of instruction-full year, semester...?</i>	

OCSD Student Growth Objective Form

Assessment Rigor Analysis – Depth of Knowledge (DOK)

Directions: Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need to be categorized, there must be sufficient examples of the highest levels or rigor. Teachers with common assessments need only complete one copy.

Level	Learner Action	Key Actions	Sample Questions Stems	Questions
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State Write, Locate, Find, Match, Measure, Repeat	How many...? Label parts of the... Find the meaning of...? Which is true or false...?	
Level 2: Skill/Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in... Use context clues to ... Predict what will happen when... What differences exist between ...? If x occurs, y will ...	
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, and thinking at a higher level	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Construct a defense of ... Can you illustrate the concept of...? Apply the method used to determine...? What might happen if...? Use evidence to support...	
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove	Design x in order to... Develop a proposal to ... Create a model that ...	

*DOK refers to Webb's (2002) Depth of Knowledge Framework, which includes four levels of cognitive demand: Level 1: Recall, Level 2: Skill/Concept, Level 3: Strategic Thinking, Level 4: Extended Thinking.

OCSD Student Growth Objective Form

Rigor of Target	
Target <i>Where do you expect students to be at the end of the interval of instruction?</i> <i>Please note: This should be presented in the form of a number(s), percentage(s), etc. that is determined from data/academic information. It must be measurable, attainable, and rigorous. It must be for all students who are being measured in the SGO.</i>	
Rationale for Target <i>This should explain how the target was chosen. What data sources were used? There must be a rationale for each target.</i>	
Quality of Evidence	
Evidence Source (Assessments) <i>Which assessment(s) will be used to measure student learning (SGO)?</i>	
Administration of Assessments <i>How will the assessment(s) (measure of student learning) be administered?</i>	
Scoring of Assessments <i>How will the assessment be scored?</i> <i>(Attach rubric if used)</i>	

OCSD Student Growth Objective Form

SECTION II: APPROVAL OF SGO

Directions: 1. TEACHER must fill out pages one through three of this form prior to meeting with the EVALUATOR . 2. TEACHER must attach the assessment and any grading scale/rubric (if applicable). 3. EVALUATOR must rate each of the criteria by placing a check mark under the appropriate rating. 4. TEACHER must revise any criteria deemed unacceptable and resubmit to the EVALUATOR . 5. Once the information below has been discussed and the EVALUATOR and TEACHER have reached agreement, both parties must sign below.		
Criteria	Acceptable	Unacceptable
Priority of Content		
Rigor of Target		
Quality of Evidence		
Dates of Revision (if applicable)		
Priority of Content		
Rigor of Target		
Quality of Evidence		
Approval Signatures/Date		
Teacher		
Evaluator		

SECTION III: PRESENTATION AND SUMMARY OF RESULTS (DATA)

Directions: TEACHER , please explain the evidence of student learning. How many targets were met? To what extent were targets met?	
Data (Results) <i>What does the data say? Present in the form of tables, graphs, etc. Do not include student names. How do final results compare to target? Ensure that the presentation is clear.</i>	
Summary of Results <i>How many targets were met? To what extent were targets met? (Documentation of results must be attached)</i>	

SECTION IV: FINAL RATING OF SGO (To be completed by the **EVALUATOR**.)

Directions: Evaluator , please circle the rating that best indicates the educator's attainment of this student learning objective. Individual ratings of each SGO will serve as the basis for an overall score using the district approved weights for student achievement.			
Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)

Notes/Comments: _____

Breakdown of SGP and MAP Scores

Student Growth Percentile

Ineffective range from 0-17

0-4: 1.00

5-8: 1.25

9-12: 1.50

13-17: 1.75

Partially effective range from 18-34

18-22: 2.00

23-26: 2.25

27-30: 2.50

31-34: 2.75

Effective range from 35-64

35-42: 3.00

43-49: 3.25

50-57: 3.50

58-64: 3.75

Highly Effective range from 65-99

65-99: 4.00

NWEA MAP Testing

Ineffective range from 0-49%

0-12: 1.00

13-24: 1.25

25-37: 1.50

38-49: 1.75

Partially effective range from 50-61%

50-52: 2.00

53-55: 2.25

56-58: 2.50

59-61: 2.75

Effective range from 62-74%

62-65: 3.00

66-68: 3.25

69-71: 3.50

72-74: 3.75

Highly Effective range from 75-100%

75-100: 4.00

Part Five: Professional Learning Communities (PLCs)

- Data Analysis and Student Work
- Quarterly Benchmark Assessment (QBA) Mapping
- Developing Norms
- Unpacking the Standards: Depth of Knowledge (DOK)
Levels
- Meeting Sign-in Sheet

Data Analysis and Student Work

To improve student achievement results, use data to focus on a few simple, specific goals.

