

Standards of Effective Peer Assistance and Review (PAR) Consulting Teacher

50% Peer Assistance & Review Supports

30% Peer Collaboration

20% Professional Responsibilities

Elements of Effective Peer Assistance & Review Supports

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Lesson Plan Feedback (protocol conversation)		<ul style="list-style-type: none"> Lesson plan feedback is inconsistent Lesson plan feedback rarely supports PAR protocol Lesson plan feedback rarely includes coaching/mediating questions 	<ul style="list-style-type: none"> Lesson plan feedback is consistent Lesson plan feedback supports most aspects of PAR protocol Lesson plan feedback sometimes includes coaching/mediating questions 	<ul style="list-style-type: none"> Lesson plan feedback is consistent and differentiated by teacher need Lesson plan feedback supports all aspects of PAR protocol Lesson plan feedback regularly includes coaching/mediating questions 	Meets Proficient AND: <ul style="list-style-type: none"> Provides and/or creates opportunities, tools or strategies for teachers to deepen self-reflection around lesson plan design and execution
Coaching Conversations		<ul style="list-style-type: none"> Rarely uses preplanning for coaching conversations Rarely determines and/or uses the appropriate map to guide the coaching conversation Rarely uses all regions of the map or unintentionally leaves out most regions of the map Rarely able to adjust and shift coaching conversation approach, questions, and objectives based on the situation 	<ul style="list-style-type: none"> Sometimes uses preplanning for coaching conversations Sometimes determines and uses the appropriate map to guide the coaching conversation Sometimes uses all regions of the map or unintentionally leaves out some regions of the map Sometimes able to adjust and shift coaching conversation approach, questions, and objectives based on the situation 	<ul style="list-style-type: none"> Regularly uses intentional preplanning for coaching conversations Consistently determines and used the appropriate map to guide the coaching conversation Regularly uses all regions of the map following coachee's lead Regularly able to adjust and shift coaching conversation approach, questions, and objectives based on the situation 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role among PAR team to practice coaching conversations, scenarios, and/or maps
Mediative Questioning		<ul style="list-style-type: none"> Rarely asks open-ended questions using exploratory/tentative language e.g. "What might be...?"; often asked closed or leading questions (a leading question usually subtly points the coachee's answer in a certain direction) Rarely asks questions using pluralities; goals, strategies, methods, possibilities Rarely asks question using positive presuppositions e.g. "How will you know when you are successful?" 	<ul style="list-style-type: none"> Sometimes asks open-ended questions using exploratory/tentative language e.g. "What might be...?"; Sometimes asks questions using pluralities; goals, strategies, methods, possibilities Sometimes asks question using positive presuppositions e.g. "How will you know when you are successful?" 	<ul style="list-style-type: none"> Regularly asks open-ended questions using exploratory/tentative language "What might be...?"; Regularly asks questions using pluralities; goals, strategies, methods, possibilities Regularly asks question using positive presuppositions e.g. "How will you know when you are successful?" 	Meets Proficient AND: <ul style="list-style-type: none"> Asks intentional questions that explore/specific thinking e.g. What belief might be connected to...?
Differentiated Coaching (5 States of Mind)		<ul style="list-style-type: none"> Rarely differentiates coaching to mediate coachee's thinking Rarely encourages the coachee to see a situation from a fresh perspective through PACE and LEAD (moving from "Judge Pit" to Learner Path) 	<ul style="list-style-type: none"> Sometimes differentiates coaching to mediate coachee's thinking Sometimes encourages the coachee to see a situation from a fresh perspective through PACE and LEAD (moving from "Judge Pit" to Learner Path) 	<ul style="list-style-type: none"> Purposefully differentiates coaching to mediate coachee's thinking Often encourages the coachee to see a situation from a fresh perspective through PACE and LEAD (moving from "Judge Pit" to Learner Path) 	Meets Proficient AND: <ul style="list-style-type: none"> Asks three types of State of Mind verbal moves to mediate thinking within the specific State of Mind (Cognitive Coaching Seminars Foundation Training Learning Guide, p.128)
Relationships with Coachee		<ul style="list-style-type: none"> Interactions with at least some coachees are negative, demeaning, sarcastic or inappropriate Interactions reflect inconsistencies, favoritism, or disregard for coachees' cultures Coachees exhibit disrespect for the consulting teacher (CT) 	<ul style="list-style-type: none"> Interactions are generally appropriate Coachees exhibit only minimal respect for the CT 	<ul style="list-style-type: none"> Interactions are friendly and demonstrate general warmth, caring, and respect Interactions are appropriate to cultural norms and CT seeks input/advice on what is appropriate cultural norms for coachees outside of the CT's culture Coachees exhibit respect for the CT 	Meets Proficient AND: <ul style="list-style-type: none"> Recognizes coachee contributions to the school/district community Creates an environment where coachees build relationships with the CT, not just the CT building relationships with coachees

