Certified NON-Teaching Evaluation Rubric
Teacher on Special Assignment (TOSA)

Staff Member's Name: _____

Supervisor's Name: _____

Date: _____

Domain 1
Planning and Preparation

1A: Demonstrating understanding of the underlying research, theories, knowledge, and skills of the discipline

Innovating	Applying	Developing	Not Demonstrating
Specialist demonstrates extensive understanding of the critical concepts and content of the discipline and of an extensive range of research-based practices and strategies to provide the instructional support services specifically related to MLSS (Multi-Layer System of Support), SAT (Student Assistance Team), and attendance processes.	Specialist demonstrates solid understanding of the critical concepts and content of the discipline and of a range of research-based practices to provide the instructional support services specifically related to MLSS (Multi-Layer System of Support), SAT (Student Assistance Team), and attendance processes.	Specialist demonstrates limited understanding of the critical concepts and content of the discipline and of the range of proven strategies to effectively provide the instructional support services specifically related to MLSS (Multi-Layer System of Support), SAT (Student Assistance Team), and attendance processes.	Specialist demonstrates little or no understanding of the critical concepts and content of the discipline, to primarily include a focus upon MLSS (Multi-Layer System of Support), SAT (Student Assistance Team), and attendance processes.
Notes:	Notes:	Notes:	Notes:
Evidence:			

1B: Identifying the instructional improvement needs of the teachers served

(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)

New Mexico Public Education Department, Educator Quality, 12/20/21

Innovating	Applying	Developing	Not Demonstrating
Specialist proactively seeks additional knowledge about each teacher's instructional improvement needs to understand how to best support teachers in implementing the school's programs.	Specialist demonstrates knowledge of the instructional improvement needs of the teachers served.	Specialist demonstrates limited knowledge of the teachers' instructional improvement needs.	Specialist demonstrates little to no knowledge of the instructional improvement needs of the teachers served.
Notes:	Notes:	Notes:	Notes:
Evidence:			

1C: Identifying clear, specific, and appropriate goals for the instructional support program

Innovating	Applying	Developing	Not Demonstrating
Specialist's goals have been designed in collaboration with teachers and school leaders, and are tightly aligned with both teachers' instructional needs and the school program.	Specialist's goals are clear, specific, and appropriate for the needs of the teachers and the school program. Teachers accept and endorse the goals.	Specialist's goals are partially defined and/or minimally aligned with teachers' needs for instructional support.	Specialist's goals are either inappropriate or unclear. The goals do not align with the teachers' needs.
Notes:	Notes:	Notes:	Notes:
Evidence:			

(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)

1D: Identifying resources for the instructional support program that are available within and also outside the school/district

Innovating	Applying	Developing	Not Demonstrating
Specialist proactively seeks a wide range of resources from multiple sources to build the instructional capacity of the teachers. Teachers share their knowledge of external resources with the Specialist.	Specialist can readily identify appropriate human and material resources within the school and district or beyond, that can help teachers build their instructional capacity.	Specialist has limited knowledge of resources within the school and district that can be used to improve teachers' instructional skills.	Specialist does not identify resources to support the instructional support program.
Notes:	Notes:	Notes:	Notes:
Evidence:			

(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)

New Mexico Public Education Department, Educator Quality, 12/20/21

1E: Planning a coherent program of instructional support fully integrated with the school program

Innovating	Applying	Developing	Not Demonstrating
The planned instructional support program is fully integrated with the school program and designed to drive its goals. The planned instructional support program is coherent and helps bring additional coherence to the school program.	The planned instructional support program is fully integrated with the school program. The planned instructional support program offers an organized and coherent approach to instructional improvement.	The planned instructional support program is integrated with the school program in limited ways. The planned instructional support program reflects a limited degree of coherence.	Specialist's instructional support program is either not planned or planned independently of the school program and the capacity of the faculty to implement the school program. The planned instructional support program is based on a series of disconnected professional learning "events" that lacks coherence.
Notes:	Notes:	Notes:	Notes:
Evidence:			

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(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)

1F: Developing a plan and process for the ongoing assessment and improvement of the instructional support program

Innovating	Applying	Developing	Not Demonstrating
Specialist has developed a sophisticated plan for assessing the implementation and impact of the instructional support program, relative to the stated goals. Multiple forms of evidence of success, including assessments by the teachers, are clearly defined. Assessment data is used to guide practice-focused discussions among stakeholders that will inform program improvement.	Specialist has developed a coherent plan and process to measure both the implementation of the instructional support program and its impact, relative to the stated goals. Evidence of success is clearly stated. Assessment data is used to guide program improvement.	Specialist has developed a basic plan and process to assess the instructional support program, but has not indicated how the data will be used to inform improvements.	There is no evidence of a plan or process to assess the efficacy of the instructional support program to guide program improvements.
Notes:	Notes:	Notes:	Notes:
Evidence:			

