

3E: Provides Responsive Professional Support

Innovating	Applying	Developing	Not Demonstrating
<p>Specialist solicits input from key stakeholders to ensure the professional support is appropriate and responsive to the existing and emerging interests and needs of teachers. Services are adapted as needed to ensure responsiveness.</p>	<p>Specialist provides responsive services by adapting and adjusting plans for services as teacher needs and interests change.</p>	<p>Specialist sometimes modifies plans/approaches in response to teacher requests or evident needs.</p>	<p>Specialist offers a rigid approach to professional support that is followed regardless of impact or appropriateness.</p>
<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>
<p>Evidence:</p>			

Domain 4
Professional Responsibilities

4A: Reviews and Reflects on Practices to Inform Improvement

Innovating	Applying	Developing	Not Demonstrating
<p>Specialist’s reflections are both specific and perceptive, framed by clear evidence for the recommendations provided. Specialist’s professional judgment and expertise help shape specific recommendations for alternative approaches to meeting the instructional improvement goals.</p>	<p>Specialist accurately reflects on the implementation and the impact of the instructional improvement services, providing concrete and specific examples of challenges and successes. Recommendations for improvement are specific and focused on program improvement.</p>	<p>Specialist’s reflections are vague, informing recommendations for improvement that are too global to be actionable.</p>	<p>Specialist either does not review the counseling practice or provides inaccurate recommendations for improvement.</p>
Notes:	Notes:	Notes:	Notes:
Evidence:			

4B: Follows Established Procedures for Developing and Submitting Accurate and Timely Records, Budgets, and Reports

Innovating	Applying	Developing	Not Demonstrating
<p>Specialist follows and informs the improvement of established procedures for developing and submitting required reports. Budgets are designed to support improvement by reflecting diagnosed needs. Required documents are accurate, submitted on time, and generally viewed as exemplars to guide the work of others.</p>	<p>Specialist follows established procedures to guide the development of budgets, service records, and reports. Required documents are accurate and submitted on time.</p>	<p>Specialist has limited success in following established procedures to prepare accurate budgets, service records, and reports. Required documents are often submitted late.</p>	<p>Specialist does not follow procedures that have been established for developing and submitting required documents. Required documents are usually inaccurate and late.</p>
<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>
<p>Evidence:</p>			

4C: Coordinates Improvement Efforts with Other Specialists

Innovating	Applying	Developing	Not Demonstrating
<p>Specialist seeks opportunities to coordinate improvement efforts with other Specialists at the school and with other stakeholders, including external stakeholders, who can provide support for the improvement work.</p>	<p>Specialist consistently coordinates improvement efforts with other Specialists at the school, creating a single vision of effective instruction and a clear and aligned approach to leveraging this.</p>	<p>Specialist is inconsistent in coordinating improvement efforts with other Specialists at the school, inhibiting a common vision and aligned focus for the work.</p>	<p>Specialist tends to work in isolation, not coordinating improvement efforts in any way with other Specialists at the school.</p>
<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>
<p>Evidence:</p>			

4D: Engages with the Larger School Community

Innovating	Applying	Developing	Not Demonstrating
<p>Specialist seeks opportunities to engage in school events, projects, and/or committees and makes significant contributions to these, often taking a leadership role.</p>	<p>Specialist actively participates in, supports, and contributes to school committees, projects, and/or events. Professional relationships are positive, cooperative, and productive.</p>	<p>Specialist selectively engages with school committees, projects, and/or events, typically when asked. Relationships with colleagues are professionally courteous.</p>	<p>Specialist does not participate in school committees, projects, and/or events. Professional relationships with peers are distant or negative.</p>
<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>
<p>Evidence:</p>			

4E: Enhances professional Capacity Through Ongoing Professional Learning

Innovating	Applying	Developing	Not Demonstrating
<p>Specialist seeks out formal and informal professional learning, including feedback from colleagues and attendance at the professional conferences. Specialist applies this learning to improve the counseling services and to increase the professional knowledge and skills of colleagues.</p>	<p>Specialist seeks professional learning opportunities, including coaching, to improve professional practice. Specialist schedules opportunities to share the professional learning with colleagues.</p>	<p>Specialist participates only in professional learning that is required by the district or state. Specialist makes limited attempts to share the professional learning with school staff.</p>	<p>Specialist does not participate in professional learning.</p>
<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>
<p>Evidence:</p>			

4F: Demonstrates Professionalism by Adhering to the Highest Standards of Integrity and Confidentiality

Innovating	Applying	Developing	Not Demonstrating
<p>Specialist is well regarded as someone who consistently displays the highest standards of honesty, integrity, and confidentiality, challenging negativity and promoting high standards of professionalism throughout the school. Teachers seek out and trust this Specialist.</p>	<p>Specialist frames all professional interactions with high standards of professional honesty, integrity, and confidentiality. Teachers trust this Specialist.</p>	<p>Specialist is inconsistent in honoring both confidentiality and professional integrity. Teachers have low levels of trust in this Specialist.</p>	<p>Specialist violates teachers' confidentiality and acts with low levels of integrity. Teachers do not trust this Specialist.</p>
<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>
<p>Evidence:</p>			

Additional Feedback by Supervisor:

Supervisor's Signature: _____

Date: _____

Staff Member's Signature: _____

Date: _____

*Employee should receive a copy

*Copy should be kept in site file

*Original evaluation to be sent to Employee Services