Elements of Effective Peer Assistance & Review Supports

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Observation Lesson Script/ Evidence <small>(protocol conversation)</small>		<ul style="list-style-type: none"> Rarely follows PAR protocol for observation lesson script/evidence Lesson script/evidence is rarely differentiated to support coachee's self-directed learning 	<ul style="list-style-type: none"> Occasionally follows PAR protocol for observation lesson script/evidence Lesson script/evidence is sometimes differentiated to support coachee's self-directed learning 	<ul style="list-style-type: none"> Consistently follows PAR protocol for observation lesson script/evidence Lesson script/evidence is regularly differentiated to support coachee's self-directed learning 	Meets Proficient AND: <ul style="list-style-type: none"> Observation lesson script/evidence is used as models for the PAR team
E-tool Feedback <small>(protocol conversation)</small>		<ul style="list-style-type: none"> E-tool is consistently emailed to coachees and principals later than two working days Coaching/observation feedback rarely includes areas of strength, areas of growth, and strategies for improvement around professional goals; e-tool is incomplete 	<ul style="list-style-type: none"> E-tool is sometimes emailed to coachees and principals later than two working days Coaching/observation feedback sometimes includes areas of strength, areas of growth, and strategies for improvement around professional goals 	<ul style="list-style-type: none"> E-tool is consistently emailed to coachees and principals within two working days Coaching/observation feedback consistently includes areas of strength, areas of growth, and strategies for improvement around professional goals 	Meets Proficient AND: <ul style="list-style-type: none"> E-tool feedback includes additional links to educational articles and/or resources provided
Observation Data for Inquiry		<ul style="list-style-type: none"> Little to no data is collected Data collected is rarely observable, measurable, and accessible Data is often affected by inference bias or personal observations rather than factual data Data is rarely shared face-to-face 	<ul style="list-style-type: none"> Data is collected; the consulting teacher decides what/how to collect the data Data collected is sometimes observable, measurable, and accessible Data, at times, is affected by inference, bias, or personal observations Data is sometimes shared face-to-face 	<ul style="list-style-type: none"> Data is collected, the consulting teacher and coachee agree on what data to collect, how to collect the data, and how to share the data Data collected is consistently observable, measurable, and accessible Data is not affected by inference, bias, or personal observations Data is often shared face-to-face; when sharing data the consulting teacher will ask questions such as <i>'What do you think the data collected might reveal?'</i> 	Meets Proficient AND: <ul style="list-style-type: none"> Uses data as a '3rd point', neutral document, to support coachee's inquiry and reflection for instructional improvement
