

Domain 1: Planning and Preparation (Domain weight 20%)

<u>Teacher on Special Assignment Evaluation Instrument</u>				
Staffing Specialist, Child Find Specialist, Transition Specialist, Other _____				
Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>1a: Demonstrating knowledge of current trends in specialty area and professional development</i>	TSA demonstrates little or no familiarity with specialty area or trends in professional development.	TSA demonstrates basic familiarity with specialty area and trends in professional development.	TSA demonstrates thorough knowledge of specialty area and trends in professional development.	TSA's knowledge of specialty area and trends in professional development is wide and deep; TSA is regarded as an expert by colleagues.
Evaluator Rating (Component Weight 4%)	<i>Performance Rating</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>1b: Demonstrating knowledge of the school's program, and levels of teacher skill in delivering that program</i>	TSA demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	TSA demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	TSA demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	TSA 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.
Evaluator Rating (Component Weight 4%)	<i>Performance Rating</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served</i>	TSA has no clear goals for the instructional support program or they are inappropriate to either the situation or the needs of the staff.	TSA's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	TSA's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	TSA's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators, parents, and colleagues.
Evaluator Rating (Component Weight 2%)	<i>Performance Rating</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)

<i>1d: Demonstrating knowledge of resources, both within and beyond the school and district</i>	TSA demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	TSA demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	TSA is fully aware of resources available in the school and district and in the professional community for teachers to advance their skills.	TSA actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
Evaluator Rating (Component Weight 2%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>1e: Planning the instructional support program, integrated with the overall school program</i>	Instructional support program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	TSA's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	TSA's plan is well designed to support teachers in the improvement of their instructional skills.	TSA's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and the plan has been developed following consultation with administrators and teachers.
Evaluator Rating (Component Weight 4%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>1f: Developing a plan to evaluate the instructional support program.</i>	TSA has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	TSA has a rudimentary plan to evaluate the instructional support program.	TSA's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	TSA's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.
Evaluator Rating (Component Weight 4%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)

Domain 2: The Learning Environment (Domain weight 20%)

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>2a: Creating an environment of trust and respect</i>	Teachers are reluctant to request assistance from TSA, fearing that it will be treated as a sign of deficiency.	Relationships with the TSA are cordial; teachers don't resist initiatives established by the TSA.	Relationships with the TSA are respectful, with some contacts initiated by teachers, parents or community.	Relationships with the TSA are highly respectful and trusting, with many contacts initiated by teachers, parents or community.
Evaluator Rating (Component Weight 5%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
	(0 points)	Developing (1 point)	(2 points)	(3 points)
<i>2b: Establishing a culture for ongoing instructional improvement</i>	TSA 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 TSA.	TSA promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skill.	TSA has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the TSA.
Evaluator Rating (Component Weight 5%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>2c: Establishing clear procedures for teachers to gain access to instructional support</i>	When teachers want to access assistance from the TSA, 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.	TSA 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.
Evaluator Rating (Component Weight 2.5%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>2d: Establishing and maintaining norms of behavior for professional interactions</i>	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	TSA's efforts to establish norms of professional conduct are partially successful.	TSA has established clear norms of mutual respect for professional interaction.	TSA has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
Evaluator Rating (Component Weight 5%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>2e: Organizing physical space for workshops or training, including use of training equipment, arrangement of furniture for visual access, traffic flow, and match between the physical arrangement and workshop activities.</i>	TSA makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	TSA makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	TSA makes highly effective use of the physical environment, with participants contributing to the physical arrangement.
Evaluator Rating (Component Weight 2.5%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
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Domain 3: Delivery of Service (Domain weight 40%)