Mike Schmoker (2003)

Data analysis can be used at various levels within a school. Individual teachers can use it to improve teaching instructional strategies in their classrooms. Groups of faculty can use data analysis to amend areas of concern within a department. Finally, the entire school can use data analysis to reform and bring about school improvement.

The results-oriented professional learning community not only welcomes data but also turns data into useful and relevant information for staff. When teacher teams develop common formative assessments throughout the school year, each teacher can identify how his or her students performed on each skill compared with other students. Individual teachers can call on their team colleagues to help them reflect on areas of concern. Each teacher has access to the ideas, materials, strategies, and talents of the entire team.

Student work is any common work that all students of PLC members participate, as aligned with the SMARTe goal. By reviewing student work periodically, PLC members have the opportunity to monitor the effect their instruction is having on student achievement prior to the culminating assessment identified by the SMARTe goal.

In order to facilitate professional dialog, it is important that all PLC members bring common student work to sessions identified for looking at work. Members are given the opportunity to present work, and seek the advice of colleagues to collaboratively improve student achievement.

Student work includes:

Anything that students do that demonstrates **their increased understanding based on your improved instruction**, and allows for meaningful professional dialog.

- Classroom or Unit Assessments
- Standards Assessments
- Video tapes (of student skills, demonstrations, presentations, etc.)
- Writing samples
- Common Assessments



Additional resources for looking at student work, including additional suggestions, can be found at www.lasw.org

“Looking at Student Work”

When meeting to share student work, PLCs must determine and follow a structure for professional dialog. Options include using protocols for looking at student work particularly protocols that include the criteria for authentic student performance, criteria for authentic assessment, and criteria for authentic instruction.

It is imperative to the success of PLCs that all members share student work and participate in the professional dialog to foster collaboration.

Student work should be collected and shared at least 2-4 times annually. This is determined by the PLC, in order to monitor progress toward goal.

QUARTERLY BENCHMARK ASSESSMENT (QBA) MAPPING

THE QBA MAP WORKS CLOSELY WITH THE CURRICULUM PACING GUIDE – MARKING PERIODS AND IS PART OF THE PLC PORTFOLIO.

<u>PLC</u> (TITLE)	<u>PLC CAPTAIN</u> (NAME)	<u>PLC MEMBERS</u> (NAMES)

QBA 1 ST MARKING PERIOD	QBA 2 ND MARKING PERIOD	QBA 3 RD MARKING PERIOD	QBA 4 TH MARKING PERIOD
DATE:	DATE:	DATE:	DATE:
# OF ITEMS:	# OF ITEMS:	# OF ITEMS:	# OF ITEMS:
SKILLS:	SKILLS:	SKILLS:	SKILLS:
CONTENT:	CONTENT:	CONTENT:	CONTENT:
STANDARDS:	STANDARDS:	STANDARDS:	STANDARDS:



END OF COURSE (EOC) ASSESSMENT		
# OF ITEMS:	WRITING PROMPT: Y / N	STANDARDS:
SKILLS:	CONTENT:	

ALL STANDARDS (2009 NJCCCS & 2010 CCS) CAN BE ACCESSED HERE - [HTTP://WWW.STATE.NJ.US/EDUCATION/CCCS/](http://www.state.nj.us/education/cccs/)

OCEAN CITY SCHOOL DISTRICT

DEVELOPING NORMS

WHEN ESTABLISHING NORMS, CONSIDER	PROPOSED NORMS
Time <ul style="list-style-type: none"> • When do we meet? • Will we set a beginning and ending time? • Will we start and end on time? 	
Listening <ul style="list-style-type: none"> • How will we encourage listening? • How will we discourage interrupting? 	
Confidentiality <ul style="list-style-type: none"> • Will the meetings be open? • Will what we say in the meeting be held in confidence? • What can be said after the meeting? 	
Decision Making <ul style="list-style-type: none"> • How will we make decisions? • Are we an advisory or a decision-making body? • Will we reach decisions by consensus? • How will we deal with conflicts? 	
Participation <ul style="list-style-type: none"> • How will we encourage everyone's participation? • Will we have an attendance policy? 	
Expectations <ul style="list-style-type: none"> • What do we expect from members? • Are there requirements for participation? 	