Rapport		<ul style="list-style-type: none"> Rarely uses elements of rapport (posture, gesture, tonality, language, breathing) 	<ul style="list-style-type: none"> Sometimes uses elements of rapport (posture, gesture, tonality, language, breathing) 	<ul style="list-style-type: none"> Regularly uses elements of rapport (posture, gesture, tonality, language, breathing) 	Meets Proficient AND: <ul style="list-style-type: none"> References coachee data (appreciative interview, filters of trust, etc.) to strengthen rapport Matches Filters of Perception; representational systems, cognitive style, educational belief systems (Cognitive Coaching Seminars Foundation Training Learning Guide, p.128)
Pausing		<ul style="list-style-type: none"> Often speaks or interrupts when coachee is thinking and/or speaking Rarely pauses to allow time for thought after asking a question or hearing a response 	<ul style="list-style-type: none"> Sometimes speaks or interrupts when coachee is thinking and/or speaking Sometimes pauses to allow time for thought after asking a question or hearing a response 	<ul style="list-style-type: none"> Rarely speaks or interrupts when coachee is thinking and/or speaking Intentionally pauses to allow time for thought after asking a question or hearing a response 	Meets Proficient AND: <ul style="list-style-type: none"> Allows for longer periods of wait time mirroring coachee's affect when appropriate
Paraphrasing		<ul style="list-style-type: none"> Rarely uses paraphrasing to acknowledge and/or clarify and/or rarely acknowledges what the coachee articulates Rarely uses paraphrasing to summarize and organize information Rarely starts paraphrasing with so, and, it seems, in other words, etc. Often uses "I" or "me" while coaching Rarely embeds positive presuppositions e.g. <i>"So you want homework to be meaningful for your students."</i> 	<ul style="list-style-type: none"> Sometimes uses paraphrasing to acknowledge and/or clarify Sometimes uses paraphrasing to summarize and organize information Sometimes starts paraphrasing with so, and, it seems, in other words, etc. Sometimes uses "I" or "me" while coaching Sometimes embeds positive presuppositions e.g. <i>"So you want homework to be meaningful for your students."</i> 	<ul style="list-style-type: none"> Regularly uses paraphrasing to acknowledge and/or clarify Regularly uses paraphrasing to summarize and organize information Often starts paraphrasing with so, and, it seems, in other words, etc. Rarely uses "I" or "me" while coaching Regularly embeds positive presuppositions e.g. <i>"So you want homework to be meaningful for your students."</i> 	Meets Proficient AND: <ul style="list-style-type: none"> Paraphrasing is smooth, seamless, and subtle Advanced/mediating paraphrasing leads to an observable shift in the coachee's core belief, assumptions, values, and/or goals e.g. <i>"So you want homework to be meaningful for your students."</i>
Probing		<ul style="list-style-type: none"> Rarely probes to clarify coachee's thinking when appropriate Rarely paraphrases before or after probing 	<ul style="list-style-type: none"> Sometimes probes to clarify coachee's thinking when appropriate Sometimes paraphrases before or after probing 	<ul style="list-style-type: none"> Often probes to clarify coachee's thinking when appropriate Regularly paraphrases before or after probing 	Meets Proficient AND: <ul style="list-style-type: none"> Engages in advanced probing for coachee's values, beliefs, and/or States of Mind