Domain 2
The Environment

2A: Creating an environment of respect and rapport

Innovating	Applying	Developing	Not Demonstrating
Teachers work collaboratively with the Specialist to co-develop and participate in improvement-focused professional learning. Teachers indicate that their contributions are respected and valued, promoting a culture of collaboration.	Most teachers participate in professional learning initiated by the Specialist. Some teachers initiate contacts with the Specialist to seek support for collaborative efforts to improve instructional practices. Teachers indicate that the instructional improvement efforts are respectful and responsive.	Many teachers participate in professional learning initiated by the Specialist, but there is limited evidence of collaboration in designing the professional learning or in setting goals for improved instruction. Teachers indicate that they feel relatively safe participating in the professional learning developed by the Specialist.	Specialist has not created an environment where teachers feel safe asking for assistance. There is no evidence of collaboration in addressing problems of practice.
Notes:	Notes:	Notes:	Notes:

Evidence:

(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)

New Mexico Public Education Department, Educator Quality, 12/20/21

2B: Promoting a culture of continuous instructional improvement

Innovating	Applying	Developing	Not Demonstrating
Teachers initiate instructional improvement efforts, working collaboratively with the Specialist to define the goals, processes, and methods to measure the implementation and impact of the initiatives.	Specialist creates a culture in which continuous improvement is acknowledged as critical work for all staff. Teachers feel comfortable in reaching out for support in their instructional improvement efforts.	Specialist's attempts to build a culture of continuous improvement are mixed. Some teachers acknowledge the importance of continuous improvement and accept support from the Specialist.	Specialist does not communicate that instructional improvement is a continuous process, instead implying that it is a compliance-driven event.
Notes:	Notes:	Notes:	Notes:

Evidence:

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(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)

2C: Developing processes and procedures for teachers to participate in support activities

Innovating	Applying	Developing	Not Demonstrating
Clear processes and procedures to access the range of services provided are in place and well communicated. The essential stakeholders participated in developing the procedures and promote their use among the teachers.	Clear processes and procedures are in place to guide teachers in understanding how to access each of the services provided by the Specialist. Teachers understand the procedures and use them to access services.	Teachers have a limited understanding of how to access services offered by the Specialist. Processes and procedures lack the specificity necessary to guide teachers.	No processes or procedures are in place. Teachers do not know how to access the services provided by the Specialist.
Notes:	Notes:	Notes:	Notes:
Evidence:			

(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)

2D: Establishing clearly defined norms for professional conduct

Innovating	Applying	Developing	Not Demonstrating
Teachers observe the established norms for professional conduct, holding themselves and each other accountable for honoring the norms.	Clear norms for guiding professional conduct have been established and promoted within the school. The norms frame productive and respectful interactions among the adults.	Specialist makes limited attempts to establish norms for adult interactions. Adult interactions are inconsistently productive and respectful.	Norms for professional conduct have not been defined. Adult interactions can be described as unproductive and often disrespectful.
Notes:	Notes:	Notes:	Notes:
Evidence:			

2E: Organizing Physical Space

Innovating	Applying	Developing	Not Demonstrating
Teachers and the Specialist collaborate to ensure the physical space is well organized and flexibly designed to support multiple approaches to professional learning. Teachers are comfortable in the physical space and often use it for their own meetings.	Professional learning spaces are well organized to minimize lost time, ensure the engagement of participants, and provide an "adult" environment that is free of distractions. Teachers are comfortable in the physical space.	Spaces for group work are sufficiently organized so that they do not constrain the professional learning. Teachers generally feel comfortable in the workspace.	Spaces for group work are poorly organized, resulting in lost time, a sense of chaos, and lack of engagement. The physical environment and the activities designed to support professional learning is poorly aligned. Teachers do not feel comfortable in the space.
Notes:	Notes:	Notes:	Notes:
Evidence:			

(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)

Domain 3
Communication

3A: Collaborating with teachers and the school principal to design rigorous, standards-based classroom instruction