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>3a: Collaborating with teachers in the design of instructional units and lessons</i>	TSA declines to collaborate with classroom teachers in the design of instructional lessons and units.	TSA collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	TSA initiates collaboration with classroom teachers in the design of instructional lessons and units.	TSA initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
Evaluator Rating (Component Weight 9%)	<i>Performance Rating</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>3b: Engaging teachers in learning new instructional skills</i>	Teachers decline opportunities to engage in professional learning.	TSA'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.
Evaluator Rating (Component Weight 11%)	<i>Performance Rating</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>3c: Sharing expertise with staff, (for example: through teaching model lessons, presenting workshops, facilitating study group, chairing meetings)</i>	TSA's efforts to share expertise are of poor quality or are not appropriate to the needs of the participants.	The quality of the TSA's efforts to share expertise is mixed, with some of them being appropriate to the needs of the participants .	The quality of the TSA's efforts to share expertise is uniformly high, and appropriate to the needs of the participants.	The quality of the TSA's efforts to share expertise is uniformly high, and appropriate to the needs of the participants. The TSA conducts extensive follow-up work with participants.
Evaluator Rating (Component Weight 10%)	<i>Performance Rating</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>3d: Locating resources for teachers to support instructional improvement</i>	TSA fails to locate resources for instructional improvement, even when specifically requested to do so.	TSA's efforts to locate resources for instructional improvement are partially successful, reflecting incomplete knowledge of what is available.	TSA locates resources for instructional improvement when asked to do so.	TSA is highly proactive in locating resources for instructional improvement, anticipating their needs.

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Evaluator Rating (Component Weight 6%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>3e: Demonstrating flexibility and responsiveness</i>	TSA adheres to the plan, in spite of evidence of its inadequacy.	TSA makes modest changes in the support program when confronted with evidence of the need for change.	TSA makes revisions to the support program when they are needed.	TSA is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.
Evaluator Rating (Component Weight 4%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)

Domain 4: Professional Responsibilities (Domain weight 20%)

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>4a: Reflecting on practice</i>	TSA does not reflect on practice, or the reflections are inaccurate or self-serving.	TSA'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.	TSA's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. TSA makes some specific suggestions as to how the support program might be improved.	TSA's reflection is highly accurate and perceptive, citing specific examples. TSA draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
Evaluator Rating (Component Weight 3%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>4b: Maintaining records, and submitting them in a timely fashion</i>	TSA's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	TSA's reports, records and documentation are generally accurate, but are occasionally late.	TSA's reports, records and documentation are accurate, and are submitted in a timely manner.	TSA's approach to record-keeping is highly systematic and efficient, and serves as a model for colleagues in other schools.
Evaluator Rating (Component Weight 3%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>4c: Coordinating work with other TSAs and support staff</i>	TSA makes no effort to collaborate with other TSAs and	TSA responds positively to the efforts of other TSAs and	TSA initiates efforts to collaborate with other TSAs and	TSA takes a leadership role in coordinating projects with other

	support staff within the district.	support staff within the district to collaborate.	support staff within the district.	TSA's and support staff within and beyond the district.
Evaluator Rating (Component Weight 4%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>4d: Participating in a professional community</i>	TSA's relationships with colleagues are negative or self-serving, and the TSA avoids being involved in school and district events and projects.	TSA's relationships with colleagues are cordial, and the TSA participates in school and district events and projects when specifically requested.	TSA participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	TSA makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues.
Evaluator Rating (Component Weight 3%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>4e: Engaging in professional development</i>	TSA does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	TSA participation in professional development activities is limited to those that are convenient or are required.	TSA seeks out opportunities for professional development based on an individual assessment of need and/or recommendations from supervisor.	TSA actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other TSAs.
Evaluator Rating (Component Weight 3%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>4f: Showing professionalism, including integrity and confidentiality</i>	TSA displays dishonesty in interactions with colleagues, and violates principles of confidentiality.	TSA is honest in interactions with colleagues, and respects principles of confidentiality.	TSA displays high standards of honesty and integrity in interactions with colleagues, and respects principles of confidentiality.	TSA can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the principles of confidentiality.
Evaluator Rating (Component Weight 4%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)