Elements of Effective Peer Assistance & Review Supports

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Standards of Effective Teaching (SET) Writing <small>(protocol conversation)</small>		<ul style="list-style-type: none"> • SET language is rarely evidence/fact based; comments are often not supported by data or mostly judgmental in language • Areas of strength and areas of growth are incomplete or vaguely articulated • Next steps are incomplete or vaguely articulated • Uses professional language and grammar inconsistently; errors are present • Rarely able to effectively differentiate based on administrator's style 	<ul style="list-style-type: none"> • SET language is sometimes evidence/fact based; some comments are not supported by data or some language is judgmental • Areas of strength and areas of growth are articulated but are unclear or hard to follow • Next steps are communicated, but are unclear or not specific • Uses professional language and grammar, but does not reflect best choice of professional terminology • Sometimes able to effectively differentiate based on administrator's style 	<ul style="list-style-type: none"> • SET language is only evidence/fact based; all comments are supported by data • Areas of strength and areas of growth are clearly articulated • Next steps are specific and targeted • Consistently uses professional language and grammar • Regularly able to effectively differentiate based on administrator's style to write joint evaluations 	Meets Proficient AND: <ul style="list-style-type: none"> • Includes mediative questions
SET Protocol		<ul style="list-style-type: none"> • Rarely schedules pre-conference within 1-3 days of announced SET • Rarely shares the draft of each SET with the appreciate school administrator • Rarely forwards questions and gathers responses about professional responsibilities before each SET • Inconsistently schedules post-conference within 10 days following the SET • Inconsistently provides a copy of each SET to HR at the end of each cycle 	<ul style="list-style-type: none"> • Often schedules pre-conference within 1-3 days of announced SET • Sometimes shares the draft of each SET with the appropriate school administrator • Sometimes forwards questions and gathers responses about professional responsibilities before each SET 	<ul style="list-style-type: none"> • Consistently schedules pre-conference within 1-3 days of announced SET • Consistently shares the draft of each SET with the appreciate school administrator • Consistently forwards questions and gathers responses about professional responsibilities before each SET • Consistently schedules post-conference within 10 days following the SET • Consistently provides a copy of each SET to HR at the end of each cycle 	Meets Proficient AND: <ul style="list-style-type: none"> • Invites the teacher to self-evaluate using the SET document before the post-conference
Four Support Functions		<ul style="list-style-type: none"> • Rarely able to appropriately use four support functions (coaching, collaborating, consulting, evaluating) • Rarely balances coaching, consulting, collaborating, and evaluating; often takes a consultative/telling stance • Rarely clarifies role shift to coachee if roles change during an interaction 	<ul style="list-style-type: none"> • Sometimes able to appropriately use four support functions (coaching, collaborating, consulting, evaluating) • Sometimes balances coaching, consulting, collaborating, and evaluating • Sometimes clarifies role shift to coachee if roles change during an interaction 	<ul style="list-style-type: none"> • Consistently able to appropriately use four support functions (coaching, collaborating, consulting, evaluating) and moves intentionally between them • Skillfully balances coaching, consulting, collaborating, and evaluating • Consistently clarifies role shift to coachee if roles change during an interaction 	Meets Proficient AND: <ul style="list-style-type: none"> • References coachee data (appreciative interview, filters of trust, etc.) to use as an asset in the four support functions • Matches Filters of Perception; representational systems, cognitive style, educational belief systems (Cognitive Coaching Seminars Foundation Training Learning Guide, p.128)
Professional Learning Opportunities <small>(protocol conversation)</small>		<ul style="list-style-type: none"> • Provides few to no professional learning opportunities (modeling, site visits, videotaping, co-teaching, co-planning, etc.) for caseload • Professional learning rarely includes a pre-conference, data sharing, and debriefing • Rarely follows a professional learning protocol e.g. coaching map 	<ul style="list-style-type: none"> • Provides limited professional learning opportunities (modeling, site visits, videotaping, co-teaching, co-planning, etc.) • Professional learning sometimes includes a pre-conference, data sharing, and debriefing • Sometimes follows a professional learning protocol e.g. coaching map 	<ul style="list-style-type: none"> • Provides a variety of professional learning opportunities (modeling, site visits, videotaping, co-teaching, co-planning, etc.) based on individual coachee's needs • Professional learning regularly includes a pre-conference, data sharing, and debriefing • Regularly follows a professional learning protocol e.g. coaching map 	Meets Proficient AND: <ul style="list-style-type: none"> • Provides entire caseload with more than one professional learning opportunity throughout the school year
Co-planning for Data Instruction		<ul style="list-style-type: none"> • Provides little opportunity for co-planning for data-driven instruction • No or little use of data through multiple lenses (race, gender, etc.) • Rarely facilitates conversations that utilize learners' strengths 	<ul style="list-style-type: none"> • Provides some opportunities for co-planning for data-driven instruction • Some use of data through multiple lenses (race, gender, etc.) • Sometimes facilitates conversations that utilize learners' strengths 	<ul style="list-style-type: none"> • Assists in student data analysis and use of assessment to plan instruction; scaffolds to build coachee's capacity • Consistent use of data through multiple lenses (race, gender, etc.) • Consistently facilitates conversations that utilize learners' strengths 	Meets Proficient AND: <ul style="list-style-type: none"> • Creates opportunities for content specific teachers to collaborate for data analysis