Innovating	Applying	Developing	Not Demonstrating
Teachers take the initiative to work with Specialist to design classroom instruction that is standards-based, rigorous, and engaging.	Specialist promotes and engages in collaborative efforts to work with teachers to design standards-based classroom instruction.	Specialist provides limited support to teachers in designing classroom instruction. The support is often more cooperative than collaborative.	Specialist does not collaborate with teachers in designing classroom instruction.
Notes:	Notes:	Notes:	Notes:
Evidence:			

(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)

New Mexico Public Education Department, Educator Quality, 12/20/21

3B: Addressing the instructional improvement needs of the teachers served

Innovating	Applying	Developing	Not Demonstrating
The Specialist offers teachers an opportunity to inform the workshops and modeling services in order to ensure a tight alignment with their instructional improvement needs.	The instructional improvement support designed and delivered by the Specialist is of high quality and appropriately addresses the needs of the teachers served.	The instructional improvement support designed and delivered by the Specialist is of mixed quality, addressing the needs of a limited number of the teachers served.	The instructional improvement support delivered by the Specialist is of poor quality and does not address the needs of the teachers served.
Notes:	Notes:	Notes:	Notes:
Evidence:			

(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)

3C: Engaging teachers in learning new instructional strategies and practices

Innovating	Applying	Developing	Not Demonstrating
Specialist and teachers collaborate on identifying topics for professional learning about instructional strategies and practices. Teachers are highly motivated participants in ongoing professional learning.	Specialist successfully engages teachers in learning new instructional strategies and practices. Teachers participate in the professional learning.	Specialist has limited success in promoting opportunities for professional learning. Some teachers engage in the professional learning provided.	Specialist is not successful in promoting professional learning. Teachers do not take part in professional learning.
Notes:	Notes:	Notes:	Notes:
Evidence:			

(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)

3D: Providing relevant and timely feedback to teachers

Innovating	Applying	Developing	Not Demonstrating
Specialist integrates multiple types of evidence, including teacher's self-assessments, to provide timely and consistent feedback to teachers regarding their professional growth. Specialist works with teachers to use the feedback to update professional learning goals and/or develop new goals to support ongoing improvement.	Specialist provides timely and consistent feedback to teachers, based on clearly communicated goals for professional growth.	Teachers are aware of their learning goals, but feedback to teachers is minimal and inconsistent.	There is little or no feedback given to teachers regarding their professional growth. Teachers do not appear to be aware of their professional learning goals and do not engage in self-assessment.
Notes:	Notes:	Notes:	Notes:
Evidence:			

3E: Providing responsive professional support

Innovating	Applying	Developing	Not Demonstrating
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.	Specialist provides responsive services by adapting and adjusting plans for services as teacher needs and interests change.	Specialist sometimes modifies plans /approaches in response to teacher requests or evident needs.	Specialist offers a rigid approach to professional support that is followed regardless of impact or appropriateness.
Notes:	Notes:	Notes:	Notes:
Evidence:			

(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)

New Mexico Public Education Department, Educator Quality, 12/20/21

Domain 4
Professionalism

4A: Reviewing and reflecting on practice to inform improvement

Innovating	Applying	Developing	Not Demonstrating
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.	Specialist accurately reflects on the implementation and the impact of the instructional improvement services, providing concrete and specific examples of challenges and successes. Recommendations for improvement are specific and focused on program improvement.	Specialist's reflections are vague, informing. Recommendations for improvement that are too global to be actionable.	Specialist either does not review the counseling practice or provides inaccurate recommendations for improvement.
Notes:	Notes:	Notes:	Notes:
Evidence:			

(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)

4B: Following established procedures for developing and submitting accurate and timely records, budgets, and reports

Innovating	Applying	Developing	Not Demonstrating
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.	Specialist follows established procedures to guide the development of budgets, service records, and reports. Required documents are accurate and submitted on time.	Specialist has limited success in following established procedures to prepare accurate budgets, service records, and reports. Required documents are often submitted late.	Specialist does not follow procedures that have been established for developing and submitting required documents. Required documents are usually inaccurate and late.
Notes:	Notes:	Notes:	Notes:
Evidence:			

(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)

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

(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)

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4D: Participating in professional community

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

Evidence:

(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)

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

4F: Demonstrating professionalism

Innovating	Applying	Developing	Not Demonstrating
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.	Specialist frames all professional interactions with high standards of professional honesty, integrity, and confidentiality. Teachers trust this Specialist.	Specialist is inconsistent in honoring both confidentiality and professional integrity. Teachers have low levels of trust in this Specialist.	Specialist violates teachers' confidentiality and acts with low levels of integrity. Teachers do not trust this Specialist.

Notes:	Notes:	Notes:	Notes:

Evidence:

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