Norms of Collaboration

- 1. Pausing.** Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.
- 2. Paraphrasing.** Using a paraphrase starter that is comfortable for you – *So ...* or *As you are ...* or *You're thinking ...* – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.
- 3. Posing Questions.** Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, *What might be some conjectures you are exploring?* Use focusing questions such as, *Which students, specifically?* or *What might be an example of that?* to increase the clarity and precision of group members' thinking. Inquire into others' ideas before advocating one's own.
- 4. Putting ideas on the table.** Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: *Here is one idea ...* or *One thought I have is ...* or *Here is a possible approach ...* or *Another consideration might be ...*
- 5. Paying attention to self and others.** Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.
- 6. Presuming positive intentions.** Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.
- 7. Pursuing a balance between advocacy and inquiry.** Pursuing and maintaining a balance between advocating for a position and inquiring about one's own and others' positions assists the group in becoming a learning organization.

Norms Check

1. We start our meeting on time.

Never 1 2 3 4 5 6 7 Always

2. We review and develop the meeting's agenda and/or goal before the meeting begins.

Never 1 2 3 4 5 6 7 Always

3. We set time limits for the meeting.

Never 1 2 3 4 5 6 7 Always

4. We identify a recorder to compile notes of the meeting.

Never 1 2 3 4 5 6 7 Always

5. We encourage participation by all members.

Never 1 2 3 4 5 6 7 Always

6. We summarize what we have accomplished in each meeting before concluding the meeting.

Never 1 2 3 4 5 6 7 Always

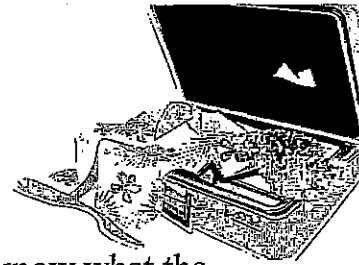
7. We briefly evaluate each meeting in terms of efficient, productive use of time and each member's concern(s).

Never 1 2 3 4 5 6 7 Always

8. We end our meeting on time.

Never 1 2 3 4 5 6 7 Always

Source: J. Richardson's November–December 2005 article "Transforming Your Group Into a Team," *Tools for Schools: A Dynamic Community of Learners and Leaders*, 9(2).



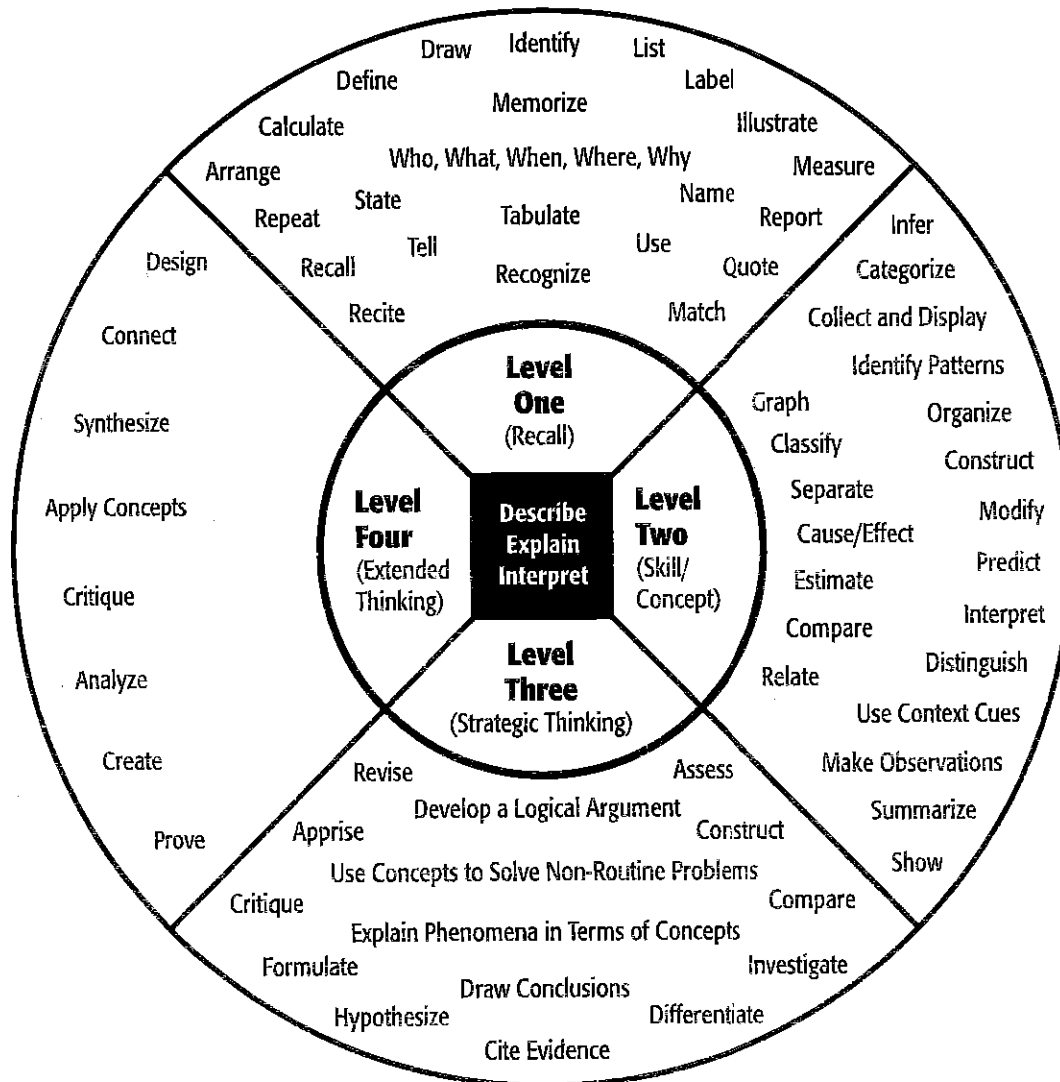
UNPACKING A STANDARD

In order to align instruction and assessment to the standard we must know what the standard is expecting student to know, understand or be able to do.

STEPS IN UNPACKING A STANDARD INTO STUDENT LEARNING OBJECTIVES

1. Underline the nouns. The nouns denote the content focus of the standard/CPI
2. Circle the verbs. The verbs tell us what a student must DO with the content. For example should students be able to identify, understand analyze, apply perform or create a product? The verbs denote the level of thinking required. Refer to Bloom's taxonomy.
3. Determine the evidence you will need to ensure students have achieved the learning goal. How will you know if they know it? Identifying the evidence helps you to determine the assessment format you will use when developing formative and summative assessments.

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Unpacking the Standards

Knowledge/Concepts What Do Students Need to Know/Understand? Underline the Nouns List of Nouns:	
Skills What Do Students Need to Be Able to Do? Circle Verbs List Verbs:	Level of Bloom's Taxonomy <input type="checkbox"/> Remember/Understand <input type="checkbox"/> Apply/Analyze <input type="checkbox"/> Evaluate/Create
Student-Friendly Learning Objectives Aligned to This Standard:	
Evidence of Student Mastery How will we know they know it?	

**OCEAN CITY SCHOOL DISTRICT
HIGH SCHOOL**

PLC MEETING SIGN-IN SHEET

Date & Time of Meeting:

Type of Meeting:

Purpose of Meeting: (Agenda is attached)

ATTENDANCE

Name	Position

Resources

Alexandria Township Public Schools, VA: Teacher Performance Evaluation System (2011)

Janielson, C. 2007 (2nd ed.). Alexandria, Virginia: ASCD.

Hillsborough County Public Schools, FL: Teacher Evaluation Handbook—Empowering Effective Teachers (2011)

iObservation: a division of Learning Sciences International, Advancing Professional Growth. (2013).

Retrieved from <http://www.iobservation.com/>

New Jersey Department of Education. (2013). <http://www.state.nj.us/education/>

School District of Haverford Township, PA: Teacher Appraisal Plan

For assistance, please contact the following:

ScIP Team Members

OCPS:

Mrs. Cathleen Smith
Ms. Mikenzie Helphenstine,
Ms. Nancy Caine
Ms. Paola Neff

OCIS:

Mr. Geoff Haines
Mr. Curt Nath
Ms. Sonja Parker
Ms. Stu Lichtenstein
Ms. Michelle Collins

OCHS:

Dr. Jamison, principal
Dr. Lentz, assistant principal
Mr. Campo, assistant principal
Ms. Palmer, assistant principal
Ms. Daniel, teacher
Ms. Barnes, teacher
Mr. Mensinger, teacher
Mr. Oster, teacher
Ms. Cox, teacher
Ms. Brennan, teacher
Ms. McMaster, teacher
Ms. Kelly, teacher

DEAC Members:

Dr. Kathleen Taylor
Mr. Curt Nath
Dr. Matthew Jamison
Mr. Geoffrey Haines
Mr. Matthew Carey
Ms. Mikenzie Helphenstine
Ms. Kathleen Nelson
Ms. Brenda Moiso

Ms. Cecilia Gallelli
Ms. Susan Sheppard
Ms. Janet Romano
Ms. Susan Snyder
Ms. Lindsay Morris
Mr. Stephen Beseris
Ms. Pamela Wilson
Mr. Joel Dougan
Mr. Alex Brigden

Teacher Evaluation Handbook Created By:

Ms. Karen Ludwig
Mr. Frank Butterick
Ms. Janet Romano