Elements of Effective Peer Collaboration

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Knowledge and Resources		<ul style="list-style-type: none"> • Demonstrates minimal knowledge of available resources and/or research-based practices • Rarely locates and connects people with needed resources (e.g. math coaches, reading/literacy coaches, project managers, etc.) to promote coachee learning 	<ul style="list-style-type: none"> • Demonstrates some knowledge of available resources and/or research-based practices • Sometimes locates and connects people with needed resources (e.g. math coaches, reading/literacy coaches, project managers, etc.) to promote coachee learning 	<ul style="list-style-type: none"> • Demonstrates a solid working knowledge of available resources and research-based practices • Often locates and connects people with needed resources (e.g. math coaches, reading/literacy coaches, project managers, etc.) to promote coachee learning 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Develops research-based resources for coachee and/or PAR team
Build Trust and Displays Integrity		<ul style="list-style-type: none"> • Rarely establishes and/or displays mutual respect, professional interaction, confidentiality, transparency, and honesty with all colleagues • Displays unprofessional or disrespectful attitudes and interactions with colleagues • Rarely follows through with commitments to colleagues • Misses or is tardy to multiple meetings with coachees, administration, or PAR team • Rarely demonstrates basic fairness and/or ethical behavior 	<ul style="list-style-type: none"> • Sometimes establishes and displays mutual respect, professional interaction, confidentiality, transparency, and honesty with all colleagues • Displays and maintains positive and productive relationships with some colleagues • Follows through with commitments to colleagues most of the time • Misses or is tardy to some meetings with coachees, administration, or PAR team • Usually demonstrates basic fairness and/or ethical behavior 	<ul style="list-style-type: none"> • Consistently establishes and displays mutual respect, professional interaction, confidentiality, transparency, and honesty with all colleagues • Displays and maintains positive and productive relationships with all colleagues • Follows through with commitments to colleagues all of the time • Consistently attends meetings and is on time with coachees, administration, or PAR team • Consistently acts with fairness and in an ethical manner 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Routinely refers to and uses the 5 Facets of Trust and the four A's of Absolution with coachees, administrators, and the PAR team (Cognitive Coaching Seminars Foundation Training Learning Guide, p.39)
Communication		<ul style="list-style-type: none"> • Maintains clear and complete communication (e-mails, phone calls, texts, etc.) with few stakeholders or communication is incomplete or non-existent • Responses are rarely given in a timely manner (usually within 24 hours) 	<ul style="list-style-type: none"> • Maintains clear and complete communication (e-mails, phone calls, texts, etc.) with most stakeholders • Responses are sometimes given in a timely manner mostly within 24 hours 	<ul style="list-style-type: none"> • Maintains clear and complete communication (e-mails, phone calls, texts, etc.) with all stockholders • Responses are consistently given in a timely manner usually within 24 hours 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Takes a leadership role among PAR team in sharing communication strategies and techniques
Problem Solving		<ul style="list-style-type: none"> • Rarely proactive in seeking solutions to problems around coaching, PAR protocols, building/district policies, team challenges, etc. • Seldom identifies potential problems and/or rarely mitigates them • Problems are rarely brought to the attention of the lead as they arise 	<ul style="list-style-type: none"> • Sometimes proactive in seeking solutions to problems around coaching, PAR protocols, building/district policies, team challenges, etc. • Sometimes identifies and mitigates potential problems • Problems are sometimes brought to the attention of the lead as they arise 	<ul style="list-style-type: none"> • Consistently proactive in seeking solutions to problems around coaching, PAR protocols, building/district policies, team challenges, etc. • Is successful in identifying and mitigating potential problems • Problems are regularly brought to the attention of the lead as they arise 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Reflects on effectiveness of problem solving strategies/techniques related to mitigating situations. Shares reflections with colleagues to assist in building capacity around problem solving
PAR Board Presentations <small>(protocol conversation)</small>		<ul style="list-style-type: none"> • Organizes PAR Board presentation following the protocol for some of the caseload • Submits presentations and files after to deadline or they contain incomplete sections • Inconsistently participates in feedback rounds in small and large groups • Articulates caseload information to the PAR Board, but most parts are unclear • Is rarely able to provide data/evidence when asked questions at the PAR Board • Needs continual monitoring and support from the lead to prepare for PAR Board 	<ul style="list-style-type: none"> • Organizes PAR Board presentation following the protocol for most of the caseload • Participates in feedback rounds in small and large groups; minimally implements feedback from peers • Articulates caseload information to the PAR Board but some parts are unclear • Is somewhat able to provide data/evidence when asked questions at the PAR Board 	<ul style="list-style-type: none"> • Organizes PAR Board presentation following the protocol for entire caseload • Submits presentations and files according to the deadline • Participates in feedback rounds in small and large groups; implements feedback from peers and strengthens presentation • Clearly articulates caseload information to the PAR Board • Is readily able to provide data/evidence when asked questions at the PAR Board 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Analyzes individual caseload data and is prepared to speak to data trends and/or answer questions about data

Elements of Effective Peer Collaboration

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Developing Teacher Leadership		<ul style="list-style-type: none"> Rarely promotes and builds leadership capacity in teachers or colleagues 	<ul style="list-style-type: none"> Sometimes promotes and builds leadership capacity in teachers or colleagues 	<ul style="list-style-type: none"> Consistently promotes and builds leadership capacity in teachers or colleagues 	Meets Proficient AND: <ul style="list-style-type: none"> Creates opportunities and awareness for teachers to take on teacher leadership roles
PAR Vision		<ul style="list-style-type: none"> Cannot articulate and/or rarely supports a clear vision of the PAR program to all stakeholders 	<ul style="list-style-type: none"> Articulates and sometimes supports a clear vision of the PAR program to all stakeholders 	<ul style="list-style-type: none"> Articulates and consistently supports a clear vision of the PAR program to all stakeholders 	Meets Proficient AND: <ul style="list-style-type: none"> Creates wide-range support of the PAR program's vision with stakeholders
Coaching for Racial Equity		<ul style="list-style-type: none"> Equity tools (compass, four agreements, six conditions) are rarely used with coachees, stakeholders, and team Conversations indicate a lack of awareness of racial equity 	<ul style="list-style-type: none"> Equity tools (compass, four agreements, six conditions) are sometimes used with coachees, stakeholders, and team Conversations indicate some awareness of racial equity 	<ul style="list-style-type: none"> Equity tools (compass, four agreements, six conditions) are consistently used with coachees, stakeholders, and team Conversations indicate high levels of awareness of racial equity and interrupts inequitable practices 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role (monitoring, facilitating, modeling) on the use of Courageous Conversations protocols Utilizes the Iceberg and Ladder of Inference
Personalized Learning		<ul style="list-style-type: none"> Conversations indicate a lack of focus on personalized learning Rarely uses personalized learning tools e.g. essentials, UDL planning 	<ul style="list-style-type: none"> Conversations indicate some focus on personalized learning Sometimes uses personalized learning tools e.g. essentials, UDL planning 	<ul style="list-style-type: none"> Conversations intentional focus on personalized learning Intentional use of personalized learning tools e.g. essentials, UDL planning 	Meets Proficient AND: <ul style="list-style-type: none"> Creates and tailors use of personalized learning tools to enhance teacher effectiveness
Function of Technology Used in Coaching/ Services		<ul style="list-style-type: none"> Rarely uses available technology as an instructional tool in learning/coaching Minimal use of technology to benefit areas of coaching (collaboration, data collection, data analysis, scheduling, videotaping, podcasts, etc.) 	<ul style="list-style-type: none"> Uses available technology as a direct tool substitute without functional change Some use of technology to benefit areas of coaching (collaboration, data collection, data analysis, scheduling, videotaping, podcasts, etc.) 	<ul style="list-style-type: none"> Uses available technology to augment or modify instructional/coaching practices, as well as for substitution Maximizes the use of technology to benefit areas of coaching (collaboration, data collection, data analysis, scheduling, videotaping, podcasts, etc.) 	Meets Proficient AND: <ul style="list-style-type: none"> Uses technology for significant task redesign or create new tasks, previously inconceivable, as well as for substitution, augmentation, and modification Takes a leadership role in building capacity of others to use technology in ways that increase effectiveness and/or efficiency
CT Professional Goals and Progress Monitoring with the Lead		<ul style="list-style-type: none"> Rarely identifies success indicators, areas of strength, and areas of growth related to professional goals Uses minimal general data to develop a PAR professional goal or no goal established Rarely follows through with meeting with PAR lead and other colleagues (e.g. shadow buddies) to track/monitor progress 	<ul style="list-style-type: none"> Identifies general success indicators, areas of strength, and areas of growth related to professional goals Uses general data to develop a PAR professional goal Sometimes follows through with meeting with PAR lead and other colleagues (e.g. shadow buddies) to track/monitor progress 	<ul style="list-style-type: none"> Identifies specific success indicators, areas of strength, and areas of growth related to a professional goal Uses specific data from feedback, surveys, and other sources to develop a PAR professional goal Regularly follows through with meeting with PAR lead and other colleagues (e.g. shadow buddies) to track/monitor progress 	Meets Proficient AND: <ul style="list-style-type: none"> Goes over and above the requirements of goal setting by initiating additional opportunities to work toward goal Creates specific tools and frameworks for achieving the goal
Time Management and Organization <small>(protocol conversation)</small>		<ul style="list-style-type: none"> Rarely keeps and uses electronic district calendar current (e.g. Lotus Notes) to schedule meetings and appointments with teachers, administrators, shadow buddies, etc. Rarely ensures timely scheduling around coaching, collaborating, consulting, and evaluations Rarely able to maintain flexibility with administration, teachers, and PAR team around rescheduling if issues arise 	<ul style="list-style-type: none"> Sometimes keeps and uses electronic district calendar current (e.g. Lotus Notes) to schedule meetings and appointments with teachers, administrators, shadow buddies, etc. Sometimes ensures timely scheduling around coaching, collaborating, consulting, and evaluations 	<ul style="list-style-type: none"> Consistently keeps and uses electronic district calendar current (e.g. Lotus Notes) to schedule meetings and appointments with teachers, administrators, shadow buddies, etc. Regularly ensures timely scheduling around coaching, collaborating, consulting, and evaluations Able to maintain flexibility with administration, teachers, and PAR team around rescheduling if issues arise 	Meets Proficient AND: <ul style="list-style-type: none"> Differentiates time management according to coachee need, but maintains an equitable balance of time for all coachees Gradual release is evident in scheduling and documentation

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships with Colleagues		<ul style="list-style-type: none"> Relationships are negative, self-serving, and/or promote discord among staff Works ineffectively with colleagues in collaboration, PLCs, and/or teams 	<ul style="list-style-type: none"> Maintains cordial relationships with colleagues to fulfill duties that the school or district requires 	<ul style="list-style-type: none"> Relationships are supportive and cooperative Works effectively and respectfully with colleagues in collaboration, PLCs, and/or teams 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes initiative in assuming a leadership role among faculty Takes a leadership role in PLC and/or teams
Self Reflection As a Growth Tool		<ul style="list-style-type: none"> Uses minimal reflection and self-assessment of practices Unwilling to look inward for improvement 	<ul style="list-style-type: none"> Occasionally uses reflection and self-assessment to assess effectiveness and make modifications 	<ul style="list-style-type: none"> Continuously and accurately assesses his or her own effectiveness using artifacts and learner data to identify areas of strength and areas of growth Reflects on practice through coaching, mentorship, critical friends, or participation in other leadership development opportunities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in promoting a culture of professional inquiry and reflection
Written TD&E Reflections		<ul style="list-style-type: none"> Response shows little evidence of integrated learning or insights gained from the experience Reflections are not submitted or response is incomplete 	<ul style="list-style-type: none"> Response shows some evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are supported; the reflection demonstrates attempts to analyze the learning experience, but lacks depth of how the learning experience contributed to understanding of self or learners 	<ul style="list-style-type: none"> Response shows solid evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or learners 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Response includes an in-depth reflection and personalization of the experience
Feedback		<ul style="list-style-type: none"> Ignores or minimizes feedback from colleagues, team lead, administrators, and/or coachees Resistant to changes in professional practices 	<ul style="list-style-type: none"> Open to feedback from colleagues, team lead, administrators, and/or coachees Open to change of professional practice when provided feedback 	<ul style="list-style-type: none"> Seeks and accepts feedback from colleagues, team lead, administrators, and/or coachees Implements change in professional practice based on feedback 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback
Professional Growth		<ul style="list-style-type: none"> Does not or minimally attends professional development activities Minimally plans for professional growth Demonstrates little or no urgency toward improving professional practices 	<ul style="list-style-type: none"> Attends relevant professional development activities Occasionally plans for professional growth Demonstrates regular effort to modify and adjust professional practices 	<ul style="list-style-type: none"> Regularly participates in relevant professional development activities and implements changes to instructional practices as a result Regularly plans for professional growth Routinely enriches professional practices to meet the needs of all learners 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Leads professional development opportunities for colleagues Initiates important activities to contribute to the profession Models, coaches, and mentors colleagues and/or preservice teachers in reflective practice methods to improve instruction
Communication with Stakeholders		<ul style="list-style-type: none"> Stakeholders rarely receive information about the program Difficult for stakeholders to contact or does not respond when contacted 	<ul style="list-style-type: none"> Stakeholders receive information about the program on an occasional basis Information is available to stakeholders, but ways of being contacted are not communicated through multiple methods 	<ul style="list-style-type: none"> Stakeholders receive information about the program on a consistent basis Available to respond to stakeholders concerns and ways of being contacted are clearly communicated through methods that work for the particular stakeholder's needs 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Consistently provides resources for stakeholders to support the success of the program
Service to School/ District		<ul style="list-style-type: none"> Does not support the mission/vision Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders Non-compliant with PAR and/or SPPS policies and procedures Inconsistently involved in required program/school events 	<ul style="list-style-type: none"> Understands and supports the mission/vision Understands and supports the district strategic plan, mission, and vision Complies with PAR and SPPS policies and procedures and acts in a professional and ethical manner 	<ul style="list-style-type: none"> Makes decisions that support and reflect the mission/vision Makes decisions that support and reflect the district strategic plan, mission, and vision Complies with PAR and SPPS policies and procedures and models high standards of professional and ethical conduct Involved in required program/school events 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Makes a concerted effort to challenge negative attitudes or practices to ensure that all learners can succeed Volunteers to participate in school/district events and makes a substantial contribution Takes initiative in assuming a leadership role in school and/or district events

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Record Keeping		<ul style="list-style-type: none"> Minimally maintains information on coachees' progress and/or goals Records are in disarray resulting in errors and confusion 	<ul style="list-style-type: none"> Regularly maintains a system for information on coachees' progress and/or goals Maintains records 	<ul style="list-style-type: none"> Maintains fully effective systems for information on coachees' progress and/or goals Maintains accurate and up-to-date records 	Meets Proficient AND: <ul style="list-style-type: none"> Coachees contribute information to systems related to their progress and interpret results
TD&E Components (summative evaluation)		<ul style="list-style-type: none"> One or more components of TD&E are missing or incomplete TD&E component deadlines are missed 		<ul style="list-style-type: none"> All components are complete Ongoing work to implement and fulfill TD&E components is timely 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in promoting TD&E components in the school

Summary

Areas of Strength:

Areas of Growth:

Next Steps: