Glad to have you
ON BOARD
With Career and Technical Education

This guide is designed to provide you with the necessary tools to maximize your success as a contributing member of our team.
Welcome to Cattaraugus-Allegany BOCES!

We are thrilled you have decided to help our students succeed in their chosen pathways within Career and Technical Education!

We are confident that your professional journey with us will be more than the beginning of a new career. We hope to ignite a passion for educating our student population by providing quality preparation and career pathways for our students. We already believe you are an expert in your field, and can’t wait to see you share your expertise with our students. We promise your time at CABOCES will challenge and encourage you to grow as both a teacher and a learner in ways you never imagined possible.

Our BOCES operates with three Core Values in mind: having highly satisfied customers, treating all individuals with respect, and providing an environment that supports innovation and risk. Separately, these statements are good business practices and lead to an environment supportive of our districts, but taken together, they are the heart and soul of our Career and Technical Education Division, a Division from which we muster a great deal of pride and upon which our districts rely for amazing levels of support.

We strive to exemplify our values in every interaction with our component districts as their essential partner, and especially in our interactions with our own colleagues. We trust you will soon become acquainted with, and representative of, our values, too. This booklet has been designed as a process to guide you as you transition into the world of education, as you acclimate to being part of our BOCES and quickly take to our steep learning curve. Use these days as an opportunity to learn about our structure, our philosophy, yourself and your colleagues, and then use the rest of your time here to capitalize on every single one of those concepts to support teaching and learning in our region. We look forward to seeing what you can do!

All My Best,

James Schifley
Assistant Superintendent for CTE
# TABLE OF CONTENTS

## Getting to Know CABOCES:

- Mission and Core Values .............................................................................................................. 7
- Human Resources & Contact Information .................................................................................... 8
- Policies and Information ............................................................................................................... 9
- Facts about CABOCES ............................................................................................................... 10
- Districts in the CABOCES Region ............................................................................................ 11
- Overall CABOCES Chart ........................................................................................................ 12
- Help Lines ................................................................................................................................... 13-14
- Resources at CABOCES ............................................................................................................ 15
- What Do I Do When I’ll be Absent? ........................................................................................... 16
- Annual Professional Performance Review ................................................................................... 17
- Student Learning Objectives .................................................................................................... 18
- Observation Process and Rubric (Teachers) ............................................................................... 19-50
- Observation Process and Rubric (Counselors) ......................................................................... 51-64

## Education Basics:

- Classroom Management and Culture ........................................................................................... 67
- First Day with Students ............................................................................................................... 68-69
- Ice-Breaker and Team-Building Activities ................................................................................... 70-71
- Social-Emotional Learning ......................................................................................................... 72
- Brain Breaks ............................................................................................................................... 73
- Fixed Mindset vs. Growth Mindset ............................................................................................. 74-76
- Power Teacher Basics ................................................................................................................. 77
- Pages in Power School ............................................................................................................... 78
- Setting Up Your Grade Book ...................................................................................................... 79
- Daily Rubric ............................................................................................................................... 80
- Power School Reports ................................................................................................................. 81
- Progress Reports ........................................................................................................................ 82
- Communication and Documentation ........................................................................................... 83
- Progress Logs/Entries ................................................................................................................ 84
**TABLE OF CONTENTS**

**Education Basics (continued):**

- Overview of Special Education ................................................................. 85-88
- Accommodations vs. Modifications .......................................................... 89
- Lesson/Unit Planning ................................................................................. 90-93
- Differentiated Instruction ......................................................................... 94-95
- How to Assess Student Learning .............................................................. 96
- Instructional Strategies ............................................................................. 97
- Project-Based Learning (PBL) ................................................................. 99
- What do I do When …? ............................................................................. 100-101
- Helpful Interventions .............................................................................. 102-106
- Substitute Folder ..................................................................................... 107
- Emergency Lesson Plans ........................................................................ 108

**Career and Technical Division:**

- Integrated Academic Framework ......................................................... 110
- Advisory Committees ............................................................................ 111
- Pathways to Graduation ........................................................................ 112
- Technical Endorsements ....................................................................... 113
- Classroom Projects ................................................................................. 114-115
- Teaching to Lead (T2L) ......................................................................... 116
- SkillsUSA ................................................................................................ 117
- FFA .......................................................................................................... 118
- NTHS (National Technical Honor Society) ........................................... 119
- Employability Framework and Profiles ............................................... 120-122
- Work Based Learning ............................................................................ 123-124
- Workforce Development & Community Learning ............................... 125

**Glossary & Resources** .......................................................................... 126-134
Welcome To
CA BOCES

CTE Center at Belmont
5536 County Route 48
Belmont, NY 14813
716-376-8322

CTE Center at Olean (District Offices)
1825 Windfall Rd.
Olean, NY 14760
716-376-8410

CTE Center at Ellicottville
5550 Route 242 E.
Ellicottville, NY 14731
716-376-8300
MISSION
To enhance the quality of education through shared resources.

CABOCES CORE VALUES

To have **HIGHLY SATISFIED** customers.

To treat all individuals with **RESPECT**.

To provide an environment that supports **INNOVATION and RISK**.
## Getting to Know CA BOCES

### Technology Set Up
- Set up your CABOCES Microsoft Outlook e-mail account.
- Get Syncing: Contact the CABOCES Tech Shop (376-8311) and get your iPad syncing with your CABOCES e-mail account.
- Set up your calendar using your CABOCES Microsoft Outlook e-mail account and reserve dates for Faculty Meetings, Check-In Meetings with your Supervisor, and any other important dates.

### Important Contacts
- Put your Building Principal’s office and cell phone numbers in your phone. Call or text anytime.
  - Your Building Principal is:
  - Office Number:
  - Cell Number:
- Put your Mentor’s office and cell phone numbers in your phone. Ask your mentor how they would prefer to be contacted.
  - Your Mentor is:
  - Office Number:
  - Cell Number:
- Put the office number for the Keyboard Specialists associated with your program in your phone.
  - Keyboard Specialist:
  - Office Number:
  - Keyboard Specialist:
  - Office Number:

### HR Items
**HR Department is located at the Olean CTE Center**
- Contact HR to get a staff badge created.
- Make sure you know how to access WinCapWeb. This allows you to access pay stubs, your vacation/sick/personal day bank, and to make requests for time off. You will also use AESOP to request substitutes.
- Read your contract. Make sure you understand how vacation and sick time is accrued and spent. Ask questions if you have any.
- Make an appointment with the HR/Labor Relations department to get a briefing about the services and resources they offer our employees.


---

**“I never learn anything talking. I only learn things when I ask questions.”**

- Lou Holtz-
USE OF TECHNOLOGY

CABOCES provides you with many different types of technology for your professional use. Please read and follow the CABOCES Acceptable Use Policy at all times. Be familiar with privacy of PII (personally identifiable information) restrictions as outlined by NYS Education Law § 2-d.

FORMS

Most paperwork for travel, mileage, and other tasks are located on the CABOCES website. Navigate to www.caboces.org and click on CABOCES Forms in the top right of the website, or navigate to Administration > CABOCES Forms. Many forms can also be found on the I: Drive or on the Internal Network.

TIME OFF

Requests for time off should be submitted through the WinCapWeb (which tracks your attendance balance) and AESOP (which puts in for a substitute). You MUST report your absence(s) in BOTH SITES. Requests made at the last minute should be communicated directly to your Supervisor via email, phone call, or text message. Please reference the contract language regarding this topic.

MAINTAINING CERTIFICATION

Your first point of contact for certification should be the CABOCES regional certification officer, Jessica Policastro. You can also check with your supervisor or mentor about how to register in TEACH. Every five years (depending on your certification year), you will need to verify that you have attained 100 hours of professional development. You should keep all Continuing Teacher/Leader Education (CTLE) certificates you receive and download any BOCES-generated certificates from the registration system.

EVALUATION

The requirements for evaluations are described in the APPR Document which you will receive a copy of. Please become familiar with it. Please make sure you can log into www.mylearningplan.com. There is also a section in this onboarding document dedicated to your evaluation rubric and the process.

My log in: __________________________

Please ask your supervisor any questions you have about evaluations. They are not meant to scare you but to help support professional growth!

SNOW DAYS

The CTE Centers close when ALL home districts are closed. You will be notified by your supervisor if the Center is closed or by the Phone Tree. You will need to get report it as an “Inclement Weather” day on BOTH WinCapWeb and AESOP.
Getting to Know CABOCES

The CABOCES Region Touches Schools in 4 Counties

Allegany  Cattaraugus  Erie  Wyoming

There are 6 BOCES Divisions:

• Career and Technical Education (CTE)
• Instructional Support Services (ISS)
• Exceptional Education
• Business
• Labor Relations/Human Resources
• Information Technology.

What does CABOCES stand for?

Cattaraugus
Allegany
Board
Of
Cooperative
Educational
Services

Belmont offers 16 CTE programs while Ellicottville offers 15, and Olean offers 14 programs!

Approximately 1,100 students participate in CABOCES CTE programs!

CABOCES serves 17,000 students in the region!
There are 22 School Districts in our region.

Did you know... the CABOCES region is the same size as Rhode Island?
## Overall CABOCES Chart

### District Superintendent

<table>
<thead>
<tr>
<th>Career &amp; Technical Education</th>
<th>Exceptional Education</th>
<th>Instructional Support Services</th>
<th>Information Technology</th>
<th>Administrative Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Superintendent for CTE Programs</td>
<td>Assistant Superintendent for Exceptional Education Programs • Supervisors/ Principals</td>
<td>Assistant Superintendent for ISS Programs • Curriculum Coordinators/ Professional Development (Senior Program Manager) • Program Managers • School Library Coordinator Itinerant • Student Services Program Managers</td>
<td>Director of Information Technology • Communications and Multimedia • Technical Support &amp; Repair • Print Shop</td>
<td>Human Resources/ Labor Relations • Director of Human Resources • Director of Labor Relations</td>
</tr>
<tr>
<td>Belmont Center Building Principal</td>
<td>Ellicottville Center Building Principal</td>
<td>Olean Center Building Principal</td>
<td>Principal for CTE/Workforce Development and Community Learning</td>
<td></td>
</tr>
</tbody>
</table>

### CTE
- Career & Technical Education
- Exceptional Education
- Instructional Support Services
- Information Technology
- Administrative Support

### Innovative Teaching
- Exceptional Education
- Information Technology

### Finance Office
- Executive Director of Finance
- Purchasing Agent
- Treasurer/ Accountant

### Facilities
- Director of Facilities
- Safety Technicians

---

12
# Help Lines

**Contact information:** (716) 376 + extension or www.caboces.org

## Computer Problems

<table>
<thead>
<tr>
<th>Building Level Support</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bldg. Level Support – CTE Center at Belmont</td>
<td>Alan Barber – ext. 7074</td>
</tr>
<tr>
<td>Bldg. Level Support – CTE Center at Ellicottville</td>
<td>Jeff Cook – ext. 7044</td>
</tr>
<tr>
<td>Bldg. Level Support – CTE Center at Olean</td>
<td>Matt Clark – ext. 7026</td>
</tr>
<tr>
<td>Power School Grade Book</td>
<td>Contact your Building Level Support listed above</td>
</tr>
<tr>
<td>Power School Administrator</td>
<td>Sara Benjamin – ext. 8383</td>
</tr>
</tbody>
</table>

## Computer, Internet, Phone, Fax, etc.

Help Desk – ext. 8311 (or) helpdesk@caboces.org

## Work Based Learning Coordinator

<table>
<thead>
<tr>
<th>Building Level Support</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Center at Belmont</td>
<td>Matt Hopkins – ext. 8328</td>
</tr>
<tr>
<td>CTE Center at Ellicottville</td>
<td>TBD – ext. 8346</td>
</tr>
<tr>
<td>CTE Center at Olean</td>
<td>Todd McLaughlin – ext. 8611</td>
</tr>
</tbody>
</table>

## Outreach Coordinator

Tammy Graf – ext. 8225

## Human Resources

<table>
<thead>
<tr>
<th>Request Type</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Requests; Vacancies</td>
<td>Sarita Schwindler – ext. 8209</td>
</tr>
<tr>
<td>On-the-job injuries/incidents; Workers’ Compensation; WinCap info; Change of Name and/or Address; Substitute Service (AESOP), Retirement Information</td>
<td>Jessica Blaney – ext. 8242</td>
</tr>
<tr>
<td>Medical &amp; Personal Leaves of Absences (and FMLA)</td>
<td>Colleen Jimerson – ext. 8255</td>
</tr>
</tbody>
</table>

## Payroll

<table>
<thead>
<tr>
<th>Request Type</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payroll, Deductions, Time Sheets for all employees (excluding FT Teacher Aides)</td>
<td>Deb Windnagle – ext. 8203</td>
</tr>
<tr>
<td>FT Teacher Aides Payroll Employee Attendance Records</td>
<td>Jonathon Cucchiario – ext. 8257</td>
</tr>
</tbody>
</table>

## Benefits

<table>
<thead>
<tr>
<th>Request Type</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coverage, Claims, Changes to Health Insurance or Flex Plan</td>
<td>Denise Bray – ext. 8232</td>
</tr>
</tbody>
</table>
### Help Lines - Continued.

#### Teacher Certification

<table>
<thead>
<tr>
<th></th>
<th>Jessica Policastro – ext. 8374</th>
</tr>
</thead>
</table>

#### Maintenance

<table>
<thead>
<tr>
<th>Location</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Center at Belmont</td>
<td>Jesse Babbitt – ext. 8335</td>
</tr>
<tr>
<td>CTE Center at Ellicottville</td>
<td>Bob Crowley – ext. 8349</td>
</tr>
<tr>
<td>CTE Center at Olean</td>
<td>Dan Ramsey – ext. 8234</td>
</tr>
</tbody>
</table>

#### Safety & Health

<table>
<thead>
<tr>
<th>Topic</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Procedures; HIV/HBV Training; Right-to-Know, HAZMAT, etc. Fingerprinting</td>
<td>Dean McKnight, Manager – ext. 8249, John Hanbach, Sr. Safety Engineer – ext. 8317, Holly Baker, Sr. Safety Engineer – ext. 8277, Paula Morgan – 376-827</td>
</tr>
</tbody>
</table>

#### Misc. Other

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Approvals; Travel &amp; Conference Requests</td>
<td>Contact your immediate Supervisor</td>
</tr>
<tr>
<td>Sick Leave Bank</td>
<td>Contact your Union Representative</td>
</tr>
<tr>
<td>BOCES’ Vehicle Requests</td>
<td><a href="mailto:Paula_Morgan@caboces.org">Paula_Morgan@caboces.org</a></td>
</tr>
<tr>
<td>Employee Assistance Program</td>
<td><a href="http://www.theEAP.com">www.theEAP.com</a> – or – 1-800-252-4555</td>
</tr>
</tbody>
</table>

#### CTE Center - Belmont

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Principal</td>
<td>Kathleen Brisky – ext. 8327</td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td>Caitlyn Callahan – ext. 8358</td>
</tr>
<tr>
<td>Keyboard Specialist (secretary to principal)</td>
<td>Cheryl Wenrich – ext. 8326</td>
</tr>
<tr>
<td>Keyboard Specialist (student records)</td>
<td>Mary Straight – ext. 8322</td>
</tr>
</tbody>
</table>

#### CTE Center - Ellicottville

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Principal</td>
<td>Noel Sheehy – ext. 8344</td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td>Joseph Colligan – ext. 8343</td>
</tr>
<tr>
<td>Keyboard Specialist (secretary to principal)</td>
<td>Deanna Steffenhagen – ext. 8345</td>
</tr>
<tr>
<td>Keyboard Specialist (student records)</td>
<td>Angela Felt – ext. 8300</td>
</tr>
</tbody>
</table>

#### CTE Center - Olean

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Principal</td>
<td>Cory Pecorella – ext. 8251</td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td>Brianna Eaton – ext. 8267</td>
</tr>
<tr>
<td>Keyboard Specialist (secretary to principal)</td>
<td>Jackie Paddock – ext. 8265</td>
</tr>
<tr>
<td>CTE/WDCL Principal</td>
<td>Matt Fanton – ext. 8384</td>
</tr>
</tbody>
</table>
CABOCES is a wealth of resources! Don’t be afraid to reach out to access some of our great programs!

Go to https://caboces.insigniails.com/Library/Home for these great resources!
# What Do I Do When I Will Be Absent

<table>
<thead>
<tr>
<th>Type of Absence</th>
<th>WinCapWeb?</th>
<th>Aesop?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferences (including mentor/mentee)</td>
<td>Yes, prior to conference</td>
<td>Yes, prior to conference when sub is required</td>
</tr>
<tr>
<td>CSE Meetings</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Field Trips</td>
<td>No</td>
<td>Only if a sub is required</td>
</tr>
<tr>
<td>Personal</td>
<td>Yes, 24 hours in advance of absence</td>
<td>Yes</td>
</tr>
<tr>
<td>Sick or Family sick</td>
<td>Prior to absence if it is a planned absence or within 5 days following an unplanned absence</td>
<td>Yes, must enter in Aesop at least 1 hour prior to your start time</td>
</tr>
<tr>
<td>Emergency Leave (these days are deducted from your sick days)</td>
<td>Within 5 days following an emergency absence</td>
<td>Yes</td>
</tr>
<tr>
<td>Snow Days</td>
<td>Yes, put in as an Inclement Weather day</td>
<td>Yes, put in as an Inclement Weather day</td>
</tr>
</tbody>
</table>
New York State Education Law 3012-d requires school districts to meet the legislative and regulatory requirements for teacher evaluations. APPR documents are locally negotiated. You can find the copy of the CABOCES APPR document here: https://caboces.org/wp-content/uploads/2018/12/UBTA_APPR_3012d_FINAL.pdf

There are 2 parts to your Overall Score:

**Observations & Student Performance**

<table>
<thead>
<tr>
<th>Student Performance</th>
<th>Teacher Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective (H)</td>
<td>Highly Effective (H)</td>
</tr>
<tr>
<td>Effective (E)</td>
<td>Effective (E)</td>
</tr>
<tr>
<td>Developing (D)</td>
<td>Developing (D)</td>
</tr>
<tr>
<td>Ineffective (I)</td>
<td>Ineffective (I)</td>
</tr>
</tbody>
</table>

Teachers receive scores of "Highly Effective," "Effective," "Developing," or "Ineffective."

<table>
<thead>
<tr>
<th>Teacher Observation</th>
<th>Highly Effective (H)</th>
<th>Effective (E)</th>
<th>Developing (D)</th>
<th>Ineffective (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective (H)</td>
<td>H</td>
<td>H</td>
<td>E</td>
<td>D</td>
</tr>
<tr>
<td>Effective (E)</td>
<td>H</td>
<td>E</td>
<td>E</td>
<td>D</td>
</tr>
<tr>
<td>Developing (D)</td>
<td>E</td>
<td>E</td>
<td>D</td>
<td>I</td>
</tr>
<tr>
<td>Ineffective (I)</td>
<td>D*</td>
<td>D*</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

So if a teacher received “Highly Effective” on their Teacher Observation but “Developing” on their Student Performance, their overall score would be Effective (E).

Districts/BOCES use the State-determined scoring ranges to determine final scores & HEDI ratings.

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>19</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>97-100%</td>
<td>93-96%</td>
<td>90-92%</td>
<td>85-89%</td>
</tr>
</tbody>
</table>
A Student Learning Objective, also known as an SLO, refers to the academic goal or goals set for an educator’s students at the beginning of the school year. The goals are specific and measurable. Student Learning Objectives are part of the teacher evaluation system (Annual Professional Performance Review, also known as APPR).

You will receive the guidelines for APPR and SLO’s in separate documents—this page just serves as a brief overview. You should be familiar with APPR as you are evaluated annually based on that document.

Don’t hesitate to ask your mentor, supervisor or colleagues about the process!

SLO Timeline

- Establish baseline data for students in courses by BEDS Day (first Wednesday in October).
- Identify who will have State-provided growth measures and who must have SLO’s by October 15th.
- Develop SLO’s by November 1st.
- Establish expectations for scoring SLO’s and determining teacher ratings for this subcomponent.
- Score SLO’s by June 30th.

What are the Required Elements of the SLO?

- Student Population
- Learning Content
- Interval of Instructional Time
- Evidence
- Baseline
- Target
- HEIDI Criteria
- Rationale

New York State Student Learning Objective Template

<table>
<thead>
<tr>
<th>All SLOs MUST include the following basic components:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
</tr>
<tr>
<td>Learning Content</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-20 Points</td>
<td>15-17 Points</td>
<td>13-14 Points</td>
<td>0-12 Points</td>
</tr>
<tr>
<td>90-100% of students meeting or exceeding expected growth targets determined by the superintendent</td>
<td>75-89% of students meeting or exceeding expected growth targets determined by the superintendent</td>
<td>60-74% of students meeting or exceeding expected growth targets determined by the superintendent</td>
<td>0-59% of students meeting or exceeding expected growth targets determined by the superintendent</td>
</tr>
</tbody>
</table>

Teachers will receive their Final Composite Rating through My Learning Plan by September 1st of the following school year.
The Observation Process

| First-Year / Non-Tenured Teachers | • You will have 2 “Long” Observations (minimum of 30 minutes)  
|                                 | • At least one will be unannounced  
|                                 | • One “long” observation will be conducted by your supervisor  
|                                 | • The other “long” observation will be conducted by an Independent Evaluator  
|                                 | • For the “long” observations, there will be pre– and post–observation conferences.  
|                                 | • Pre-conferences will occur no more than 5 school days before you are observed.  
|                                 | • Post-conferences will occur within 15 days of the observation.  
|                                 | • “Short” observations (maximum of 30 minutes) can be conducted at the evaluator’s discretion. |
| Second-Year and Beyond Teachers  | • You will have 1 “Long” Observation and 1 “Short” Observation  
|                                 | • One “long” observation will be completed by your supervisor and will be announced.  
|                                 | • One “short” observation will be completed by an Independent Evaluator and will be unannounced. |

All observable domains of the teaching rubric will be assessed at least once a year across the total number of observations.

• Once all evaluations are complete, the different types of observations/school visits will be combined using a weighted average, producing an Overall Teacher Observation Subcomponent score between 1-4.
• In the event that a teacher earns a score of 1 on all rated components in a domain of the practice rubric across all observations, a score of 0 will be assigned.
• The Overall Teacher Observation Subcomponent Score will be converted into a HEDI rating based on locally determined ratings below:

<table>
<thead>
<tr>
<th>Overall Teacher Observation Subcomponent Score and Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
</tr>
<tr>
<td>H</td>
</tr>
<tr>
<td>E</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>I</td>
</tr>
</tbody>
</table>

Observations by Supervisor = 90% toward the Teacher Observation Component Rating  
Observations by Independent Evaluator = 10% toward the Teacher Observation Component Rating
TEACHER OBSERVATIONS

CABOCES uses the Charlotte Danielson Rubric as part of the Annual Professional Performance Review to evaluate and provide feedback to teachers. Your evaluation will be conducted through observations and conferences with your supervisor.

Danielson’s framework for teaching is broken down into four domains and twenty-two components.

### DOMAIN 1: PLANNING AND PREPARATION
1A: Demonstrating Knowledge of Content & Pedagogy
1B: Demonstrating Knowledge of Students
1C: Setting Instructional Outcomes
1D: Demonstrating Knowledge of Resources
1E: Designing Coherent Instruction
1F: Designing Student Assessments

### DOMAIN 2: CLASSROOM ENVIRONMENT
2A: Creating an Environment of Respect and Rapport
2B: Establishing a Culture for Learning
2C: Managing Classroom Procedures
2D: Managing Student Behavior
2E: Organizing Physical Space

### DOMAIN 3: INSTRUCTION
3A: Communicating with Students
3B: Using Questioning and Discussion Techniques
3C: Engaging Students in Learning
3D: Using Assessment in Instruction
3E: Demonstrating Flexibility and Responsiveness

### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
4A: Reflecting on Teaching
4B: Maintaining Accurate Records
4C: Communicating with Families
4D: Participating in the Professional Community
4E: Growing and Developing Professionally
4F: Demonstrating Professionalism
**Danielson Rubric Teacher**

A copy of your rubric can be found on [MyLearningPlan.com](http://MyLearningPlan.com). You are rated by the following categories: Ineffective, Developing, Effective and Highly Effective. See the criteria below for each Focus Indicator.

**DOMAIN 1: PLANNING AND PREPARATION**

**1A: Demonstrating The Knowledge of Content & Pedagogy**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of content and the structure of the discipline</td>
<td>In planning and practice, teacher makes content errors or does not correct errors made by students.</td>
<td>Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.</td>
<td>Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</td>
<td>Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.</td>
</tr>
<tr>
<td>Knowledge of prerequisite relationships</td>
<td>Teacher’s plans and practice display little understanding of prerequisite relationships important to student learning of the content.</td>
<td>Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</td>
<td>Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</td>
<td>Teacher’s plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.</td>
</tr>
<tr>
<td>Knowledge of content related pedagogy</td>
<td>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</td>
<td>Teacher’s plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.</td>
<td>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</td>
<td>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</td>
</tr>
</tbody>
</table>
### Danielson Rubric Teacher

#### 1B: Demonstrating Knowledge of Students

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of child &amp; adolescent development</strong></td>
<td>Teacher displays little or no knowledge of the developmental characteristics of the age group.</td>
<td>Teacher displays partial knowledge of the developmental characteristics of the age group.</td>
<td>Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.</td>
<td>In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.</td>
</tr>
<tr>
<td><strong>Knowledge of the learning process</strong></td>
<td>Teacher sees no value in understanding how students learn &amp; does not seek such information.</td>
<td>Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.</td>
<td>Teacher’s knowledge of how students learn is accurate &amp; current. Teacher applies this knowledge to the class as a whole &amp; to groups of students.</td>
<td>Teacher displays extensive &amp; subtle understanding of how students learn &amp; applies this knowledge to individual students.</td>
</tr>
<tr>
<td><strong>Knowledge of students’ skills, knowledge, and language proficiency</strong></td>
<td>Teacher displays little or no knowledge of students’ skills, knowledge, and language proficiency, and does not indicate that such knowledge is valuable.</td>
<td>Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.</td>
<td>Teacher recognizes the value of understanding students’ skills, knowledge and language proficiency and displays this knowledge for groups of students.</td>
<td>Teacher displays understanding of individual students’ skills, knowledge and language proficiency and has a strategy for maintaining such information.</td>
</tr>
<tr>
<td><strong>Knowledge of students’ interests &amp; cultural heritage</strong></td>
<td>Teacher displays little or no knowledge of students’ interests or cultural heritage &amp; does not indicate that such knowledge is valuable.</td>
<td>Teacher recognizes the value of understanding students’ interests &amp; cultural heritage but displays this knowledge only for the class as a whole.</td>
<td>Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for groups of students.</td>
<td>Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for individual students.</td>
</tr>
<tr>
<td><strong>Knowledge of students’ special needs</strong></td>
<td>Teacher displays little or no understanding of students’ special learning or medical needs or why such knowledge is important.</td>
<td>Teacher displays awareness of the importance of knowing students’ special learning or medical needs, but such knowledge may be incomplete or inaccurate.</td>
<td>Teacher is aware of students’ special learning &amp; medical needs.</td>
<td>Teacher possesses information about each student’s learning &amp; medical needs, collecting such information from a variety of sources.</td>
</tr>
</tbody>
</table>
# Danielson Rubric Teacher

## 1C: Setting Instructional Outcomes

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value, sequence, and alignment</strong></td>
<td>Outcomes represent low expectations for students and lack rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.</td>
<td>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</td>
<td>Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.</td>
<td>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit visible methods of assessment.</td>
<td>Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.</td>
<td>All the Instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.</td>
<td>All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.</td>
</tr>
<tr>
<td><strong>Balance</strong></td>
<td>Outcomes reflect only one type of learning and only one discipline or strand.</td>
<td>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</td>
<td>Outcomes reflect several different types of learning and opportunities for coordination.</td>
<td>Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.</td>
</tr>
<tr>
<td><strong>Suitability for diverse learners</strong></td>
<td>Outcomes are not suitable for the class or are not based on any assessment of student needs.</td>
<td>Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</td>
<td>Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.</td>
<td>Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.</td>
</tr>
</tbody>
</table>
### Danielson Rubric Teacher

#### 1D: Demonstrating Knowledge of Resources

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources for classroom use</strong></td>
<td>Teacher is unaware of resources for classroom use available through the school or district.</td>
<td>Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.</td>
<td>Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.</td>
<td>Teacher’s knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</td>
</tr>
<tr>
<td><strong>Resources to extend content knowledge and pedagogy</strong></td>
<td>Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.</td>
<td>Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.</td>
<td>Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.</td>
<td>Teacher’s knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</td>
</tr>
<tr>
<td><strong>Resources for students</strong></td>
<td>Teacher displays awareness of resources for students available for the school or district but no knowledge of resources available more broadly.</td>
<td>Teacher displays awareness of resources for students available for the school or district and some familiarity with resources external to the school and on the Internet.</td>
<td>Teacher displays awareness for resources for the students available through the school or district and some familiarity with resources external to the school and on the Internet.</td>
<td>Teacher’s knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Ineffective</td>
<td>Developing</td>
<td>Effective</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Learning activities</strong></td>
<td>Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.</td>
<td>Only some of the learning activities are suitable to students or to the instructional outcomes, and some represent a moderate cognitive challenge, but with no differentiation for different students.</td>
<td>All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.</td>
<td>Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.</td>
</tr>
<tr>
<td><strong>Instructional materials and resources</strong></td>
<td>Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.</td>
<td>Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.</td>
<td>All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.</td>
<td>All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student adapting materials.</td>
</tr>
<tr>
<td><strong>Instructional groups</strong></td>
<td>Instructional groups do not support the instructional outcomes and offer no variety.</td>
<td>Instructional groups partially support the instructional outcomes, with an effort at providing some variety.</td>
<td>Instructional groups are varied as appropriate to the students and the different instructional outcomes.</td>
<td>Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different pattern of instructional groups.</td>
</tr>
<tr>
<td><strong>Lesson and unit structure</strong></td>
<td>The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.</td>
<td>The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout Progression of activities is uneven, with most time allocations reasonable.</td>
<td>The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.</td>
<td>The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.</td>
</tr>
</tbody>
</table>
## Danielson Rubric Teacher

### 1F: Designing Student Assessments

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Congruence with instructional outcomes</strong></td>
<td>Assessment procedures are not congruent with instructional outcomes.</td>
<td>Some of the instructional outcomes are assessed through the proposed approach, but many are not.</td>
<td>All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.</td>
<td>Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.</td>
</tr>
<tr>
<td><strong>Criteria and standards</strong></td>
<td>Proposed approach contains no criteria or standards.</td>
<td>Assessment criteria and standards have been developed, but they are not clear.</td>
<td>Assessment criteria and standards are clear.</td>
<td>Assessment criteria and standards are clear; there is evidence that students contributed to their development.</td>
</tr>
<tr>
<td><strong>Design of formative assessments</strong></td>
<td>Teacher has no plan to incorporate formative assessment in the lesson or unit.</td>
<td>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</td>
<td>Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.</td>
<td>Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</td>
</tr>
<tr>
<td><strong>Use for planning</strong></td>
<td>Teacher has no plans to use assessment results in designing future instruction.</td>
<td>Teacher plans to use assessment results to plan for future instruction for the class as a whole.</td>
<td>Teacher plans to use assessment results to plan for future instruction for groups of students.</td>
<td>Teacher plans to use assessment results to plan future instruction for individual students.</td>
</tr>
</tbody>
</table>
## Danielson Rubric Teacher

**DOMAIN 2: Classroom Environment**

### 2A: Creating an Environment of Respect and Rapport

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher interaction with students</strong></td>
<td>Teacher interaction with at least some of the students is negative, demeaning, sarcastic or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.</td>
<td>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures. Students exhibit only minimal respect for the teacher.</td>
<td>Teacher-student interactions are friendly and demonstrate general caring and respect. Some interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.</td>
<td>Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.</td>
</tr>
<tr>
<td><strong>Student interactions with other students</strong></td>
<td>Student interactions are characterized by conflict, sarcasm or put-downs.</td>
<td>Students do not demonstrate disrespect for one another.</td>
<td>Student interactions are generally polite and respectful.</td>
<td>Students demonstrate genuine caring for one another and monitor one another’s treatment of peers, correcting classmates respectfully when needed.</td>
</tr>
</tbody>
</table>
Danielson Rubric Teacher

2B: Establishing a Culture for Learning

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of the content</td>
<td>Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.</td>
<td>Teacher communicates little importance for the work but with little conviction and only minimal apparent buy-in from the students.</td>
<td>Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.</td>
<td>Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</td>
</tr>
<tr>
<td>Expectations for learning and achievement</td>
<td>Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.</td>
<td>Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.</td>
<td>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.</td>
<td>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.</td>
</tr>
<tr>
<td>Student pride in work</td>
<td>Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.</td>
<td>Students minimally accept the responsibility to do good work but invest little of their energy into its quality.</td>
<td>Students accept the teacher’s insistence on work of high quality and demonstrate pride in that work.</td>
<td>Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.</td>
</tr>
</tbody>
</table>
## Danielson Rubric Teacher

### 2C: Managing Classroom Procedures

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management of instructional groups</strong></td>
<td>Students not working with the teacher are not productively engaged in learning.</td>
<td>Students in only some groups are productively engaged in learning while unsupervised by the teacher.</td>
<td>Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.</td>
<td>Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.</td>
</tr>
<tr>
<td><strong>Management of transitions</strong></td>
<td>Transitions are chaotic, with much time lost between activities or lesson segments.</td>
<td>Only some transitions are efficient, resulting in some loss of instructional time.</td>
<td>Transitions occur smoothly, with little loss of instructional time.</td>
<td>Transitions are seamless, with students assuming the responsibility in ensuring their efficient operation.</td>
</tr>
<tr>
<td><strong>Management of materials and supplies</strong></td>
<td>Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.</td>
<td>Routines for handling materials and supplies function moderately well, but with some loss of instructional time.</td>
<td>Routines for handling materials and supplies occur smoothly, with little loss of instructional time.</td>
<td>Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.</td>
</tr>
<tr>
<td><strong>Performance of non-instructional duties</strong></td>
<td>Considerable instructional time is lost in performing non-instructional duties.</td>
<td>Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.</td>
<td>Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.</td>
<td>Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.</td>
</tr>
<tr>
<td><strong>Supervision of volunteers and para-professionals</strong></td>
<td>Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.</td>
<td>Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.</td>
<td>Volunteers and paraprofessionals are productively and independently engaged during the entire class.</td>
<td>Volunteers and paraprofessionals make a substantive contribution to the classroom environment.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Ineffective</td>
<td>Developing</td>
<td>Effective</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Expectations</strong></td>
<td>No standards of conduct appear to have been established, or students are confused as to what the standards are.</td>
<td>Standards of conduct appear to have been established, and most students seem to understand them.</td>
<td>Standards of conduct are clear to all students.</td>
<td>Standards of conduct are clear to all students and appear to have been developed with student participation.</td>
</tr>
<tr>
<td><strong>Monitoring of student behavior</strong></td>
<td>Student behavior is not monitored, and teacher is unaware of what the students are doing.</td>
<td>Teacher is generally aware of student behavior but may miss the activities of some students.</td>
<td>Teacher is alert to student behavior at all times.</td>
<td>Monitoring by teacher is subtle and preventive. Students monitor their own and their peers’ behavior, correcting one another respectfully.</td>
</tr>
<tr>
<td><strong>Response to student misbehavior</strong></td>
<td>Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student’s dignity.</td>
<td>Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.</td>
<td>Teacher response to misbehavior is appropriate and successful and respects the student’s dignity, or student behavior is generally appropriate.</td>
<td>Teacher response to misbehavior is highly effective and sensitive to students’ individual needs, or student behavior is entirely appropriate.</td>
</tr>
</tbody>
</table>
# Danielson Rubric Teacher
## 2E: Organizing Physical Space

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and accessibility</td>
<td>The classroom is unsafe, or learning is not accessible to some students.</td>
<td>The classroom is safe, and at least essential learning is accessible to most students.</td>
<td>The classroom is safe, and learning is equally accessible to all students.</td>
<td>The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.</td>
</tr>
<tr>
<td>Arrangement of furniture and use of physical resources</td>
<td>The furniture arrangement hinders the learning activities or the teacher makes poor use of physical resources.</td>
<td>Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.</td>
<td>Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.</td>
<td>Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.</td>
</tr>
</tbody>
</table>

*Physical and psychological spaces of an organization work in tandem to define the effectiveness of the people in it.*

-Tim Brown-
# Danielson Rubric Teacher
## DOMAIN 3: Instruction
### 3A: Communicating with Students

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectations for</strong></td>
<td>Teacher’s purpose in a lesson or unit is unclear to students.</td>
<td>Teacher attempts to explain the instructional purpose, with limited success.</td>
<td>Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning.</td>
<td>Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.</td>
</tr>
<tr>
<td><strong>learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Directions and</strong></td>
<td>Teacher’s directions and procedures are confusing to students.</td>
<td>Teacher’s directions and procedures are clarified after initial student confusion.</td>
<td>Teacher’s directions and procedures are clear to students.</td>
<td>Teacher’s directions and procedures are clear to students and anticipate possible student misunderstanding.</td>
</tr>
<tr>
<td><strong>procedures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Explanations of</strong></td>
<td>Teacher’s explanation of content is unclear or confusing or uses inappropriate language.</td>
<td>Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.</td>
<td>Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.</td>
<td>Teacher’s explanation of content is imaginative and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.</td>
</tr>
<tr>
<td><strong>content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of oral and</strong></td>
<td>Teacher’s spoken language is inaudible, or written language is illegible.</td>
<td>Teacher’s spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students’ ages or backgrounds.</td>
<td>Teacher’s spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students’ age and interests.</td>
<td>Teacher’s spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students’ vocabularies.</td>
</tr>
<tr>
<td><strong>written language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

32
## Danielson Rubric Teacher

### 3B: Using Questioning and Discussion Techniques

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of questions</td>
<td>Teacher’s questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.</td>
<td>Teacher’s questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.</td>
<td>Most of the teacher’s questions are of high quality. Adequate time is provided for students to respond.</td>
<td>Teacher’s questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.</td>
</tr>
<tr>
<td>Discussion techniques</td>
<td>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</td>
<td>Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.</td>
<td>Teacher creates a genuine discussion among students, stepping aside when appropriate.</td>
<td>Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.</td>
</tr>
<tr>
<td>Student participation</td>
<td>A few students dominate the conversation.</td>
<td>Teacher attempts to engage all students in the discussion, but with only limited success.</td>
<td>Teacher successfully engages all students in the discussion.</td>
<td>Students themselves ensure that all voices are heard in the discussion.</td>
</tr>
</tbody>
</table>

"Facilitating a lively, but controlled, classroom discussion is truly an art form."

- Ryan Thomas -
## Danielson Rubric Teacher
### 3C: Engaging Students in Learning

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities and assignments</strong></td>
<td>Activities and assignments are inappropriate for students’ age or background. Students are not mentally engaged in them.</td>
<td>Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.</td>
<td>Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.</td>
<td>All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.</td>
</tr>
<tr>
<td><strong>Grouping of students</strong></td>
<td>Instructional groups are inappropriate to the students or to the instructional outcomes.</td>
<td>Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.</td>
<td>Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.</td>
<td>Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.</td>
</tr>
<tr>
<td><strong>Instructional materials and resources</strong></td>
<td>Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.</td>
<td>Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.</td>
<td>Instructional materials and resources are suitable to the instructional purposes and engage students mentally.</td>
<td>Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.</td>
</tr>
<tr>
<td><strong>Structure and pacing</strong></td>
<td>The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.</td>
<td>The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</td>
<td>The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.</td>
<td>The lesson’s structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Ineffective</td>
<td>Developing</td>
<td>Effective</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Assessment criteria</strong></td>
<td>Students are not aware of the criteria and performance standards by which their work will be evaluated.</td>
<td>Students know some of the criteria and performance standards by which their work will be evaluated.</td>
<td>Students are fully aware of the criteria and performance standards by which their work will be evaluated.</td>
<td>Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.</td>
</tr>
<tr>
<td><strong>Monitoring of student learning</strong></td>
<td>Teacher does not monitor student learning in the curriculum.</td>
<td>Teacher monitors the progress of the class as a whole but elicits no diagnostic information.</td>
<td>Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostics prompts to elicit information.</td>
<td>Teacher actively and systematically elicits diagnostics information from individual students regarding their understanding and monitors the progress of individual students.</td>
</tr>
<tr>
<td><strong>Feedback to students</strong></td>
<td>Teacher’s feedback to students is of poor quality and not provided in a timely manner.</td>
<td>Teacher’s feedback to students is uneven, and its timeliness is inconsistent.</td>
<td>Teacher’s feedback to students is timely and of consistently high quality.</td>
<td>Teacher’s feedback to students is timely and of consistently high quality, and students make use of their feedback in their learning.</td>
</tr>
<tr>
<td><strong>Student self-assessment and monitoring of progress</strong></td>
<td>Students do not engage in self-assessment or monitoring of progress.</td>
<td>Students occasionally assess the quality of their own work against the assessment criteria and performance standards.</td>
<td>Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.</td>
<td>Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.</td>
</tr>
</tbody>
</table>
### Danielson Rubric Teacher

#### 3E: Demonstrating Flexibility and Responsiveness

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson adjustment</td>
<td>Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.</td>
<td>Teacher attempts to adjust a lesson when needed, with only partially successful results.</td>
<td>Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.</td>
<td>Teacher successfully makes a major adjustment to a lesson when needed.</td>
</tr>
<tr>
<td>Response to students</td>
<td>Teacher ignores or brushes aside students’ questions or interests.</td>
<td>Teacher attempts to accommodate students’ questions or interests, although the pacing of the lesson is disrupted.</td>
<td>Teacher successfully accommodates students’ questions or interests.</td>
<td>Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.</td>
</tr>
<tr>
<td>Persistence</td>
<td>When a student has difficulty learning, the teacher either gives up or blames the student or the student’s home environment.</td>
<td>Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.</td>
<td>Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</td>
<td>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.</td>
</tr>
</tbody>
</table>

---

*Be clear about your goal but be flexible about the process of achieving it.*

- *Brian Tracy*-
## Domain 4: Professional Responsibilities

### 4A: Reflecting on Teaching

**We do not learn from experience... we learn from reflecting on experience.**

-John Dewey-

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.</td>
<td>Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met.</td>
<td>Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgement.</td>
<td>Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</td>
</tr>
<tr>
<td><strong>Use in future teaching</strong></td>
<td>Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.</td>
<td>Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.</td>
<td>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
<td>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the portable success of different courses of action.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Ineffective</td>
<td>Developing</td>
<td>Effective</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Student completion of Assignments</strong></td>
<td>Teacher’s system for maintaining information on student completion of assignments is in disarray.</td>
<td>Teacher’s system for maintaining information on student completion of assignments is rudimentary and only partially effective.</td>
<td>Teacher’s system for maintaining information on student completion of assignments is fully effective.</td>
<td>Teacher’s system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining records.</td>
</tr>
<tr>
<td><strong>Student progress in learning</strong></td>
<td>Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.</td>
<td>Teacher’s system for maintaining information on student progress in learning is rudimentary and only partially effective.</td>
<td>Teacher’s system for maintaining information on student progress in learning is fully effective.</td>
<td>Teacher’s system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.</td>
</tr>
<tr>
<td><strong>Non-instructional records</strong></td>
<td>Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.</td>
<td>Teacher’s records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.</td>
<td>Teacher’s system for maintaining information on non-instructional activities is fully effective.</td>
<td>Teacher’s system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.</td>
</tr>
</tbody>
</table>
## Danielson Rubric Teacher

### 4C: Communicating with Families

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information about the</strong></td>
<td>Teacher provides little or no information about the instructional program</td>
<td>Teacher participates in the school’s activities for family communication but offers little additional information.</td>
<td>Teacher provides frequent information to families, as appropriate, about the instructional program.</td>
<td>Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.</td>
</tr>
<tr>
<td><strong>Instructional program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Information about individual</strong></td>
<td>Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.</td>
<td>Teacher adheres to the school’s required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</td>
<td>Teacher communicates with families about students’ progress on a regular basis, respecting cultural norms, and is available as need to respond to family concerns.</td>
<td>Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Engagement of families in the</strong></td>
<td>Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.</td>
<td>Teacher makes modest and partially successful attempts to engage families in the Instructional program.</td>
<td>Teacher’s efforts to engage families in the instructional program are frequent and successful.</td>
<td>Teacher’s efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.</td>
</tr>
<tr>
<td><strong>Instructional program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Danielson Rubric Teacher

### 4D: Participating in a Professional Community

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment criteria</strong></td>
<td>Students are not aware of the criteria and performance standards by which their work will be evaluated.</td>
<td>Students know some of the criteria and performance standards by which their work will be evaluated.</td>
<td>Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.</td>
<td></td>
</tr>
<tr>
<td><strong>Monitoring of student learning</strong></td>
<td>Teacher does not monitor student learning in the curriculum.</td>
<td>Teacher monitors the progress of the class as a whole but elicits no diagnostic information.</td>
<td>Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostics prompts to elicit information.</td>
<td>Teacher actively and systematically elicits diagnostcs information from individual students regarding their understanding and monitors the progress of individual students.</td>
</tr>
<tr>
<td><strong>Feedback to students</strong></td>
<td>Teacher’s feedback to students is of poor quality and not provided in a timely manner.</td>
<td>Teacher’s feedback to students is uneven, and its timeliness is inconsistent.</td>
<td>Teacher’s feedback to students is timely and of consistently high quality.</td>
<td>Teacher’s feedback to students is timely and of consistently high quality, and students make use of their feedback in their learning.</td>
</tr>
<tr>
<td><strong>Student self-assessment and monitoring of progress</strong></td>
<td>Students do not engage in self-assessment or monitoring of progress.</td>
<td>Students occasionally assess the quality of their own work against the assessment criteria and performance standards.</td>
<td>Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.</td>
<td>Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.</td>
</tr>
</tbody>
</table>
# Danielson Rubric Teacher

## 4E: Growing and Developing Professionally

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancement of content knowledge and pedagogical skill</td>
<td>Teacher engages in no professional development activities to enhance knowledge or skill.</td>
<td>Teacher participates in professional activities to a limited extent when they are convenient.</td>
<td>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</td>
<td>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</td>
</tr>
<tr>
<td>Receptivity to feedback from colleagues</td>
<td>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</td>
<td>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.</td>
<td>Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.</td>
<td>Teacher seeks out feedback on teaching from both supervisors and colleagues.</td>
</tr>
<tr>
<td>Service to the profession</td>
<td>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</td>
<td>Teacher finds limited ways to contribute to the profession.</td>
<td>Teacher participates actively in assisting other educators.</td>
<td>Teacher initiates important activities to contribute to the profession.</td>
</tr>
</tbody>
</table>

"The most valuable resource that all teachers have is each other. Without collaboration, our growth is limited to our own perspectives." -Robert John Meehan-
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integrity and ethical conduct</strong></td>
<td>Teacher displays dishonesty in interactions with colleagues, students, and the public.</td>
<td>Teacher is honest in interactions with colleagues, students, and the public.</td>
<td>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</td>
<td>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</td>
</tr>
<tr>
<td><strong>Service to students</strong></td>
<td>Teacher is not alert to students’ needs.</td>
<td>Teacher’s attempts to serve students are inconsistent.</td>
<td>Teacher is active in serving students.</td>
<td>Teacher is highly proactive in serving students, seeking out resources when needed.</td>
</tr>
<tr>
<td><strong>Advocacy</strong></td>
<td>Teacher contributes to school practices that result in some students being ill served by the school.</td>
<td>Teacher does not knowingly contribute to some students being ill served by the school.</td>
<td>Teacher works to ensure that all students receive a fair opportunity to succeed.</td>
<td>Teacher makes a concerted effort to challenge negatives attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in school.</td>
</tr>
<tr>
<td><strong>Decision Making</strong></td>
<td>Teacher makes decisions and recommendations based on self-serving interests.</td>
<td>Teacher’s decisions and recommendations are based on limited though genuinely professional considerations.</td>
<td>Teacher maintains an open mind and participates in team or departmental decision making.</td>
<td>Teacher takes a leadership role in team or department decision making and helps ensure that such decisions are based on the highest professional standards.</td>
</tr>
<tr>
<td><strong>Compliance with school and district regulations</strong></td>
<td>Teacher does not comply with school and district regulations.</td>
<td>Teacher complies minimally with school and district regulations, doing just enough to get by.</td>
<td>Teacher complies fully with school and district regulations.</td>
<td>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</td>
</tr>
</tbody>
</table>
## Teacher "Look For's" & "Listen For's"

Here is a helpful guide of what your evaluator will be “looking for” and “listening for” during the observation process.

### DOMAIN 1: PLANNING AND PREPARATION

<table>
<thead>
<tr>
<th>Domains of Teacher Performance</th>
<th>“Look For’s&quot; &amp; &quot;Listen For’s”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1a: Demonstrating Knowledge of Content and Pedagogy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Elements:</strong></td>
<td></td>
</tr>
<tr>
<td>• Knowledge of content and the structure of the discipline</td>
<td>• Organized structure of units, topics, lesson plans, assessments/rubrics</td>
</tr>
<tr>
<td>• Knowledge of prerequisite relationships</td>
<td>• Integrated academics identification and quantity</td>
</tr>
<tr>
<td>• Knowledge of content-related pedagogy</td>
<td>• Projects aligned with instructional outcomes</td>
</tr>
<tr>
<td>• Organized structure of units, topics, lesson plans, assessments/rubrics</td>
<td>• Evolving content knowledge (CTE and academic)</td>
</tr>
<tr>
<td>• Integrated academics identification and quantity</td>
<td>• Industry/post-secondary alignment</td>
</tr>
<tr>
<td>• Projects aligned with instructional outcomes</td>
<td>• Licenses, certifications, industry credentials</td>
</tr>
</tbody>
</table>

| **1b: Demonstrating Knowledge of Students** |  |
| **Elements:** |  |
| • Knowledge of child and adolescent development | • Gathering formal and informal information about students for use in planning instruction/activities/SLO’s |
| • Knowledge of the learning process | • Students interests and needs are learned and used by teacher in planning lessons, activities, projects, internships, etc. |
| • Knowledge of students’ skills, knowledge, and language proficiency | • Teacher participation in community activities |
| • Knowledge of students’ interests and cultural heritage | • Planning instruction/activities based on student needs, learning characteristics or strengths |
| • Knowledge of students’ special needs |  |

<p>| <strong>1c: Setting Instructional Outcomes</strong> |  |
| <strong>Elements:</strong> |  |
| • Value, sequence, and alignment | • Instructional outcomes are career/college appropriate and reflect high expectations |
| • Clarity | • Outcomes are appropriate for all students: with differentiation / instructional strategies |
| • Balance | • Outcomes are central to the discipline and to other disciplines (interdependent) |
| • Suitability for diverse learners | • Outcomes reflect what students will know, understand, and be able to do |
|  | • Outcomes should engage different types of learning theoretical, application, innovation |
|  | • Outcomes can be assessed, rubrics are clear |
|  | • Lesson plan sequence / scaffolding |</p>
<table>
<thead>
<tr>
<th>Domains of Teacher Performance</th>
<th>“Look For’s&quot; &amp; &quot;Listen For’s”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1d: Demonstrating Knowledge of Resources</strong></td>
<td>Teacher selects relevant, up to date instructional resources to enhance student learning, such as: texts/workbooks, instructional aids, field trips/internships, projects, advisory committee members, equipment, technology, etc. Teacher is knowledgeable about and takes initiative to develop resources</td>
</tr>
<tr>
<td><strong>Elements:</strong></td>
<td></td>
</tr>
<tr>
<td>• Resources for classroom use</td>
<td></td>
</tr>
<tr>
<td>• Resources to extend content knowledge and pedagogy</td>
<td></td>
</tr>
<tr>
<td>• Resources for students</td>
<td></td>
</tr>
<tr>
<td><strong>1e: Designing Coherent Instruction</strong></td>
<td>Thoughtful construction of lessons that contain cognitively engaging activities</td>
</tr>
<tr>
<td><strong>Elements:</strong></td>
<td>Instructional maps that indicate relationships to prior learning</td>
</tr>
<tr>
<td>• Learning activities</td>
<td>Planning requires a clear understanding of high expectations for student learning and the skill to translate that to a coherent plan</td>
</tr>
<tr>
<td>• Instructional materials and resources</td>
<td>Planning for differentiation based on student need</td>
</tr>
<tr>
<td>• Instructional groups</td>
<td>Grouping patterns with a student focus</td>
</tr>
<tr>
<td>• Lesson and unit structure</td>
<td>Technology in support of pedagogy</td>
</tr>
<tr>
<td><strong>1f: Designing Student Assessments</strong></td>
<td>Assessments match learning expectations</td>
</tr>
<tr>
<td><strong>Elements:</strong></td>
<td>Assessments for learning must be planned as part of the instructional process</td>
</tr>
<tr>
<td>• Congruence with instructional outcomes</td>
<td>Lesson plans indicate correspondence between assessments and instructional outcomes</td>
</tr>
<tr>
<td>• Criteria and standards</td>
<td>Clearly defined assessments &amp; scoring rubrics are in place for CTE and integrated academics</td>
</tr>
<tr>
<td>• Design of formative assessments</td>
<td>Expectations are clearly defined</td>
</tr>
<tr>
<td>• Use for planning</td>
<td>Scoring systems/rubrics establishing measurable criteria are communicated up front</td>
</tr>
<tr>
<td></td>
<td>Authentic, real world applications are evident</td>
</tr>
<tr>
<td></td>
<td>Feedback to students guide next steps, i.e. teaching or re-teaching</td>
</tr>
</tbody>
</table>
### 2a: Creating an Environment of Respect and Rapport

**Elements:**
- Teacher interaction with students
- Student interactions with other students

**“Look For’s” & “Listen For’s”**
- Teacher establishes positive supportive relationships with each student
- Teacher models acceptable conduct
- Teacher intentionally constructs opportunities for students to get to know and accept each other
- Teacher includes student input in developing routines and procedures
- Provides opportunities for student to help other students learn
- Student interactions are mutually supportive
- Teacher encourages students to take intellectual risks and be creative
- Words and actions of the teacher demonstrate warmth and caring

### 2b: Establishing a Culture for Learning

**Elements:**
- Importance of the content
- Expectations for learning and achievement
- Student pride in work

**“Look For’s” & “Listen For’s”**
- Class/shop appearance reflects best professional practice/industry standards
- Student accomplishments are displayed
- Teacher conveys the value of learning and hard work
- Teacher expects all students to participate
- Teachers and students demonstrate belief in the value of the work and the importance of perseverance
- Students demonstrate awareness of lesson objective and purpose of learning
- Students are recognized for their quality, effort and persistence by the teacher and others
- Classroom norms reflect student engagement, high cognitive energy and confidence in taking risks to enhance learning
- Student pride in work
### 2c: Managing Classroom Procedures

**Elements:**
- Management of instructional groups
- Management of transitions
- Management of materials & supplies
- Performance of non-instructional duties
- Supervision of volunteers & paraprofessionals

- Student learning is maximized through efficient routines and procedures
- Teacher models safety routines
- Students initiate routines with minimal guidance and prompting
- Student expectations clearly defined and procedures are posted in the classroom and communicated in writing to students and families early in the year
- Management of instructional groups and handling of materials & supplies minimize loss of instructional time

### 2d: Managing Student Behavior

**Elements:**
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

- Age appropriate and culturally consistent standards.
- Rules are made clear to all and are posted in the classroom
- Rules are clearly and consistently applied (no favoritism is evident)
- Teacher is aware or what is going on and uses this awareness to influence student behavior through redirection and proximity
- Teacher does not lose temper or composure; students do not fear verbal or physical attack
- Classroom rhythm is only minimally disrupted; student dignity is maintained
- Teacher encourages students to monitor their own behavior
- Student behavior reflects what teachers have done to establish and maintain standards
- Preventive and intervening strategies are appropriately applied
- Incidents of misbehavior are documented and communicated to all appropriate parties

### 2e: Organizing Physical Space

**Elements:**
- Safety and accessibility
- Arrangement of furniture & use of physical resources

- Space is neat & organized.
- Daily clean-up procedures are in place
- Applicable safety documents are posted
- Appropriate use of technology is evident
- Supplies/resources not in use are stored neatly
- Equipment is in safe working condition
- PPE is available & required, where necessary
- Students are involved in supporting an organized, safe classroom through assisting with transitions, equipment, materials and supplies
### Domain 3: Instruction

#### Domains of Teacher Performance

<table>
<thead>
<tr>
<th>3a: Communicating with Students</th>
<th>“Look For’s” &amp; &quot;Listen For’s”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements:</strong></td>
<td></td>
</tr>
<tr>
<td>• Expectations for learning</td>
<td>• Students are clear about what they are expected to do during a lesson</td>
</tr>
<tr>
<td>• Directions and procedures</td>
<td>• Teacher uses vivid, expressive language to enhance learning</td>
</tr>
<tr>
<td>• Explanations of content</td>
<td>• Teacher uses industry vocabulary: terms, concepts, etc.</td>
</tr>
<tr>
<td>• Use of oral and written language</td>
<td>• Clear limits are set, including time/deadlines.</td>
</tr>
<tr>
<td></td>
<td>• Language is audible, legible; correct usage, spelling, etc. is apparent</td>
</tr>
<tr>
<td></td>
<td>• Teacher carefully chooses words, using rich vocabulary for students to model.</td>
</tr>
<tr>
<td></td>
<td>• Teacher modeling / though process/ giving examples.</td>
</tr>
<tr>
<td></td>
<td>• Explanation of content is accurate</td>
</tr>
<tr>
<td></td>
<td>• Extension enrichment is planned</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3b: Using Questioning and Discussion Techniques</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements:</strong></td>
<td></td>
</tr>
<tr>
<td>• Quality of questions</td>
<td>• Questions engage students in an exploration of content; open ended questioning - not rapid fire, low level, recitation of facts</td>
</tr>
<tr>
<td>• Discussion techniques</td>
<td>• &quot;Think time” is allowed before responses.</td>
</tr>
<tr>
<td>• Student participation</td>
<td>• Teacher probes for clarification, i.e. “explain…”, “give an explanation for…”</td>
</tr>
<tr>
<td></td>
<td>• All students are engaged in discussion, students often take initiative to offer input</td>
</tr>
<tr>
<td></td>
<td>• Teacher errors are planned</td>
</tr>
<tr>
<td></td>
<td>• Teacher stays on topic, uses follow-up, rephrases and applies what students contribute or pose</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3c: Engaging Students in Learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements:</strong></td>
<td></td>
</tr>
<tr>
<td>• Activities and assignments</td>
<td>• Activities, tasks and assignments are aligned with the goals of the lesson</td>
</tr>
<tr>
<td>• Grouping of students</td>
<td>• Teachers illustrates how new learning connects with prior knowledge and/or student interests</td>
</tr>
<tr>
<td>• Instructional materials and resources</td>
<td>• Teacher uses authentic activities that requires thought and promotes problem-solving</td>
</tr>
<tr>
<td>• Structure and pacing</td>
<td>• Student have choice in how they demonstrate learning</td>
</tr>
<tr>
<td></td>
<td>• Students are grouped intentionally given instructional goals and student characteristics</td>
</tr>
<tr>
<td></td>
<td>• Materials and resources are ready for use</td>
</tr>
<tr>
<td></td>
<td>• Lesson has a well defined structure, pacing is appropriate, &amp; student have an opportunity for reflection and closure</td>
</tr>
</tbody>
</table>
### Domain 3: Instruction

<table>
<thead>
<tr>
<th>Domains of Teacher Performance</th>
<th>“Look For’s&quot; &amp; &quot;Listen For’s”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3d: Using Assessment in Instruction</strong></td>
<td><strong>Elements:</strong></td>
</tr>
<tr>
<td></td>
<td>• Assessment criteria</td>
</tr>
<tr>
<td></td>
<td>• Monitoring of student learning</td>
</tr>
<tr>
<td></td>
<td>• Feedback to students</td>
</tr>
<tr>
<td></td>
<td>• Student self-assessment and monitoring of progress</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher incorporates assessment as part of instruction, not just at the end</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Teacher uses formal and informal assessments</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Teacher uses assessment data in instructional decisions</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Teacher provides specific, descriptive, understandable feedback</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Feedback is timely and appropriate to the learning activity</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Student interactions are mutually supportive</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Students assess their work, individual and group</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Activities/tasks/assignments have detailed rubrics</strong></td>
</tr>
</tbody>
</table>

| **3e: Demonstrating Flexibility and Responsiveness** | **Elements:**  |
|  | • Lesson adjustment  |
|  | • Response to students  |
|  | • Persistence  |
|  | **Teacher skillfully adjusts lesson and activities in response to changing conditions**  |
|  | **Teacher predicts, plans and responds to instructional challenges—behavior, misconceptions, engagement**  |
|  | **Teacher capitalizes on teachable moments**  |
|  | **Teacher persists in seeking alternate approaches to facilitate learning**  |
|  | **Teacher persists in creating student engagement, even when setbacks occur**  |
**4a: Reflecting on Teaching**

**Elements:**
- Accuracy
- Use in future teaching

- Teacher analyzes an instructional event and draws accurate conclusions about the effectiveness of the lesson
- Teacher can cite specific examples from the lesson which could be developed further
- Teacher’s reflections lead to adjustments in practice – content explanations, instructional strategies, activities/tasks/assignments, assessments, etc.
- Teacher shares reflections with peers and administration

**4b: Maintaining Accurate Records**

**Elements:**
- Student completion of assignments
- Student progress in learning
- Non-instructional records

- Instructional and non-instructional records are detailed, organized and accessible, examples: IEP’s, attendance, lesson plans, grade books, progress reports, discipline referrals, field trip requests, requisitions, communications, parent contact logs, 309 receipts, SLO’s, PDP, self reflection, Sub Finder, WinCap, travel expense, inventory etc.
- Teacher utilizes electronic systems to maintain up to date records
- Teacher maintains organized instructional materials – CTE and integrated academics curriculum, assignments, worksheets, assessments, rubrics

**4c: Communicating with Families**

**Elements:**
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

- Parent contact: call log, emails, letters home, etc.
- Routine and as needed communication
- Newsletters/newspaper articles
- Parent teacher meetings / open house
- Parent participation in room or room activities
- CSE meetings
- Home visits
## Domain 4: Professional Responsibilities

### Domains of Teacher Performance

<table>
<thead>
<tr>
<th>4d: Participating in a Professional Community</th>
<th>4e: Growing &amp; Developing Professionally</th>
<th>4f: Showing Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements:</strong></td>
<td><strong>Elements:</strong></td>
<td><strong>Elements:</strong></td>
</tr>
<tr>
<td>• Relationships with colleagues</td>
<td>• Enhancement of content knowledge and pedagogical skill</td>
<td>• Integrity and ethical conduct</td>
</tr>
<tr>
<td>• Involvement in a culture of professional inquiry</td>
<td>• Receptivity to feedback from colleagues</td>
<td>• Service to students</td>
</tr>
<tr>
<td>• Service to the school</td>
<td>• Service to the profession</td>
<td>• Advocacy</td>
</tr>
<tr>
<td>• Participation in school and district projects</td>
<td></td>
<td>• Decision making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Compliance with school and district regulations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>“Look For’s” &amp; “Listen For’s”</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher maintains collegial relationships and encourages sharing, planning and working with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher works with others to evolve curriculum to improve outcomes for students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher is able to maintain respectful and mutually supportive relationships with colleagues, advisory members and administration.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher contributes to school, division and district initiatives and projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher recognizes the value of differing views and ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher seeks feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher accepts, reflects and makes adjustments when provided critical feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher participates in critical conversations with colleagues and administrators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher continually builds industry, pedagogical and information technology skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher continually evolves understanding through professional organizations, reading professional journals, participating in industry training, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher’s behaviors are marked with integrity, confidentiality, and altruistic motives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher contributes positively to the culture of the building through interactions with students, colleagues and others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher frames problems through the lens of the student – advocates for the best interest of the student even in the face of contradictory procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher understands and gives appropriate consideration to the complexity of the school environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher uses data and input to support direction of program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher accepts responsibility for professional growth and takes initiative to develop own knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher meets expectations for: attendance, punctuality, appearance, procedures, record keeping/reporting, deadlines, etc</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Seeks/obtains/maintains appropriate certifications / licenses etc.</td>
</tr>
</tbody>
</table>
CABOCES uses the Charlotte Danielson Rubric as part of the APPR (also known as the Annual Professional Performance Review) to evaluate and provide feedback to counselors. Your evaluation will be conducted through observations and also discussions with your supervisor.

Danielson's framework for teaching is broken down into four domains and twenty-two components.

**DOMAIN 1: PLANNING AND PREPARATION**

1A: Demonstrating knowledge of school counseling theory and techniques
1B: Demonstrating knowledge of child and adolescent development
1C: Establishing goals for the counseling program appropriate to the setting and the students served
1D: Demonstrating knowledge of state and federal regulations and of resource both within and beyond the school district
1E: Planning the counseling program, integrated with the regular school program
1F: Designing a plan to evaluate the counseling program

**DOMAIN 2: THE ENVIRONMENT**

2A: Creating an environment of respect and rapport
2B: Establishing a culture of productive communication
2C: Managing routines and procedures
2D: Establishing standards of conduct and contributing to the culture for student behavior throughout the school
2E: Organizing physical space

**DOMAIN 3: DELIVERY OF SERVICE**

3A: Assessing student needs
3B: Assisting student and teachers in the formulation of academic, personal/social, and career plans, based on student needs
3C: Using counseling techniques in individual and classroom programs
3D: Brokering resources to meet needs
3E: Demonstrating flexibility and responsiveness

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

4A: Reflecting on practice
4B: Maintaining records and submitting them in a timely fashion
4C: Communicating with families
4D: Participating in the professional community
4E: Engaging in professional development
4F: Showing Professionalism
**Danielson Rubric Counselor**

A copy of your rubric can be found on [MyLearningPlan.com](http://MyLearningPlan.com). You are rated by the following categories: Ineffective, Developing, Effective and Highly Effective. See the criteria below for each Focus Indicator.

**DOMAIN 1: PLANNING AND PREPARATION 1A-1C**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1A:</strong> Demonstrating knowledge of counseling theory and techniques</td>
<td>Counselor demonstrates little understanding of counseling theory and techniques.</td>
<td>Counselor demonstrates basic understanding of counseling theory and techniques.</td>
<td>Counselor demonstrates understanding of theory and techniques.</td>
<td>Counselor demonstrates deep and thorough understanding of counseling theory and techniques.</td>
</tr>
<tr>
<td><strong>1B:</strong> Demonstrating knowledge of child and adolescent development</td>
<td>Counselors display little or no knowledge of child and adolescent development.</td>
<td>Counselor displays partial knowledge of child and adolescent development.</td>
<td>Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>1C:</strong> Establishing goals for the counseling program appropriate to the setting and the students served</td>
<td>Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.</td>
<td>Counselor’s goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.</td>
<td>Counselor’s goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.</td>
<td>Counselor’s goals for the counseling 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.</td>
</tr>
</tbody>
</table>
Danielson Rubric Counselor

1D-1F

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1D: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school district</td>
<td>Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>1E: Planning the counseling program, integrated with the regular school program</td>
<td>Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.</td>
<td>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.</td>
<td>Counselor has developed a path that includes the most important aspects of counseling in the setting.</td>
<td>Counselor’s plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.</td>
</tr>
<tr>
<td>1F: Developing a plan to evaluate the counseling program</td>
<td>Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.</td>
<td>Counselor has a rudimentary plan to evaluate the counseling program.</td>
<td>Counselor’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.</td>
<td>Counselor’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.</td>
</tr>
</tbody>
</table>
## Danielson Rubric Counselor

### DOMAIN 2: THE ENVIRONMENT

#### 2A-2C

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2A:</strong> Creating an environment of respect and rapport</td>
<td>Counselor’s interactions were students are negative or inappropriate, and the counselor does not promote positive interactions among students.</td>
<td>Counselor’s interactions are a mix of positive and negative; the counselor’s efforts at encouraging positive interactions among students are partially successful.</td>
<td>Counselor’s interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>2B:</strong> Establishing a culture for productive communication</td>
<td>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.</td>
<td>Counselor’s attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.</td>
<td>Counselor promotes a culture throughout the school for productive and respectful communication between and among teachers.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>2C:</strong> Managing routines and procedures</td>
<td>Counselor’s routines for the counseling room or classroom work are nonexistent or in disarray.</td>
<td>Counselor has rudimentary and partially successful routines for the counseling room or classroom.</td>
<td>Counselor’s routines for the counseling room or classroom work effectively.</td>
<td>Counselor’s routines for the counseling room or classroom are seamless, and students assist in maintaining them.</td>
</tr>
</tbody>
</table>
### Danielson Rubric Counselor

**2D-2E**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2D:</strong> Establishing standards of conduct and contributing to the culture for student behavior throughout the school</td>
<td>Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.</td>
<td>Counselor’s efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute level of civility in the school as a whole.</td>
<td>Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.</td>
<td>Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.</td>
</tr>
<tr>
<td><strong>2E:</strong> Organizing physical space</td>
<td>The physical environment is in disarray or is inappropriate to the planned activities.</td>
<td>Counselor’s attempts to create an inviting and well-organized physical environment are partially successful.</td>
<td>Counseling center or classroom arrangements are inviting and conducive to the planned activities.</td>
<td>Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.</td>
</tr>
</tbody>
</table>
### Danielson Rubric Counselor

**DOMAIN 3: DELIVERY OF SERVICE**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3A:</strong> Assessing student needs</td>
<td>Counselor does not assess student needs, or the assessment result in inaccurate conclusions.</td>
<td>Counselor’s assessments of needs are perfunctory.</td>
<td>Counselor assesses student needs and knows the range of student needs in the school.</td>
<td>Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.</td>
</tr>
<tr>
<td><strong>3B:</strong> Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs</td>
<td>Counselor’s program is independent of identified student needs.</td>
<td>Counselor’s attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.</td>
<td>Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.</td>
<td>Counselor helps individual students and teachers formulate academic, personal/social, and career plans.</td>
</tr>
</tbody>
</table>
## Danielson Rubric Counselor

### 3C - Using counseling techniques in individual and classroom programs

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3C:</strong> Using counseling techniques in individual and classroom programs</td>
<td>Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.</td>
<td>Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.</td>
<td>Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.</td>
<td>Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.</td>
</tr>
</tbody>
</table>

### 3D - Brokering resources to meet needs

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3D:</strong> Brokering resources to meet needs</td>
<td>Counselor does not make connections with other programs in order to meet student needs.</td>
<td>Counselor’s efforts to broker services with other programs in the school are partially successful.</td>
<td>Counselor brokers with other programs within the school or district to meet student needs.</td>
<td>Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.</td>
</tr>
</tbody>
</table>

### 3E - Demonstrating flexibility and responsiveness

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3E:</strong> Demonstrating flexibility and responsiveness</td>
<td>Counselor adheres to the plan or program, in spite of evidence of its inadequacy.</td>
<td>Counselor makes modest changes in the counseling program when confronted with the evidence of the need for change.</td>
<td>Counselor makes revisions in the counseling program when they are needed.</td>
<td>Counselor is continually seeking ways to improve the Counseling program and make changes as needed in response to student, parent or teacher input.</td>
</tr>
</tbody>
</table>
### Danielson Rubric Counselor

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES 4A-4C**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4A:</strong> Reflecting on Practice</td>
<td>Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.</td>
<td>Counselor’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.</td>
<td>Counselor’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.</td>
<td>Counselor’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.</td>
</tr>
<tr>
<td><strong>4B:</strong> Maintaining records and submitting them in a timely fashion</td>
<td>Counselor’s reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.</td>
<td>Counselor’s reports, records, and documentation are generally accurate but are occasionally late.</td>
<td>Counselor’s reports, records, and documentation are accurate and submitted in a timely manner.</td>
<td>Counselor’s approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.</td>
</tr>
<tr>
<td><strong>4C:</strong> Communicating with families</td>
<td>Counselor provides no information to families, either about the counseling program as a whole or about individual students.</td>
<td>Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.</td>
<td>Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.</td>
<td>Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.</td>
</tr>
</tbody>
</table>
# Danielson Rubric Counselor

## 4D-4F

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4D:</strong> Participating in a professional community</td>
<td>Counselor’s relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and districts events and projects.</td>
<td>Counselor’s relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.</td>
<td>Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</td>
<td>Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.</td>
</tr>
<tr>
<td><strong>4E:</strong> Engaging in professional development</td>
<td>Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.</td>
<td>Counselor’s participation in professional development activities is limited to those that are convenient or are required.</td>
<td>Counselor seeks out opportunities for professional development based on an individual assessment of need.</td>
<td>Counselor actively pursues professional development opportunities and makes substantial contribution to the profession through such activities as offering workshops to colleagues.</td>
</tr>
<tr>
<td><strong>4F:</strong> Showing professionalism</td>
<td>Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.</td>
<td>Counselor is honest in interactions with colleagues, students and the public; does not violate confidentiality.</td>
<td>Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.</td>
<td>Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.</td>
</tr>
</tbody>
</table>
Here is a helpful guide of what your evaluator will be “looking for” and “listening for” during the observation process.

## DOMAIN 1: PLANNING AND PREPARATION

<table>
<thead>
<tr>
<th>Domains of Counselor Performance</th>
<th>“Look For’s” &amp; &quot;Listen For’s”</th>
</tr>
</thead>
</table>
| **1a: Demonstrating knowledge of counseling theory/techniques** | • Statement of philosophy, mission, roles  
• Supporting evidence based practices  
• Certificate of advanced study/Diploma  
• Trainings for NYSED graduation requirements, career counseling, FAFSA, and academic planning |
| **1b: Demonstrating knowledge of child and adolescent development** | • Information is obtained from home school counselors about family backgrounds and student’s academic progress outside of CTE  
• Uses school records, i.e. test scores, permanent records, IEP’s & 504 accommodation plans. |
| **1c: Establishing goals for the counseling program appropriate to setting/students** | • Goals are age/level appropriate  
• Differentiation  
• Goals = what students will learn as opposed to lesson objectives which = what students will know, understand, and be able to do  
• Goals can be assessed  
• Collaboration with district personnel and CTE teachers |
| **1d: Demonstrating knowledge of state/federal regulations and of resources within and beyond the school/district** | • IEPs & 504 accommodation plans  
• Diploma/Credential Requirements  
• PART 100/200 Regulations  
• Outside agencies (CPS, SPOA, medical professionals, mental health professionals) |
| **1e: Planning the counseling program, integrated with the regular school program** | • Collaboration with district personnel & CTE teachers  
• Interdisciplinary connections  
• Connected to careers and further studies |
| **1f: Developing a plan to evaluate the counseling program** | • Data collection/progress monitoring  
• Goals are measurable  
• Goal tracking data |
<table>
<thead>
<tr>
<th>Domains of Counselor Performance</th>
<th>“Look For’s&quot; &amp; &quot;Listen For’s”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2a: Creating an environment of respect and rapport</strong></td>
<td>• Counselor establishes relationships with each student</td>
</tr>
<tr>
<td></td>
<td>• Counselor shows an appreciation for each child as an individual</td>
</tr>
<tr>
<td></td>
<td>• Counselor provides opportunities for students to get to know and accept each other</td>
</tr>
<tr>
<td></td>
<td>• Counselor establishes (with students) and communicates classroom procedures and rules</td>
</tr>
<tr>
<td></td>
<td>• Counselor encourages students to take intellectual risks and be creative</td>
</tr>
<tr>
<td></td>
<td>• Words and actions of the counselor demonstrate this skill</td>
</tr>
<tr>
<td></td>
<td>• Students independently seek out the counselor</td>
</tr>
<tr>
<td><strong>2b: Establishing a culture for productive communication</strong></td>
<td>• Clear directions and explanations (oral and written)</td>
</tr>
<tr>
<td></td>
<td>• Vivid, expressive language is used to enhance student experience</td>
</tr>
<tr>
<td></td>
<td>• Clear limits are set, including time factors</td>
</tr>
<tr>
<td><strong>2c: Managing routines and procedures</strong></td>
<td>• Evidence in the classroom – counselor explains, re-teaches</td>
</tr>
<tr>
<td></td>
<td>• In collaboration with CTE teachers to minimize time out of the classroom.</td>
</tr>
<tr>
<td><strong>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school</strong></td>
<td>• Age appropriate and culturally consistent standards</td>
</tr>
<tr>
<td></td>
<td>• Rules are made clear to all and communicated</td>
</tr>
<tr>
<td></td>
<td>• Rules are clearly and consistently applied (no favoritism is evident)</td>
</tr>
<tr>
<td></td>
<td>• Teacher is aware or what is going on and uses this awareness to influence student behavior through redirection and proximity</td>
</tr>
<tr>
<td></td>
<td>• Counselor maintains composure</td>
</tr>
<tr>
<td></td>
<td>• Classroom rhythm is only minimally disrupted; student dignity is maintained</td>
</tr>
<tr>
<td></td>
<td>• Counselor encourages students to monitor their own behavior</td>
</tr>
<tr>
<td></td>
<td>• Student behavior reflects what teachers have done to establish and maintain standards</td>
</tr>
<tr>
<td></td>
<td>• Preventive and intervening strategies are appropriately applied</td>
</tr>
<tr>
<td></td>
<td>• FBA/BIP/Safety Plans</td>
</tr>
<tr>
<td></td>
<td>• Counselor takes a leadership role in promoting application of positive behaviors/replacement behaviors in turn preventing student escalation of behaviors</td>
</tr>
<tr>
<td><strong>2e: Organizing Physical Space</strong></td>
<td>• Safe and compliant spaces for de-escalation of behaviors is available</td>
</tr>
<tr>
<td></td>
<td>• Furniture arrangement is appropriate for large and small group activities</td>
</tr>
<tr>
<td></td>
<td>• Materials are accessible</td>
</tr>
<tr>
<td>Domains of Teacher Performance</td>
<td>“Look For’s&quot; &amp; &quot;Listen For’s”</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>3a: Assessing student needs</td>
<td>• Counselor uses body language such as nods, quizzical looks, etc. to encourage students</td>
</tr>
<tr>
<td></td>
<td>• Effective feedback that is specific, descriptive, understandable</td>
</tr>
<tr>
<td></td>
<td>• Comments give students information needed to adjust what they are doing and get better at it or solve a problem; it provides time to think and reflect; performance is related to standards</td>
</tr>
<tr>
<td></td>
<td>• All feedback is provided in a timely fashion, “on the spot”, or on work products, as needed to support learning</td>
</tr>
<tr>
<td></td>
<td>• Progress monitoring/data-collection</td>
</tr>
<tr>
<td></td>
<td>• Check for understanding</td>
</tr>
<tr>
<td></td>
<td>• Student monitoring/assessment of behaviors</td>
</tr>
<tr>
<td>3b: Assisting students and teachers to formulate academic, personal/social, and career plans, based on student needs</td>
<td>• Academic &amp; diploma requirements</td>
</tr>
<tr>
<td></td>
<td>• Transition Planning</td>
</tr>
<tr>
<td></td>
<td>• Career exploration &amp; planning</td>
</tr>
<tr>
<td></td>
<td>• College exploration/applications</td>
</tr>
<tr>
<td></td>
<td>• Letters of recommendation</td>
</tr>
<tr>
<td></td>
<td>• Applications for HSE</td>
</tr>
<tr>
<td></td>
<td>• TABE testing</td>
</tr>
<tr>
<td></td>
<td>• Goal setting</td>
</tr>
<tr>
<td></td>
<td>• Scheduling</td>
</tr>
<tr>
<td></td>
<td>• Exam schedules</td>
</tr>
<tr>
<td>3c: Using counseling techniques in individual/classroom programs</td>
<td>• Differentiation</td>
</tr>
<tr>
<td></td>
<td>• Use of varied counseling strategies/techniques</td>
</tr>
<tr>
<td>3d: Brokering resources to meet needs</td>
<td>• Outside agency referrals</td>
</tr>
<tr>
<td></td>
<td>• Release of information</td>
</tr>
<tr>
<td></td>
<td>• Probation</td>
</tr>
<tr>
<td></td>
<td>• Collaboration with district, county and other outside agencies (CPS, SPOA, medical professionals, mental health professionals)</td>
</tr>
<tr>
<td>3e: Demonstrating Flexibility and Responsiveness</td>
<td>• Adjustments that improve student experience or clarify confusion</td>
</tr>
<tr>
<td></td>
<td>• Counselor adjusts lesson as needed or coordinates with a spontaneous event</td>
</tr>
<tr>
<td></td>
<td>• Counselor possesses an extensive repertoire of strategies such that transitions are seamless; students may not be aware that a change has occurred.</td>
</tr>
</tbody>
</table>
### Domain 4: Professional Responsibilities

<table>
<thead>
<tr>
<th>Domains of Teacher Performance</th>
<th>“Look For’s&quot; &amp; &quot;Listen For’s”</th>
</tr>
</thead>
</table>
| **4a: Reflecting on practice** | • Examine reflection notations and logs  
• Evidence Binder  
• Implementation of training  
• Reflection on practices & techniques |
| **4b: Maintaining records and submitting them in a timely fashion** | • Requisitions  
• BOCES paperwork: mileage/ attendance reporting/ Sub Finder/WinCap  
• Review of quarterly progress reports  
• Review of quarterly grades  
• Input for CSE meetings  
• Paperwork procedures |
| **4c: Communicating with families** | • Family contact logs with consistent phone calls, emails, letters home, etc. to all students when appropriate and to specific students, as needed  
• Notations in Power School or student files  
• Newsletters  
• IEP input from parents  
• Parent teacher meetings /Open House  
• Cross Systems meetings, when necessary  
• CSE meetings |
<table>
<thead>
<tr>
<th>Domain 4: Professional Responsibilities</th>
<th>Domains of Teacher Performance</th>
<th>“Look For’s” &amp; “Listen For’s”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4d: Participating in a Professional Community</strong></td>
<td>• Evidence of support and cooperation, volunteering for school committees and extra-curricular responsibilities&lt;br&gt;• Chairing committees, teams, etc. or coordinating programs&lt;br&gt;• Movement within building and classrooms&lt;br&gt;• Training of other staff&lt;br&gt;• Affiliation / membership in professional organizations&lt;br&gt;• Team meetings / Collaboration on IEP creation / reporting&lt;br&gt;• Faculty meetings / District meetings&lt;br&gt;• Book Studies&lt;br&gt;• School events&lt;br&gt;• Leadership role among peers</td>
<td></td>
</tr>
<tr>
<td><strong>4e: Engaging in professional development</strong></td>
<td>• The counselor voluntarily examines and shares research on class performance and best practice strategies&lt;br&gt;• Takes leadership roles; coordinators study groups, professional book clubs&lt;br&gt;• Subscribes to professional/trade journals&lt;br&gt;• Attends professional conferences and shares with colleagues upon return&lt;br&gt;• Seeking out resources</td>
<td></td>
</tr>
<tr>
<td><strong>4f: Showing Professionalism</strong></td>
<td>• Daily interactions with students&lt;br&gt;• Advocates for students&lt;br&gt;• Is open-minded and willing to adopt new approaches&lt;br&gt;• Uses data to support actions&lt;br&gt;• Sets long-term goals and takes responsibility for own professional growth&lt;br&gt;• Demonstrates high ethical standards through compliance with school/district codes and community expectations&lt;br&gt;• Attendance / Punctuality&lt;br&gt;• Maintaining appropriate certification / licensure&lt;br&gt;• Leadership role with peers / BOCES / host districts&lt;br&gt;• CSE interactions / meetings&lt;br&gt;• Building level interactions&lt;br&gt;• PDP Goals&lt;br&gt;• Professional Appearance</td>
<td></td>
</tr>
</tbody>
</table>
Why is Classroom Management and Culture So Important?

The environment in your classroom impacts student success. Things like culture, tone and energy levels set the tone for the classroom and experiences.

How do I achieve Good Classroom Management?

- Teacher preparation for lessons.
- Organized placement for classroom furniture, equipment, & supplies.
- Classroom expectations and guidelines.
- Transition procedures: Entering and exiting the classroom, switching activities, etc.
- Instruction!
- Student participation in instruction.
- Student interaction.
- Attention getting cue/routine.
- Appropriate student behavior; minor/chronic problem behavior.
- Classroom maintenance and duties.
- Student leadership

A Classroom that is Conducive to Teaching and Learning...

- Establishes mutual respect
- Supports a positive approach to learning
- Involves students in decisions
- Creates opportunities for students to work collaboratively
- Creates a Simulated Workplace, where students take on roles and assist in the operations of the day-to-day classroom like they would in the industry. Check out this website for more details: https://wvde.us/category/simulated-workplace/
- Sets boundaries – while you may choose to create an environment that mirrors industry, it is important to remember that these are students learning the ropes.

"An effective teacher manages a classroom. An ineffective teacher disciplines a classroom."

-Harry Wong-
Here are some ideas to start off the first day!

**Unforgettable Neighbors**

Pass out index cards to students and have them write a word that is descriptive or significant to their interest. Tell them that it has to either rhyme or start with the same letter as their first name. Then, ask students to talk to a neighbor and explain why they chose the word. Finally, ask for a few volunteers to introduce their unforgettable neighbor. Collect the cards at the end so that you can use them and refer back to them throughout the year.

**Learn each other's names!**

**Best/Worst Class**

On the board, write “The best class I ever had…” on one side and on the other, write “The worst class I ever had…”. Ask students to come up to the board and write down some things that made the best class so good and what made the worst class so bad. Discuss as a class and compare their answers with yours as the instructor. Then agree as a class to not do the worst things (as long as it’s reasonable) and to strive to incorporate the best things into your class as much as possible. This can then lead to a conversation about Classroom Expectations for the year, and having students give input on what the Classroom Expectations should be!

**Student Survey**

Create a Google Form or a printed list of questions that you can give to your students. Ask them to self-assess their knowledge of core concepts or requisite knowledge that they should have for your class. Ask students what you can do to support their learning and give them space to tell you anything that might affect their learning or performance in your course during the semester.

Information from this page came from: https://www.ctefaculty.com/firstdaystrategies.html
Teach One Thing!

Make sure you dedicate time to start teaching content! It might be exciting to do at least one activity that is representative of what students will be doing throughout the semester. This is your chance to set classroom norms - if you want them to stand up and move during activities, start having them do this early so that you face less resistance later on.

Syllabus Speed Dating

Split students into groups of 3s or 4s. Then assign each group a different section of the syllabus. Have each group create 2-3 multiple-choice questions based on their section of the syllabus. Then have students find a partner that was not in their group and have students quiz each other on the questions they each came up with. Students should give the correct answers after their partner guesses. Repeat this 2-3 times so that each student will have had 3 partners that were not in their own group. Then come back together as a class. Ask students what important information they learned through this activity and discuss any questions that come up about the syllabus. Reinforce any important information that was not covered in the discussion.

Go over the syllabus in a fun and engaging way!

Information from this page came from: https://www.ctefaculty.com/firstdaystrategies.html

“I've always loved the first day of school better than the last day of school. Firsts are best because they are beginnings.”

-Jenny Han-

*There are more ideas for Team Building on the next page!*
Ice Breakers & Team-Building Activities

Feel free to use some of these activities during the first few weeks to really get to know each other and create a positive classroom environment!

### Two Truths and a Lie

Have each student come up with two truths and one lie about themselves. They can read them to the class or write them on the board. Then, the other students vote what is the lie!

### Scavenger Hunt

Group the students together and then provide each group with a list of items they need to find in the classroom. They will have to work together to see who can find and show their items the fastest.

### Find Someone Who

Have a list of categories that students have to find. For example, one box might say “Find someone who was born in May” Students have to go around and ask each other the questions to fill out their charts.

### Candy Quiz

Buy colorful candy (like Skittles or M&M’s) and have each person take as many pieces as they want. THEN tell them that for each color, they must reveal a different type of fact about themselves. For example, for each yellow piece of candy, they must say a favorite food.

### Would You Rather

Display a list of statements or read them aloud to the students. Have students show a thumbs up for the first option and a thumbs down for the second option. Ex: Would you rather be the oldest child or the youngest child?

Check out this site for great questions:
https://www.signupgenius.com/groups/would-you-rather-questions-teens.cfm

### Architect

Give the students a bunch of silly materials (paper, Post-it notes, strings, tape, wood, etc.) and then assign them to build small models of different objects in five-minute increments — an elephant, a car, etc. Pick a winner each time!
**Tattoo Parlor**

Have each student draw a tattoo that they think accurately describes them or includes one of their favorite things. Then, pin the pictures up and try to match the “tattoos” with the people who drew them.

**Race for the Truth**

Have each person stand on the starting line while a leader lists off general facts. (For example, I live in New York.) If the stated fact is true for any of the students, those students must move forward a step. Whoever crosses the finish line first wins!

**Snowball Fight**

Give each student a piece of paper and have them write five facts about themselves. After they have all written down their facts, tell them to wad the piece of paper and begin a snowball fight. After 30 seconds of throwing snow balls, tell them to pick up the “snowball” closest to them, read the facts, and try to find out whose snowball they have by asking yes or no questions only. The first one to do so is the winner. Have the students continue until they have all succeeded.

**Show and Tell**

Instruct students to bring in something that they cherish, or just want to share with the class. Give each student a turn to come up and tell about the item that they brought in. This way the class will get to know each other and something that makes each student happy.

**#WE ARE AWESOME**

Take a piece of poster board or paper and tape it to the wall. Once students enter the classroom, hand them a marker and have them think of 2-3 hashtags that describe themselves. Have students write their hashtags on the wall and explain them to the rest of the class.

**WHO AM I?**

When students arrive, put a post-it on each student’s back with the name of a person, place or thing. Tell them that they need to find out what/who they are by asking other people for help.

**The rules are:**

1. Ask yes or no questions only
2. Answer yes or no questions
3. No removing your own name tag to find out.
Along with teaching their chosen trade, and integrated academics, Social Emotional Learning plays an important role in helping students become College and Career Ready. Teaching SEL is not necessarily being “warm and fuzzy” but helping students regulate emotions, face challenges, and be aware.

WAYS TO INCORPORATE SEL IN YOUR CLASSROOM

- Welcome students at the door every day
- Start the day with a check-in
- Create positive classroom structure and routine
- Engage students in ways that build relationships and collaboration
- Teach students how to work in a group
- Be responsive to students’ needs by providing Brain Breaks and Focused-Attention Strategies
- Encourage a growth mindset
- End each day on a positive note

Info on this page came from: https://www.bremertonschools.org/domain/1914
Brain Breaks

Research shows that brain breaks encourage creativity, improve learning and replenish attention. Brain breaks are great tools for all students, and especially ones who struggle to focus after long periods of time. Here are some research-tested facts on Brain Breaks, if you’d like to see the benefits: https://www.edutopia.org/article/research-tested-benefits-breaks. Here are just a few Brain Break ideas!

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>You can look on YouTube for a variety of short, physical activities. Even just a few minutes of movement is beneficial! One site, Fit-boost, provides short, physical activities for students to do when their brains need a break. This site spins a wheel and gives you 3 activities to do, with a timer for each: <a href="https://fit.sanfordhealth.org/resources/fitboost-activity?utm_source=blog&amp;utm_medium=website&amp;utm_campaign=weareteachers">https://fit.sanfordhealth.org/resources/fitboost-activity?utm_source=blog&amp;utm_medium=website&amp;utm_campaign=weareteachers</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>DoNothing Timer</td>
<td>This timer goes for 2 minutes, and just encourages students to sit and listen to the waves. If you touch the mouse or keyboard before the timer is up, it restarts! <a href="http://www.donothingfor2minutes.com/">http://www.donothingfor2minutes.com/</a></td>
</tr>
<tr>
<td>Make Lesson Plans Mobile</td>
<td>Instead of just sitting and doing worksheets, tape the questions for the worksheet around the room and make students get up to record the question/answer.</td>
</tr>
<tr>
<td>Doodle Break</td>
<td>Set a timer for 3-5 minutes and let kids silently doodle with pencil and paper or a dry erase board and marker while soft, calming music plays in the background.</td>
</tr>
<tr>
<td>True or False</td>
<td>Students stand up. A teacher reads several statements. If students think the statement is true, they do a jumping jack. If they think the statement is false, then the students jog in place.</td>
</tr>
<tr>
<td>How Things Are Made Videos</td>
<td>Here are some videos about How Things Are Made, including Legos, sprinkles, cheese, balloons and more! <a href="https://www.weareteachers.com/how-things-are-made-videos/">https://www.weareteachers.com/how-things-are-made-videos/</a></td>
</tr>
</tbody>
</table>
Fixed Mindset VS. Growth Mindset

A student’s mindset about their abilities determines how they respond to challenges.

There are two different types of mindsets. Which one do you want your students to have?

<table>
<thead>
<tr>
<th></th>
<th>FIXED MINDSET</th>
<th>GROWTH MINDSET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Belief that ability is fixed and cannot change—you either have it or you don’t.</td>
<td>Belief that ability is flexible and adaptable. Ability can be developed.</td>
</tr>
<tr>
<td><strong>Effort</strong></td>
<td>Effort is bad. If you’re “smart,” you don’t have to put that much effort forth.</td>
<td>Effort is good—it’s how you get better!</td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
<td>The goal is to look smart so you can prove your ability.</td>
<td>The goal is learning, so you can improve and develop your ability.</td>
</tr>
<tr>
<td><strong>Behavioral Response</strong></td>
<td>If you have a setback, it is a sign that you don’t have the ability</td>
<td>Setback is a sign that you need to work harder or try a new strategy.</td>
</tr>
<tr>
<td><strong>Definition of &quot;Failure&quot;</strong></td>
<td>Failure is the end of the game—time to give up.</td>
<td>Failure is the beginning of the game—time to try again!</td>
</tr>
</tbody>
</table>

Challenge: Student receives a poor grade on an assignment or exam.

Fixed Mindset

"I am stupid at this. I shouldn't even bother trying."

Decreased effort

Diminished academic engagement and performance

Negative outcomes reinforce fixed mindset

Growth Mindset

"I haven't mastered this yet. I need to work harder or try a new approach."

Increased effort and use of positive learning strategies

Increased academic engagement and performance

Positive outcomes reinforce growth mindset
HOW TO ENCOURAGE STUDENTS

Growth Mindset
It sounds like:

"When you learn how to do a new kind of problem, it grows your math brain."

"If you catch yourself saying, 'I'm not a math person,' just add the word 'yet' to the end of the sentence."

"That feeling of math being hard is the feeling of your brain growing."

"The point isn't to get it all right away. The point is to grow your understanding step by step. What can you try next?"

Fixed Mindset
It sounds like:

"Not everybody is good at math. Just do your best."

"That's OK, maybe math is not one of your strengths."

"Don't worry, you'll get it if you keep trying."*

*If students are using the wrong strategies, their efforts might not work. Plus they may feel particularly inept if their efforts are fruitless.

"Great effort! You tried your best."*

*Don't accept less than optimal performance from your students.

SOURCE: Carol Dweck
You can access CABOCES login here: http://caboces.powerschool.com/teachers/pw.html

You will take attendance through Power School. You must take attendance within the first 15 minutes of class!

Check out this Quick Reference Card from Power Teacher Pro:
http://powerschool.misd.net/Files/9-Using-PowerTeacher-Pro-Quick-Reference-Card.pdf

Power School Teacher: Used to take attendance, access IEP/504 plans, student information, contacts, write log entries and create reports.

Power Teacher Pro: This is your gradebook. Here you will keep track of assignments, input grades, insert progress notes/comments and create reports.

Grades are to be entered in PowerSchool on a weekly basis.
# Pages in Power School

<table>
<thead>
<tr>
<th>Student View Page</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>You will use the Demographics page to view a student’s personal information and find methods for contacting students’ families.</td>
</tr>
<tr>
<td>Comment Log</td>
<td>Use the Comment Log page to view all the comments you have recorded for a student. The comment log may show course grade comments, standards grades comments, and assignment comments.</td>
</tr>
<tr>
<td>Quick Lookup</td>
<td>The traditional Quick Lookup page is the same page that administrators see in PowerSchool. It shows the student’s attendance for the last two weeks, their current schedule, term grades, a summary of total absences and tardies, and their current GPA.</td>
</tr>
</tbody>
</table>

These are just some of the Student View Pages you can access! Again, find the Power School guru in your building for when you have questions!
You will need to set up your categories first.

Daily grades must be based on a rubric. The daily grade should be a measurement indicative of college and career readiness.

Grades will be reported under category weights (not total points). Each category below is 1/3 of the students’ grade.

**CTE Grade Categories**

1/3 Performance / Daily
1/3 Written
1/3 Project
<table>
<thead>
<tr>
<th>Character Trait</th>
<th>Ambition</th>
<th>Attitude</th>
<th>Accountability</th>
<th>Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Late for class. Low productivity. Constant reminders to stay on task. Lacks consistent effort/focus. External focus. Waits for teacher to motivate.</td>
<td>Pessimistic. Not ready for the day. Part of the problem. Not a positive leader. Goals not aligned with the class.</td>
<td>External focus. Minimal effort to display honesty or ownership. Does not see the value in others’ decisions. Mistakes are because of others.</td>
<td>Trust, dependability, reliability and honesty traits are not displayed on a regular basis.</td>
</tr>
</tbody>
</table>

**Daily Grade Rubric**

Feel free to add point values and make sure you leave a spot for feedback. This is a great way to make sure you are regularly taking grades and giving feedback.

Here is an example of a rubric you could incorporate for a daily grade!
## Power School Reports

<table>
<thead>
<tr>
<th>Type of Report</th>
<th>Description</th>
</tr>
</thead>
</table>
| Individual Student Report  | • Use this report to view or print a summary of the class activity per individual student.  
                              • Use to present a summary of student work to parents at conferences or to a principal during a review.  
                              • Can also use the report as a midterm update for students and parents.  
                              • This report can be individualized to include course grades and attendance, assignments, category totals, standards scores, and comments. |
| Multi-Function Assignment Report | • Use this report to view or print a list of students and scores per assignment.  
                               • Use it to find missing, late or incomplete assignments.  
                               • Use to help students and parents keep up with class work.  
                               • Use to target students who need extra help.  
                               • Use to gauge which assignments present the most challenges to students. |
| Scoresheet Report           | • Use this report to print a copy of the Scoresheet page, which includes final grades and assignment scores.  
                              • Use student numbers or names.  
                              • Sort students by name, student number or randomly.  
                              • Use to post a printout of students’ grades. |
| Student Roster              | • Use this report to view or print demographic information by class.  
                              • Use the report for an emergency contact list.  
                              • Use the report when going on a field trip. |
Progress Reports

At the end of each five-week period, or any appropriate time, the teacher will complete a progress report generated from Power School for each student. This form shall be sent to the main office, which will in turn send the report to the parent/guardian and component school.

To run the Individual Student Report:

• Click Reports and Select Individual Student Report
• Open the Select Classes menu and choose the classes to include on the report
• In the Sort Options section, open the Layout menu and choose By Section, By Student
• To sort the report by students’ last names, open the Students menu and choose Last Name
• Open the Areas To Include menu and check Course Grade Comments and Assignment Comments to include any comments that you’ve entered about the students in the report. ("Course Grades and Attendance," Assignments, and Category Totals are checked by default.)
• Click the Areas To Include menu again to close it
• Verify that Show Percentages is selected to include students’ grade percentages in the report
• To include students’ grades from the current term, use the default settings under Date Range
• Use the default settings under Data Filters to include any assignments, any scores, any category, and any course grades
• Open the Students tab to either run the report for the whole class, or to Add/Remove specific students.
• Scroll to the top of the page and click the Format tab. Here you can adjust the orientation, add a page break between students, exclude row shading, etc.
• Use the default option PDF for the report output.
• To generate the report, click Run Report

To put comments/progress notes in, make sure you go into Power Teacher Pro and add comments to the students grade. Follow the steps here:

1. Click the Comment icon in the Score Inspector.
2. Either type your comment in the text box, or click Show Comment Bank.
Communication & Documentation are two essential parts to being a proactive educator. You will want to find the documentation system that works best for you (there are many free templates online), and make sure you are regularly communicating with your administration, families and student services. Keeping documentation of your interactions helps to provide timelines and necessary information.

---

**Communication Log**

<table>
<thead>
<tr>
<th>Date &amp; Time:</th>
<th>Method:</th>
<th>Name(s):</th>
<th>Reason for Contact:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ Phone call  ☐ E-mail  ☐ In person</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*A log like this works great for helping you keep track, or you could document log entries in PowerSchool*

---

**Communication with Administration**

Any interaction you have with an administrator, make sure you document what you spoke about, how you spoke about it (phone call, e-mail, in person) and any other relevant information.

---

**Communication with Families**

It is important to build positive relationships with your students, as well as their families, to guarantee student success. Make sure you call home for both positive news, as well as to express concerns.

---

**Communication with Student Services**

It is vital to communicate with student services so that attendance, behavior, grades, etc. can be discussed early on with the home school. This allows the counselors/administrator to provide direction on teacher follow-up.
Log Entries

Log Entries are a great way to communicate with everyone—office staff, guidance counselor, other teachers and more! They also help you keep track of behaviors, parent contact and more!

FIRST, log into CABOCES PowerSchool: https://caboces.powerschool.com/teachers/

Click on the Backpack Icon under the “Info” tab.

Go to the Drop-Down tab in the top, right-hand corner and select “Submit Log Entry”

Sample Progress Log

9/1—Student had cell phone out and was instructed to put it away.
9/2—Student had cell phone and it was confiscated.
9/3—Student written up for having cell phone out.

Note: Power Teacher log entries do not have spell check. You are unable to edit once you submit.
**INTRODUCTION TO IEP'S AND 504 PLANS**

**IDEA (Individuals with Disabilities in Education Act):**
Federal special education law that provides students a free and appropriate education.

---

**What is an IEP?**

An IEP is an Individualized Education Plan. This is a written plan for a student who has been identified as having a disability. The IEP specifies the education programs and services required to meet the educational needs of the student. You will receive copies of a student’s IEP at the beginning of the school year and need to make sure you are meeting all the needs outlined in the document. Ask the advice of experts, peers, your supervisor and/or mentors about accommodating your students’ instructional needs!

---

**Section 504 of the Rehabilitation Act:**
Federal civil rights law to stop discrimination

---

**What is a 504 Plan?**

A 504 Plan is similar to an IEP plan, in that it is a written plan for a student to help support their educational needs. 504 Plans provide students with accommodations to help them achieve success.

---

**Structure of the Special Education Legal System**

- CSE Local Policy & Procedures
- NY Laws & Regulations (Article 89, Section 200); Parts 200 of State Performance Plan
- Federal Laws & Regulations (ESSA, IDEA, Section 504, ADA, FERPA)
How Do I Know IF A STUDENT HAS A 504 OR IEP?

Failure to follow an IEP or 504 Plan can have significant consequences for the school/personnel and, most importantly, the student!

Start Here:

Under each class, you will see different icons. Click on the Alerts icon.

Under this tab, you will see different categories of alerts including Discipline, Guardian, Medical, Allergy, IEP, 504, Declassified and others.

Click this to read a 504 plan

Click this to read an IEP

When you click on either of those icons, you will be asked to center a username and password to access these documents.

Remember that these documents are meant to be kept confidential!

Read over the plans very carefully and make sure you are aware of any modifications or accommodations the student requires.

408 SIGN-OFF'S

Your Work-Based Learning Coordinator, Guidance Counselor or Consultant Teachers will come around at the beginning of each school year to discuss any SWD that may be in your classroom. You will then sign a Chapter 408 form, which acknowledges you were made aware of the students’ IEP or 504 status. This is collected and retained by admin.
In CTE, Special Education is not a class or a place—it is a service provided to help ALL students succeed!

Roles and Responsibilities of the CTE Instructor

• Read the IEP or 504 Plan carefully; These are found in PowerSchool.
• Not following IEP/504 Plans can result in serious liability. These plans also need to be kept confidential to protect student privacy.
• Follow all accommodations/modifications outlined in the plan.
• Fill out forms for counselors/WBLC and/or consultant teachers, who will attend CSE meetings as representatives for the center.
• Communicate with families of the student, as well as consultant teachers and WBL.
• Be flexible! You may need to provide physical modifications, as well as testing accommodations. Remember, these changes are to help students be successful!
• Differentiate your instruction as needed. There is a section in this booklet about how to differentiate instruction.
• When you are unsure about anything, ask advice from your peers, mentors, supervisors, etc.

Special Education is not...

• Watering down curriculum
• Removing requirements

Students with disabilities have the same expectations as everyone else—they just need extra supports to meet those expectations!
What does a **CSE Meeting** look like?

You most likely will not be attending a CSE Meeting for a student. However, input from the CTE instructor is incredibly valuable and helpful to have. There is a form that you will fill out prior to the CSE meeting and give to your counselor, WBL Coordinator and/or consultant teacher. That person(s) will share the information you provided on the form at the CSE meeting.

**Hint:** Make sure you write something positive first! Focus on the **positives** and **solutions** to help your students be successful!

CSE Meetings are typically held at the CSE Office at the Home District and include:

- CSE Chairperson
- Special Education Teacher
- School Psychologist
- Advocate
- Parent
- General Education Teacher
- Student

---

**Acronyms for Special Education**

- **IEP** = Individualized Education Plan
- **BIP** = Behavior Intervention Plan
- **SWD** = Student with Disabilities
- **ID** = Intellectual Disability
- **ED** = Emotionally Disability/Disturbance
- **DD** = Developmentally Delayed
- **CSE** = Committee on Special Education
- **APR** = Annual Performance Report
- **FAPE** = Free and Appropriate Public Education
- **LD** = Learning Disability
- **RTI** = Response to Intervention
- **CT** = Consultant Teacher
- **LRE** = Least Restrictive Environment
- **OHI** = Other Health Impairment
Accommodations VS. Modifications

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Accommodation is a change in the delivery of student instruction or method of assessing student performance. Accommodations change how a student learns the material. <strong>Some examples:</strong> • Providing a student with an audio book to listen to, rather than a hard copy to read. • Moving a student’s seat to the front of the room. • Extra time to complete assessments</td>
<td>A Modification is one or more changes that alter the curriculum and/or the instruction. Modifications change what the student is taught. <strong>Here are some examples:</strong> • Shorter or restructured homework assignments • Changes to assessments (fewer questions, different format) • Reduction or restructure of class work</td>
</tr>
</tbody>
</table>

“Every child has a different learning style and pace. Each child is unique, not only capable of learning, but also capable of succeeding.”

-Robert John Meehan-

Think about the 5 E’s when lesson planning!

- **Engage** by hooking students attention. This may be in the form of a bell ringer or anticipatory set.

- Encourage students to **Explore** the focus of the lesson by working individually or in groups to think, plan and investigate.

- Throughout the lesson, have students **Explain** their understanding of the lesson.

- Encourage students to **Elaborate** on their understanding by applying the new learning to other contexts and extend their thinking.

- It is important to **Evaluate** student learning to see if they have fully grasped the objective.

Every lesson should start with an objective (what you want the outcome of your lesson to be). An objective is usually in the form of a “can do” statement, such as “At the end of the lesson/unit, students can …” It is also important that your students know what the objective is!

*The object of education is to prepare the young to educate themselves throughout their lives.*

- Robert M. Hutchins-
Lesson Planning

It is essential to create an organized lesson plan prior to your instruction. There is a template on the next page you can use to help you keep all the items.

Your lesson plans do not need to overly detailed. Your lesson plans should give an overview of your instruction for the week to keep you on task. It should outline the objectives, activities, content and assessment.

<table>
<thead>
<tr>
<th>A GOOD LESSON PLAN...</th>
<th>A BAD LESSON PLAN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Has a clear objective stated at the beginning to keep the learning activities focused</td>
<td>• Is planned around a topic only, without student learning objectives in mind</td>
</tr>
<tr>
<td>• Outlines learning activities in a thoughtful flow</td>
<td>• Is a laundry list of activities in no particular order</td>
</tr>
<tr>
<td>• Is easy to scan and read for easy reference during class</td>
<td>• Is too lengthy or unclear</td>
</tr>
<tr>
<td>• Pairs each activity with a time allocation to keep the class on pace</td>
<td>• Lists activities without indicating how long each will take</td>
</tr>
<tr>
<td>• Uses a variety of activities to support the lesson objective and keep students engaged</td>
<td>• Uses just 1-2 activities to deliver the lesson, or uses activities that are not well suited to the material</td>
</tr>
<tr>
<td>• Anchors learning in relevant, real-life ways that students experience</td>
<td>• Lacks opportunities for students to connect learning to their experiences</td>
</tr>
<tr>
<td>• Includes a plan for assessment to measure progress toward the lesson objective</td>
<td>• Lacks a method to check in on student learning in a measurable way</td>
</tr>
<tr>
<td>• Allows for self-reflection so teachers can make continuous improvements</td>
<td>• Is a one-and-done plan and isn't reflected upon</td>
</tr>
</tbody>
</table>
Lesson Plan Template

Program: ___________________________  □  1st year  □  2nd year
Teacher: ___________________________  Week of: ___________________________

<table>
<thead>
<tr>
<th>Day</th>
<th>Unit</th>
<th>Objectives (students will)</th>
<th>Theory</th>
<th>Projects &amp; Activities</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Backwards Design is a curriculum planning process where the focus is on what students should be able to accomplish at the end of the course. Once you have established the student learning goals for the end of the course, then you begin to design "with the end in mind."

1. Determine Learning Goals & Objectives

- Establish what learners should know and be able to do by the end of the course
- Distinguish “Need to Know” from “Nice to Know”
- Clarify for students the purpose of the course content

2. Plan Assessments

- Plan assessments that are aligned with learning goals and objectives.
- Assessments should be ongoing and of varying types

3. Plan Learning Activities

- Include activities that are both “minds-on” and “hands-on”
- Encourage students to explore
- Align the activities with the learning goals and objectives

Ask These Questions:

- What do you want students to be able to do as a result of having taken your course?
- What evidence will you use to confirm that students have achieved those goals?
- How will you guide students through activities that allow them to practice?
Differentiated Instruction is a framework where the teachers provides different students with different avenues to learning while in the same classroom. Teachers may do this by adjusting various things such as content, processes and products. Teachers may also vary how different students are assessed.

The goal of differentiated instruction is so that ALL STUDENTS within a classroom can learn effectively, regardless of their differences in ability and learning styles.

### Differentiated Instruction IS

- Lessons designed around Patterns of Student Need
- Use of Whole-Group, Small-Group & Individual Tasks
- A Student-Focused way of Thinking About Teaching and Learning
- Designed to Address Learning & Affective Needs
- Teaching UP
- Valuing and Planning for Diverse Learning Needs in Heterogeneous Settings

### Differentiated Instruction is NOT

- Tracking or Grouping Students By “Ability”
- Something “extra” on top of good teaching
- Meant to overwhelm you—differentiate instruction appropriately, not necessarily daily
- Mostly for students with Identified Learning Challenges
- Mostly for students identified as Gifted
- IEPs for all Students
- A Synonym for Group Work
Differentiated Instruction

...how do I apply it?

Here are some strategies to help you start using Differentiated Instruction in your classroom! Don’t be afraid to try new strategies and share success stories with colleagues!

**GROUP STUDENTS**
Based on Topic Knowledge

When starting a new unit, you may choose to put students in groups based on how familiar they are with the topic.

**Group A**—Unfamiliar with Topic—Receive live instruction from the teacher or watches videos to become familiar with the topic.

**Group B**—Familiar with Topic—Might begin working independently without the teacher or assisted videos. You could even offer Group B the option to develop a lesson to teach Group A about the topic.

Make sure to switch up groups!

**TIERED LESSONS**

Think of Tiered Lessons as a triangle divided into three parts. The bottom of the triangle would be the first Tier and all students would complete the task assigned with that Tier. The middle Tier would be the task that most students would complete. The top Tier would be the task that fewer students would complete, but would give students the opportunity to advance if needed. The Middle/Top Tiers would not affect students’ grades—just serve as challenges for students to advance their knowledge.

**CENTERS / STATIONS**

Set up a variety of stations throughout your classroom with different activities at each station. Students can work through their own pace and try to complete as many stations as they can.

**STUDENT CHOICE**

When possible, give students a choice when it comes to presenting or assessing their work. After they create a project, can you offer different ways for students to reflect on the work? Giving students choice (written paper, collage, oral presentation, graphic organizer, interview) will allow the students to play to their own strengths.

Check out this site for great resources for Differentiation in the CTE Classroom:
http://www.cteresource.org/featured/differentiated_instruction.html
How to Assess Student Learning

There are many ways to assess students as they learn. You will want to include a variety of assessments throughout the year to gear your instruction and to also assess student performance. For the annual summative assessment, CABOCES CTE programs use the NOCTI Exams.

**Formative Assessments:** Help students learn and practice

- **When:** Throughout the course
- **Why:** To identify gaps and improve learning
- **How:** Using approaches that support specific student needs

**Examples of Formative Assessments:** Entry/Exit Slips, Polls, Quizzes, Self-Assessments, Think-Pair-Share, Discussions, etc.

**Summative Assessments:** Assess student performance

- **When:** At the end of the instructional period (unit, year)
- **Why:** To collect evidence of student knowledge, skill or proficiency
- **How:** The use of exit learning products or a cumulative assessment

**Examples of Summative Assessments:** Exams, Reports, Papers, Projects, Portfolios, Standardized Assessments, NOCTI Exams, etc.
INSTRUCTIONAL STRATEGIES

LECTURE

There are different types of lecture. Many people are familiar with the Formal Lecture, where the teachers talk for the majority of the class time. Another type of lecture is Interactive Lecture —where the teacher uses mini-lectures mixed with content-related activities. Another style is Problem-Solving Lecture, where the teacher poses a problem and then works through the problem to explore various solutions. Another type is the Socratic Lecture, which is usually based on a reading assignment. Teachers will go through a list of sequenced questions. There are many different ways to ‘lecture’ that can be very engaging and thought-provoking! Find which one works for you and your students!

PROJECT BASED LEARNING (PBL)

Project Based Learning is a teaching method where your students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic and complex question, problem, or challenge. This results in students being highly engaged and invested in their own learning!

GRAPHIC ORGANIZERS

Getting students to organize their thoughts and follow a process is an important skill. There are many graphic organizers out there to help students. Some popular ones include Venn Diagrams, a KWL chart, a Sequence Map, a T-Chart and more. They are great to have students fill out when you have posed a problem or a question.

FLIPPED CLASSROOM

Flipped Learning is a teaching approach where direct instruction is done in the individual learning space. Then the group instruction time is dedicated to an interactive learning environment where the educator helps students as they apply the concepts they learned independently. Some teachers accomplish this by assigning videos or readings for students to complete for homework to introduce the subject matter, which then frees up class time to explore the subject matter even further.
Data-Driven INSTRUCTION

Data Driven Instruction is gathering a database of information about the students in your classroom and using that information to improve teaching.

Don't overwhelm yourself with data collection! Focus on data that is meaningful and will help you pinpoint gaps in student learning!

---

**Assessment**

**Step One:** Gather your data by assessing your students (test, quiz, etc.).

---

**Analysis**

**Step Two:** Analyze the data. Was there a particular section/question students struggled with?

**Action**

**Step Three:** Determine what steps should be taken to help students acquire the missing skills. Should you go back and reteach a certain section, or is there a strategy you can implement moving forward?

**Step Four:** Assess again for improvement. If not, complete the process again!

---

“Data by itself is useless. Data is only useful if you apply it.”

-Todd Park-
## PROJECT-BASED LEARNING

### Projects
- Remains within the realm of the school
- Pre-planned and focused
- Based on directions and criteria (teacher-driven)
- Focuses on the product
- Handed in to the teacher
- Model and assignment-based

### Project-Based Learning
- Has a real-world context and application
- Is open-ended
- Based on purpose and inquiry (student-driven)
- Focuses on the process and the product
- Results shared beyond the classroom
- Problem and opportunity-based

---

### Presentation of Problem

### Information Gathering

### Problem Resolution

[https://www.pblworks.org/](https://www.pblworks.org/)

Check out this website for more information on PBL, with lots of examples and resources!
What Do I Do When?

There is an Accident of Some Kind in the Shop/Practice Field?

- If an accident occurs, immediately notify the Building Principal and/or Main Office.
- If the accident is serious, follow the procedure below:
  - Immediately notify the main office and / or
  - Call 911 for an ambulance
  - Call the parents if the main office has not already done so.
  - Notify the component school if the main office has not already done so.
  - Fill out an accident report form (found on the CABOCES website)
  - Be sure to obtain all necessary information and signatures.
- AGAIN, notify the Main Office when ANY SICKNESS OR ACCIDENT OCCURS. Parents/guardians must be contacted.

There is a Student in Crisis?

Notify Main Office FIRST to send the appropriate individual (most likely Counselor or Building Principal). You may need to provide information to the counselor or building principal to help assist the student.

There is Damage to Any CABOCES Property?

The loss of any item, or damage to CABOCES property or equipment, (other than very minor tools) should be reported to the Building Principal immediately. Unwarranted carelessness or dishonesty, in connection with missing or damaged property equipment, should be dealt with immediately upon discovering those responsible for damaged or missing item. Be prepared to fully document the incident as requested by your Building Principal.
A Student Is Excessively Absent?

- Make sure you are taking accurate attendance every day.
- Call the student’s family to make sure everything is OK.
- Make sure you communicate the absences with the Guidance Counselor—you may assume that they know, but they may not.
- Work with Guidance Counselor and Building Principal to develop a plan.

A Student is Struggling Academically, Behaviorally or Emotionally?

- **Academically:** Make contact with the Student’s Family. Reach out to Guidance Counselor. Make contact with Home School. Work with Academic teachers.
- **Behaviorally:** Make contact with the Student’s Family. Log behavior in PowerSchool. If behavior continues, write up a disciplinary form. Continue to log in PowerSchool. Communicate with Building Principal/Guidance Counselor.
- **Emotionally:** Make contact with the Student’s Family. Reach out to Guidance Counselor. Make contact with the Home

All Districts Call a Snow Day Except for One?

For the days when all districts call a Snow Day except for one, you may have to make adjustments to the instruction. This might be a great opportunity to re-teach if your students have a need. You may wish to review older material with a game or have students work on projects. Do not present new material.

Good Relationships Are The Key!

Working with the Home School, the student’s family, your Guidance Counselor, your Work Based Learning Coordinator, your Building Principal, and more makes for a great team!
HELPFUL INTERVENTIONS
TO HELP STUDENTS SUCCEED

ATTENTION

Help students develop motivation and persistence:
• Encourage student to consider all possible solutions.
• Help students define tasks accurately.
• Encourage independence.
• Teach correct test strategies.
• Promote success via small steps.

Help students develop attention:
• Teach focusing strategies (careful listening, checking for critical features)
• Teach student to use only required materials.
• Encourage use of agendas and special folders/notebooks for organization.
• Encourage planned breaks.
• Teach student to think before responding.

Helping students improve their attention:
• Break lessons and assignments into segments that the students can complete.
• Simplify instructions and present them in segments that the students can manage.
• Establish a cue to use to help student recognize when attention is lost.
• Use materials that are interesting to the student.
• Teach child to check work using calculators, spell checkers, etc.

Structure the environment to improve attention:
• Be clear and concise when discussing behaviors.
• Sit students with attention issues towards the front of the class.
• Reduce distractions.
• Schedule activities in a way that maximizes the attention of the student by alternating tasks that require a lot of attention (instruction, lecture) with other activities (hands-on, physical) and breaks.
• Assign a job or task to students to keep focus throughout the activity.
• Accommodate regular breaks.
• Consider restructuring tests/assignments to a format that best suits the student’s abilities.
EMOTION REGULATION

Helping Students Tolerate & Regulate Negative Emotions:
• Give students instructions on how to recognize and label emotions; help them identify emotional reactions that are specific to particular contexts.
• Help students develop strategies to tolerate, rather than avoid, distress. If a student is able to fully experience and develop an awareness of their emotions, they can learn to experience distress without judgment and then to let go. Avoidance behaviors may make the situation worse and become harmful over time.
• Provide training that enables students to identify the physical effects of emotions. Skills training in deep breathing exercises and muscle relaxation techniques may help alleviate some of the physical symptoms of negative emotions, especially anxiety.

Using Plans to Overcome Anxiety:
• Recognize anxiety—It is important to recognize those students for whom anxiety is interfering with their ability to be successful. Sometimes, it may be obvious (scared, hiding, crying). Other students hide their anxiety by avoiding activities, acting tough or saying they do not care.
• Determine how a plan might help—Try to determine what part of the situation might be causing the anxiety. Give the students some ideas of how they could respond in those situations.
• Develop a plan—Make specific plans for how students handle what is making them anxious. Specifically—what to do, where to go or what to say. Plans can be written out, discussed and/or memorized.
• Practice the plan—if the student has a chance to role play or talk about what makes them anxious, it an help reduce anxiety.
• Revise and/or add plans—working towards independence, it is important the student monitors their own success and develops new plans or continues with the current plan.

“The biggest challenge to self-control is emotional regulation. Successful people know how to make their emotions their servants rather than masters.”

-Paul TP Wong-
Teaching a Student to Stop and Think!:
• To encourage positive self-control, students should be first directly taught to pay attention to and to think about their behavior.
• Teach students to ask themselves, “What am I doing?” and “Is what I’m doing okay?”
• Teach students to ask the questions “What do I want to do?” and “Is what I want to do okay?” before doing something.
• Consider posting these questions on the walls as reminders to all students.
• Teach students to answer the questions and consider the solutions. Walk them through the consequences to each solution and have them choose the best solution.

Improving Inhibitory Control:
• Increase students’ awareness of the possibilities that exist to regulate thoughts, feelings, efforts and actions so that eventually students are able to self-regulate.
• Create and environment that is structured and supports a students’ abilities and growth through behavior management planning.
• Place behavioral expectations around the room or in a student’s notebook/folder for quick reference.
• Use extinction training to reduce inappropriate behaviors (ignore unwanted or negative behaviors; give praise for positive behaviors).
• Teach behavior control techniques, such as developing cues that will prompt the student to take a break, to calm down, or adjust their behavior. Creating non-verbal cues will help students improve inhibitory control.
• Use positive reinforcement
PLANNING SKILLS

Teaching Students Better Planning Skills:
• Encourage students to develop, use, and evaluate their own strategies.
• Ask questions related to planning, such as:
  ◦ “How did you do the task?”
  ◦ “Did you make a plan before you started the task?”
  ◦ “What did you do last time? Did it work?”
  ◦ “Why did you do it that way?”
  ◦ “These are hard. Is there a way to make them easier?”
  ◦ “Is there a better way to do this?”
  ◦ “What strategy worked for you?”
  ◦ “Do you think you will do anything differently next time?”
  ◦ “How can you check your work to see if it is right?”

Interacting with People:
• Encourage students to ask how they want to behave.
• If what they are doing is not working, teach them to plan another way to reach their goal.
• Encourage students to think about what they want to say and how to carefully choose their words before they say it.
• Have students think about how the other person might feel or act after they say something.

Improving Planning:
• Use a calendar to map out and plan long-term goals and tasks.
• Build a list with students that prioritizes tasks and activities. Have them refer to this list regularly.
• Teach students how to tackle complex tasks by breaking them up into smaller steps.
• Provide checklists with step-by-step instructions to model how to accomplish a task/goal.
• Create more benchmarks to increase the sense of productivity.
• Set up resources for students to use when they need help.
Teaching Self-Monitoring:
- Provide specific descriptions of academic accuracy and academic productivity
- Use record sheets with students: have students record number of items completed with the total number of items given (productivity) and the number of correct items (accuracy) in the appropriate columns.
- Have students keep daily logs and encourage students to compare percentages of previous sessions.

Teaching Self-Awareness:
- Students must be made aware of the importance of learning strategies and finding what works best for them. Teachers should teach knowledge of learning by discussing:
  - Students can do some things that help them remember better.
  - People sometimes forget things that they have learned.
  - Some things are more difficult to remember.
  - People forget things for different reasons.
  - Attention and effort have roles in improving memory.
  - Repetition can be helpful.
  - Knowing and using strategies can be very helpful.
- Teach students to ask themselves questions as they go through: Is this strategy working? Is this working for me? Is there another way I can do this better?

Improving Self-Monitoring:
- Teach students to identify a goal, predict performance and outline possible strategies based on imagined outcomes.
- Provide checklists for students that relate to task-specific performance metrics.
- Check in regularly on a student’s progress to make sure that a task is being completed. This models self-regulation.
- Teach students cues to help determine when they are off track.
- Model desired behaviors for students to follow.
You should update your substitute folder regularly so that all pieces are up-to-date and current. Having an organized substitute folder will make things easier for everyone!

Lesson Plans for Planned Absences

Emergency Lesson Plans
(aim for at least 3 days worth of emergency lesson plans)

Schedule of your Daily Routine

Bus Arrival/Departure Schedule

Up-to-Date Class Roster

Location of Keys

Classroom Expectations/Rules for Behavior

Special Information Regarding Students

List of Contacts to Help You

Fire Drill/Take Cover Drill Procedures
EMERGENCY SUB PLANS

If you can plan out your absences, that’s ideal—however, we know that is not always the case. It is imperative that you are a proactive planner and have some emergency substitute plans for when you are out unexpectedly.

Emergency Sub Plans should not present new learning. Emergency Sub Plans should focus on working with principles or concepts that students have already seen and understood in your class.

Be mindful that students are in your class for 2 to 2.5 hours. Leaving just worksheets for them to complete for that length of time will result in loss of attention or behavior issues.

Feel free to find videos from TED Talk or Discovery Ed and follow with questions or group discussion.

One idea might be to leave relevant articles that relate to your course. Students could answer questions individually and then discuss in groups.

You may want to leave plans with differing activities for students to rotate around and complete during their time in the class.

Be mindful of safety and liability when leaving workshop or project plans.
## INTEGRATED ACADEMIC FRAMEWORK

### CTE Teachers
- Weekly lesson plans submitted, to include identification of co-teaching assignments, to principal no later than first day of the instructional week prior to student arrival
- Learn academic content (terminology, concepts, standards)
- Remain in program and participate during scheduled co-teaching assignments
- Share all resources (text, assignments, grading rubrics, assessments, answer keys)
- Learn best practices (instructional strategies, technology, routines, behavior management techniques, grading practices and daily grading procedures)

### Shared Responsibilities
- Scheduling
  - Equitable allotment of time to all CTE programs
  - Flexibility based on need and CTE teacher input
  - Includes remediation and pull outs
  - Fidelity to the developed schedule
- Monthly reviews of the collaborative effort with principal and Jim Schifley
- Build strong foundation of content specific applied academics
- Side by side learning – each teacher is responsible to instruct the other:
  - CTE Teachers learn academic content (terminology, concepts, standards)
  - Academic Teachers learn CTE specific content and skills
- Instruction, Assessment & Student Services*
  - Lesson planning
  - Content delivery roles
  - Assessment purpose (CTE and/or academic) and type (multiple choice, short answer, demonstration, project, etc.)
- Grading roles and responsibilities jointly developed and agreed upon
  - Minimum 5 academic grades per quarter
- Identification of struggling students and co-plan remediation efforts
- Responsibility for communication with students, parents and home school
- Students with Disabilities (SWD)
  - Testing accommodations
  - Program modifications

### Academic Teachers
- Coordinate monthly calendars including a daily schedule, times and unit/topic
  - 45 minute integrated academic co-teaching/ remediation/pullout/ HSE sections
- 3 sections scheduled for each AM and PM class time
- Calendars provided to CTE teachers, principal, Matt Fanton, and Jim Schifley by established dates
- Advisory committee dinner meeting attendance
- Learn CTE content and skills
- Learn routines, behavior management styles, grading practices and daily grading procedures for each program

---

*When done correctly, integrated academic content collaboration and delivery should result in an academic grade. In those cases when consensus cannot be reached academic teachers will drive instructional and assessment decisions.*

---

110
Each CTE Program will maintain an Advisory committee that represents all of the CTE Centers in which that program is offered. This committee will serve to provide real time information regarding essential content, key systems and practices in the field, equipment recommendations, preparation required for entry into the workplace, and enhancing the transition from high school to post-secondary study. Selected members will assist in the interview process when hiring CTE staff.

The membership of the Advisory Committee will consist of local employers, post-secondary educators, and others whose expertise and experience will assist our programs in our mission of preparing students for a career and post-secondary study. The majority of the membership will be local employers who, preferably, are in decision making positions regarding hiring.

The advisory committees will meet a minimum of one time per year, and the recommendations of the committee will be used to support programmatic decisions made by teachers and administrators. Teachers are also encouraged to meet and consult their committees throughout the year.

Agendas will be prepared and shared with the members prior to the meetings, and minutes will be shared with the committee, principals, and the Assistant Superintendent for CTE Programs. Fall advisory meeting minutes are due by November 15th. An advisory committee communication log (for communication throughout the year outside of the Fall meeting) are due by May 31st.

Every effort will be made to create and reinforce a positive relationship between our advisory committees and CABOCES in which members feel a sense of ownership of the CTE programs, understand the positive impact these programs provide to our businesses and the community, and ultimately, will support and promote our programs.

These are just a few members associated with some of our Advisory Committees!
When the federal No Child Left Behind (NCLB) Act was replaced with the Every Student Succeeds Act (ESSA) different options, or pathways to graduation, were provided to schools. More opportunities for students were opened in Career and Technical Education. As a result, school districts were provided with federal incentives to guide students in pursuing a Technical Endorsement from a CTE Center that supplements their high school diploma. The endorsement carries similar incentives for the home district to a student earning an Advanced Regents Diploma.

PATHWAYS:
Arts, LOTE (Languages Other Than English), Career and Technical Education (CTE), Career Development and Occupational Studies (CDOS), Humanities, and STEM.

CABOCES Approved CTE Programs

- Animal Science
- Audio Visual Production
- Automotive Technology
- Carpentry and Construction Trade
- Collision Repair and Auto Body Technology
- Cosmetology
- Criminal Justice
- Culinary Arts
- Early Childhood Education & Human Services
- Heavy Equipment Operations
- Media Communications Technology
- Medical Assisting
- Natural Resources
- New Visions—Education
- New Visions—Health Professions
- Power Equipment Technology
- Pre-Engineering and CADD
- Product Design & Manufacturing
- Welding and Metal Fabrication
To earn a Technical Endorsement a student must:

- Fulfill the local graduation requirements at their CABOCES component school and earn either a Local, Regents, or Advanced Regents Diploma.
- Successfully complete their CTE program of study.
- Successfully complete a technical assessment that typically includes a written and practical component.
- Participate in work-based learning (WBL) experiences.
- Complete a work-skills employability profile.
CLASSROOM PROJECTS

All class projects must be pre-approved by the classroom instructor and building principal using the CABOCES approved form. Other classroom forms (work orders, estimates, and specifications/project details) may be required by the classroom instructor in addition to the CABOCES approved form.

- Class projects are performed for instructional purposes only. There is no express or implied warranty regarding the timeliness, quality of work, materials, workmanship or functionality.
- A request for Automotive Services must be completed before bringing in a vehicle for servicing.
- Projects may be terminated for any cause, by either party, at any time.
- The owner assumes all responsibility for the cost of materials, including the cost of any labor or service rendered by another business or agency in the course of completing the project. An example would be specialized machining to complete an engine overhaul.
- The owner/agency agrees to provide parts on a timely basis and to pick up property when requested to do so.
- All expenses incurred by CABOCES will be paid for before the release of the project.
- The owner assumes liability for applicable sales tax.
- Any necessary arrangements for on-site facilities, services and/or permits are the sole responsibility of the owner/agency.
- The owner/agency assumes the responsibility to meet applicable codes and regulations that may apply to the project.
- For projects accomplished off the CABOCES campus and/or rented facilities, the owner/agency must furnish proof of liability insurance.
- Class projects that occur off CABOCES campuses or rented facilities must be approved by the CABOCES Board of Education regardless of length of time to completion.
- CABOCES will not participate on a competitive basis with any private contractor or vendor.
- CABOCES will not serve as a subcontractor.

Find this form on the I Drive and make sure you fill out prior to starting your project!

The applicant assumes full responsibility, and in no case will the instructor, the pupils, the administration, the Board of Education, the custodial staff or others be held liable for damage or loss of any nature of parts, to the vehicle (project) or its contents, before, during, or after the completion of this service.
CLASS PROJECT APPROVAL/RELEASE FROM LIABILITY FORM
(APPROVAL & RELEASE)

Name of Owner/Agency: ________________________________

Address: __________________________________________ Phone: ______________________

Project Description: ____________________________________________________________

Location of Project: _____________________________________________________________

Date to Begin: ___________________________ Estimated Duration: ____________________

Terms and Conditions:

- Class projects are performed for instructional purposes only. **There is no express or implied warranty regarding the timeliness, quality of work, materials, workmanship or functionality.**
- All class projects must be pre-approved by the classroom instructor and building Principal.
- Classroom forms (work orders, estimates, and specifications/project details) may be required by the classroom instructor in addition to this Approval and Release.
- The Owner assumes all responsibility for the cost of materials, including the cost of any labor or service rendered by another business or agency in the course of completing the project. An example would be specialized machining to complete an engine overhaul.
- All expenses incurred during the course of the project will be paid before release of the project. Parts or products necessary to commence the project will be provided and/or paid for on a timely basis prior to commencing the project (i.e., paint must be provided or paid for prior to class project to paint a car).
- The Owner assumes liability for applicable sales tax.
- Projects may be terminated for any cause, by either party, at any time.
- The Owner agrees to pick up his/her property upon CABOCES request.
- Necessary arrangements for on-site facilities, services and/or permits are the sole responsibility of the Owner.
- The Owner assumes responsibility to meet applicable codes and regulations that may apply to the project.
- For projects that take place off CABOCES properties, the Owner must furnish proof of liability insurance. Class projects that occur off BOCES properties must be pre-approved by the Board of Education regardless of length of time to completion.
- CABOCES will not participate on a competitive basis with any private contractor or vendor.
- CABOCES will not serve as a subcontractor.
- The “Owner” assumes full responsibility, and acknowledges the project is for instructional purposes. In no case will the instructor, the student(s), the administrator(s), the CABOCES and/or its officers and agents be held liable for damage or loss to the Owner’s property, in whole or in part, before, during, or after completion of this service.

I hereby authorize CABOCES Career and Technical Education students and/or class to repair the personal property and/or perform the service as described above as part of their educational activities. I am the owner of the property and knowingly make this request. I accept this project and work is performed at my own risk and according to the terms provided herein. I agree to hold harmless CABOCES, its students, employees, officers and agents for any damage or loss incurred due to this project or while my personal property is left on CABOCES property.

<table>
<thead>
<tr>
<th>OWNER SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approvals</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td></td>
</tr>
<tr>
<td>Building Principal</td>
<td></td>
</tr>
</tbody>
</table>
Teaching To Lead, also called T2L, is a program that was developed by the Southern Regional Education Board and the National Research Center for Career and Technical Education to help provide professional development and coaching to new and early-career CTE teachers. Participation in T2L will allow you the ability to enroll at Buffalo State College to work towards certification. The coursework covers the following modes:

<table>
<thead>
<tr>
<th>T2L Professional Development Modes</th>
<th>Instructional Planning</th>
<th>Instructional Strategies</th>
<th>Classroom Assessment</th>
<th>Classroom Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers plan instruction that incorporates academic, technical and workplace readiness standards.</td>
<td>• Teachers plan instruction that incorporates academic, technical and workplace readiness standards.</td>
<td>• Teachers explore instructional strategies that help students develop problem-solving, critical thinking and teamwork skills while deepening their academic and technical skills.</td>
<td>• Teachers learn how to use summative and formative assessments to measure what students learn.</td>
<td>• Teachers discover how to organize personalized learning environments that motivate students to behave in prosocial ways.</td>
</tr>
<tr>
<td>• Teachers modify their strategies to support the needs of diverse learners.</td>
<td>• Teachers modify their strategies to support the needs of diverse learners.</td>
<td>• Teachers learn how to use project- and problem-based learning to design real-world assignments.</td>
<td>• Teachers provided ongoing feedback.</td>
<td>• Teachers create a plan for the first weeks of school and learn how to establish rules and procedures that support engagement and achievement.</td>
</tr>
<tr>
<td>• Teachers learn how to collaborate with peers, advisory committees, and postsecondary partners.</td>
<td>• Teachers learn how to collaborate with peers, advisory committees, and postsecondary partners.</td>
<td>• T2L covers tools that include teacher-made exams, rubrics, scoring guides, and portfolios.</td>
<td>• Teachers learn how to communicate with parents, lead student organizations, mentor students and work with advisory committees.</td>
<td>• Teachers learn how to record data and determine grades.</td>
</tr>
</tbody>
</table>

Check out their website: https://www.sreb.org/cte-teacher-preparation for more information! Reach out to your building principal or Assistant Superintendent for CTE if you are interested!
CABOCES participate in SkillsUSA as one of our CTSO (Career and Technical Student Organization) groups. This organization focuses on leadership development, and offers students excellent opportunities in the CTE world. Students will have a chance to conduct a variety of professional development activities, including competitions that test their job skills against industry standards. There will also be opportunities to receive credentials that will enhance a job portfolio. And, students who elect to participate in skill or leadership events are eligible to represent their school at the state or national level and to win industry awards and scholarships.

Information on this page came from their website: https://www.skillsusa.org/ and https://www.nysskillsusa.org/
Check it out for great information and resources!
National FFA Organization

(Formerly Future Farmers of America)

FFA is another Career and Technical Student Organization offered through the CTE Programs at CABOCES. It was originally called “Future Farmers of America” but is now referred to as the National FFA Organization.

National FFA offers many conferences and awards for its members. There are also many leadership opportunities for students and events to attend.

The New York State FFA has many partnerships with colleges, such as Cornell University and Paul Smith’s College, as well as the New York Farm Bureau. Working together with these partnerships, agricultural education is brought to life in the schools. As the New York State FFA website says regarding the mission about FFA:

“to prepare future generations for the challenges of feeding a growing population. They taught us that agriculture is more than planting and harvesting—it’s a science, it’s a business and it’s an art.”

Information on this page came from the following websites:


and https://www.nysffa.org/

Check it out for great information and resources!
National Technical Honor Society, abbreviated NTHS, is an educational non-profit that honors, recognizes and empowers students in Career and Technical Education. NTHS serves over 100,000 active members nationally in both secondary and post-secondary chapters.

There are over 1 million students who have become NTHS alumni. Nearly $300,000 in scholarships are awarded annually to CTE students around the country. NTHS is also a great network to connect both education and industry, all with the goal to build a highly skilled workforce.

Information on this page came from the following website:

https://nths.org/

Check it out for great information and resources!
# Employability Framework

The following information came from [http://www.nysed.gov/career-technical-education/employability-profile](http://www.nysed.gov/career-technical-education/employability-profile)

<table>
<thead>
<tr>
<th>Employment Profile Components</th>
<th>Employability Profile Practices</th>
<th>Exemplary Employability Profiles Also Include</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reflects the program of study and aligns with program content, skills acquired from work-based learning experiences, and skills from the technical assessment.</td>
<td>• Employability profiles typically range from two to four pages in length</td>
<td>• Space for qualitative feedback that will give the employer a better idea of the student’s skills.</td>
</tr>
<tr>
<td>• Identifies technical knowledge and work-related skills as actionable tasks and practices that can be measured.</td>
<td>• Evaluation of the technical knowledge and work-related skills must be completed by the instructor, and may also be completed in conjunction with a WBL coordinator or appropriate faculty where applicable.</td>
<td>• Space for students to self-evaluate their skills.</td>
</tr>
<tr>
<td>• Includes work-related skills based on professional standards, which can include CDOS 3a (universal foundation skills), CCTC Career Ready Practices, 21st Century Skills, and others where appropriate.</td>
<td>• Employability profiles must be revised, updated, and reviewed on a regular basis with the student.</td>
<td>• Technical knowledge and work-related skills organized by unit/content area/course.</td>
</tr>
<tr>
<td>• Contains a clear rating scale with measurable indicators for student achievement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identifies end of program outcomes, such as endorsements and/or licensure.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Click on the framework to learn more

From: [https://cte.ed.gov/initiatives/employability-skills-framework](https://cte.ed.gov/initiatives/employability-skills-framework)
# Employability Profiles

For program-specific Employability Profiles, please see your Building Principal.

## STANDARDS OF EXCELLENCE

### PROGRAM

### STUDENT EMPLOYABILITY PROFILE

<table>
<thead>
<tr>
<th>SCHOOL YEAR: 2020-2021</th>
<th>INSTRUCTOR:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME:</td>
<td>HOME SCHOOL:</td>
</tr>
</tbody>
</table>

### GRADES

<table>
<thead>
<tr>
<th>1st QTR GRADE</th>
<th>2nd QTR GRADE</th>
<th>3rd QTR GRADE</th>
<th>4th QTR GRADE</th>
<th>FINAL ASSESSMENT</th>
<th>FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- High Honor Roll
- Honor Roll

### ATTENDANCE

<table>
<thead>
<tr>
<th>DAYS ABSENT 1st QTR</th>
<th>DAYS ABSENT 2nd QTR</th>
<th>DAYS ABSENT 3rd QTR</th>
<th>DAYS ABSENT 4th QTR</th>
<th>TOTAL DAYS ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EMPLOYABILITY SKILLS OBSERVED

TEAMWORK AND COOPERATION

☐ Works very well with others and goes out of the way to contribute. Highly productive in team settings.
☐ Works well with others and is fully cooperative in team settings.
☐ Works fairly well in team settings but, requires direction and inspiration from leadership to contribute.
☐ Has not consistently displayed the ability to work as a productive member of a team. Difficulty working with others.

RESPONSE TO CRITICISMS AND EVALUATIONS

☐ Seldom requires criticisms and suggestions from superiors.
☐ Accepts and responds to criticisms from superiors in a positive way.
☐ Generally responds to criticisms from superiors in a positive way.
☐ Does not accept constructive criticism. Takes criticism personally.

TIME MANAGEMENT

☐ Uses production time to its maximum capacity. Always stays busy.
☐ Meets deadlines. Usually tries to keep busy.
☐ Sometimes misses deadlines and does not use time effectively without guidance.
☐ Most things not done on time. Wastes valuable work time.

WORK PACE AND TEMPO

☐ Highly self motivated. Very high level of productivity.
☐ Self motivated, Works at a steady pace. (good worker)
☐ Low self-motivation. Not a consistent work pace, requires guidance.
☐ No self-motivation. Very slow tempo.

PROFESSIONAL APPEARANCE

☐ Appearance projects a great deal of pride for profession.
☐ Appearance is appropriate for profession and indicates pride.
☐ Appearance not always suitable for profession.
☐ Dress is not appropriate for profession.

PUNCTUALITY

☐ Always on time and prepared for work.
☐ Usually on time and prepared for work.
☐ Not consistently on time or prepared for work.
☐ Seldom on time and prepared for work.

RELIABILITY AND DEPENDABILITY

☐ Requires little to no supervision. Provides excellent results.
☐ Accomplishes necessary tasks and delivers desired results.
☐ Assumes some responsibility, but guidance is often required.
☐ Requires close and constant supervision to complete required tasks.

WORK QUALITY

☐ Work is neat, complete and accurate. Exceeds expectations and requirements.
☐ Work is generally neat, complete and accurate. Work is done with pride.
☐ Work quality is not consistent. Is often incomplete or needs re-work.
☐ Work is usually sloppy and incomplete.

PRECISION AND ACCURACY

☐ Consistently delivers results with little or no errors on initial execution of tasks. No checking needed.
☐ Makes very few errors. Almost always checks own work. Only spot checks required.
☐ Makes some errors. Sometimes checks own work. Needs check about 50% of time.
☐ Continuously makes errors. Does not check own work. Work must be checked.
For questions related to Work Based Learning (WBL), make sure you reach out to your WBL Coordinator!

Pre-Apprenticeships
Cooperative Education
Service Learning
Apprenticeships
Job Shadowing
-Internship
-Mentoring
Transition Activities
There are many options for WBL. CABOCES uses these primary methods to fulfill the requirements:

**INTERNSHIP**

Students are placed out in the community with organizations related to their field of study. Students will perform work-related duties along side co-workers. Students must be at least 16 years of age and if less than 18, possess the appropriate work documentation. An employee/employer relationship is not created through any form of our WBL, however, internships have the option of being paid by the employer. Internships may take place during the school day, after school, during vacations, etc. but should never be more than 30 hours in a calendar week.

**SCHOOL-BASED ENTERPRISE**

Often community members may bring a project to the CTE center providing students with the opportunity to engage with the community and perform CTE program-related work. Examples could include changing brakes in Automotive Technology, grooming dogs in Animal Science, creating marketing documents in Media Communications, and preparing a meal for in-house catering in Culinary Arts.

**JOB SHADOW**

A student will shadow someone in a related career for a portion of the workday. Typically, a job shadow experience will not last longer than 2 work days.

For more info on WBL, visit: https://nyctecenter.org/instruction/work-based-learning

and

check out the CABOCES WBL site (work in progress): https://sites.google.com/view/caboces-work-based-learning/home
Workforce Development & Community Learning (formerly known as Adult Education) is offered at every CTE Center.

Occasionally, there may be an Adult student in your CTE program. You will be informed if and when you have an Adult Student joining.

Heavy Equipment

Welding

Practical Nursing

CDL

& More at:
https://caboces.org/education/wdcl/
Check out the CABOCES WDCL website for more information!
**21st Century Skills:** These are skill sets that have different definitions from various groups. These sets typically refer to general skills that an employer would want. Some New York State initiatives regarding 21st century skills focus on problem-solving, communication and project management.

**504 Plan:** A 504 plan is an official document that provides students with disabilities accommodations to help them be successful. The accommodations and modifications are individualized to the students’ needs and may be adapted in the classroom and/or for testing purposes. 504 Plans are often used for students in the general education setting who do not qualify for the services granted to students identified as having a disability.

**ACTE (Association for Career and Technical Education):** This is the largest national education association dedicated to CTE. They offer information for advocacy, professional development, awards and more. There are different types of membership to join ACTE.

**Advisory Committee:** The standing committee of a CTE organization that acts as a link between the career center and the business, industry, postsecondary education, community and government entities. This committee is comprised of different stakeholders from these various organizations. The LAC works to make recommendations on any new or expanded areas of regional workforce, evaluate current programming, provide guidance regarding articulation agreements and dual credit opportunities, and more.

**AIS (Academic Intervention Services):** Academic Intervention Services are provided to students who are struggling to achieve the learning standards in English Language Arts and mathematics in grade K-12. AIS services include extra instructional time to help students fill learning gaps, school guidance and counseling services, and/or coordination of services provided by other agencies.

**BIP (Behavioral Intervention Plan):** A BIP is a plan designed to address student behavior. This is done based on the results of a functional behavioral assessment (FBA). It will outline the description of the problem behavior, hypotheses as to why the problem behavior occurs, and any intervention strategies.

**BOCES (Board of Cooperative Educational Services):** Organizations created by NYS Legislature to provide shared educational programs, services and resources. There are currently 37 BOCES in New York State that are organized by area/county to provide these programs to the students within their component districts. CABOCES has 22 component districts.
**BOE (Board of Education):** The Board of Education is the equivalent to a Board of Trustees for a school district. Each Board Member is elected. They are responsible for financial decisions, policy decisions and the hiring and management of the superintendent.

**CDOS (Career Development and Occupational Studies):** This is one of the graduation pathways designed for students. Students must take four Regents exams and either pass a comparably rigorous assessment for a fifth required exam, or in lieu of a fifth exam, complete the requirements to earn the CDOS Commencement Credential.

**CLNA (Comprehensive Local Needs Assessment):** A CLNA is a systemic set of procedures used to determine needs, examine their nature and causes, and set priorities for any future action. This assessment is conducted to determine the needs of people, including students, parents and future employers. Comprehensive Local Needs Assessments are also tied to the Perkins V Grant.

**Code of Conduct:** This document is mailed out to families at the beginning of each school year. This document provides a set of principles, expectations and/or rules that are given to both students and their families. The expectations for behavior are clearly communicated within this document.

**CT (Consultant Teacher):** A consultant teacher is a special education provider who offers specially designed supports and/or instruction to Students with Disabilities.

**CSE (Committee of Special Education):** This is a multi-disciplinary committee that assembles regularly to review practices in place for students with disabilities and to provide the necessary supports and appropriate services. CTE teachers are sometimes invited to CSE meetings, or are asked to share a form or input with their WBLC or Guidance Counselor.

**CTE (Career and Technical Education):** CTE is a facet of education that is incredibly unique and vital to the needs of a region. There are many resources to help instructors adapt to the classroom from the workforce, including professional organizations and communities that support one another.

**CTLE (Continuing Teacher and Leader Education):** CTLE refers to the credits that you will need to achieve in order to keep your certification credentials. You may earn CTLE credits through professional development. Make sure you document any professional development you partake in!

**CTSO (Career and Technical Student Organization):** This term refers to a co-curricular voluntary student organization that enhances technical content while also encouraging student leadership. SkillsUSA and FFA are two organizations that have a strong CTSO presence at the CABOCES CTE centers.
**Curriculum Map/Scope and Sequence**: A curriculum map (also referred to as a scope and sequence) is an outline of the curriculum you will follow throughout the program. You should regularly check your curriculum map and make adjustments as needed.

**DS (District Superintendent)**: The district superintendent is the chief executive officer of the BOCES, as well as the responsible party for both BOCES and the component districts.

**New York’s Education Law Section 2-d**: In addition to the Federal Educational Rights and Privacy Act (FERPA), this law is designed to protect student data and prohibit the misuse of said data. ED Law 2-D protects students’ Personally Identifiable Information (PII).

**ELA (English Language Arts)**: English Language Arts is the study and improvement of the arts of language. While ELA is often taught as a separate class, aspects of ELA are intertwined in every content area—including literacy, communication, listening, reading and presenting.

**HSE (High School Equivalency)**: A student can earn a High School Equivalency Diploma by going through one of the four pathways NYSED has created for HSE. The first is to take the TASC test, which is the only authorized HSE exam in New York State. Another pathways is to enroll in a college program and leading to a degree and to earn 24 credits in certain specific subjects. Another is the National External Diploma Program (NDEP) which is a self-direct, web-based program. Lastly, a student can earn HSE with passing Regents Examination scores and passing TASC subtest scores to qualify.

**IDEA (Individuals with Disabilities Education Act)**: This act, which was first passed in 1975, makes a free and appropriate public education available to eligible children with disabilities. This law ensures that eligible children receive special education and related services.

**IEP (Individual Education Plan)**: An IEP is given to students who qualify, based on a disability (as defined by federal regulations). An IEP provides clear objectives for the students to achieve and the supports in place to help the student be successful. These are tailored to the needs of the individual. You are legally required to follow Individual Education Plans and provide the necessary modifications outlined in the plan.

**Formative Assessment**: Formative assessments refer to tests, quizzes or other assessments with the purpose of providing feedback to the instructor. The goal is to help students learn and practice. With the feedback provided through the assessment, the instructors can adapt and make adjustments to how they deliver their instruction.

**NOCTI (National Occupational Competency Testing Institute)**: This organization is a leading force in the world of CTE. This organization provides assessments and credentials in a multitude of technical areas. CABOCES currently uses the NOCTI assessments in the majority of the programs.
**NYSED (New York State Education Department):** This organization is the department of the New York State government that is responsible for the supervision of public schools in New York. They are responsible for all standardized testing, production and administration of state tests and Regents exams, higher education, cultural institutions such as museums and libraries, career and technical education, as well as the licensing of numerous professions.

**NYSUT (New York State United Teachers):** NYSUT is the New York State teachers union, which is also affiliated with the AFT (American Federation of Teachers), AFL-CIO, and the NEA (National Education Association). The union provides services to local affiliates in NYS, organizes new members, conducts research, and lobbies on the local, state and federal level. NYSUT’s membership represents all types of educators, from public school teachers, private school teachers, public employees, paraprofessionals, nurses, higher education faculty and more. The BOCES chapter of NYSUT is called UBTA (United BOCES Teacher Association).

**PBL (Project-Based Learning):** PBL is a teaching style that allows students to engage in active learning. Students work together to solve a problem. This is a collaborative and engaging style of teaching.

**PII (Personally Identifiable Information):** This refers to student data that is required to be protected as part of ED Law 2-D. PII can include, but is not limited to, information such as the student’s name, names of their family members, their address or personal identifiers such as student number.

**RTI (Response to Intervention):** Response to Intervention is a tiered approach to support students with learning and behavior needs. These services may be provided by general education teachers, special education teachers, counselors or specialists.

**SEL (Social-Emotional Learning):** Social Emotional Learning focuses on providing students with the ability to acquire the skills to develop healthy identities, manage their own emotions, feel and show empathy for others, establish and maintain supportive relationships, make responsible and caring decisions, and to achieve personal and collective goals.

**STEM (Science—Technology—Engineering—Math):** A teaching philosophy that groups these four areas together. Sometimes you will also see STEAM, with the A representing Arts. The focus of STEM is to create real-world projects that cross those disciplines.
**Summative Assessment:** The type of assessment that assesses student learning at the end of a unit or year. Summative assessments include things like tests or exams. They are meant to demonstrate student understanding.

**SWD (Students with Disabilities):** Students with Disabilities refer to a student population that has diverse needs that the school needs to meet. There are a variety of disabilities that qualify a student to receive services including, but not limited to, learning disabilities such as ADHD or dyslexia, autism spectrum disorder, low vision/blindness, hearing loss, or chronic health disorders.

**TASC: (Test Assessing Secondary Completion)** is the national high school equivalency assessment. New York State adopted the TASC to replace the GED (General Education Development) as the primary pathway to a New York State High School Equivalency Diploma in 2014. The TASC exam assesses five subject areas: Reading, Writing, Mathematics, Science and Social Studies.

**TEACH Online Services System:** This is the website where you will apply for your certification, as well as upload relevant documentation regarding your teaching certification. This is where you will check that you have met the requirements for Continuing Teacher and Leader Education (CTLE) credits.

**TSA (Technical Skills Assessment):** A TSA Is an End-of-Program Assessment. These are a requirement by Perkins IV for assessing students’ technical skills attainment in their CTE program.

**Vocational and Technical Education Act (Perkins):** This act, initially signed in 1984, was signed to increase the quality of career and technical education within the United States. The goal of this was to support the economy and to strengthen career pathways programs. It has been extended until 2024.

**WBL (Work Based Learning):** WBL is an essential part of the CTE world. WBL provides students the opportunities to experience real-world work experiences to grow their skill sets. In order to achieve their Technical Endorsement in CTE, students need to have some WBL experience.

**WBLC (Work Based Learning Coordinator):** This is the person in your center that you will talk to when arranging Work Based Learning opportunities for your students.
RESOURCES

Career and Technical Education Specific:

• New York State Trade and Technical Teacher’s Association: https://www.nysttta.org/
• Edutopia: https://www.edutopia.org/topic/career-technical-education
• NY SkillsUSA: https://www.nysskillsusa.org/
• SkillsUSA: https://www.skillsusa.org/
• NYCTE: Technical Assistance Center of NY: https://nyctecenter.org/
• Virtual Job Shadow: https://www.virtualjobshadow.com/
• TASC Exam Information: https://tasctest.com/
• Simulated Workplace: https://wvde.us/category/simulated-workplace/
• Advance CTE: https://careertech.org/

Resources for Special Education:

• Differentiated Instruction in CTE: http://www.cteresource.org/featured/differentiated_instruction.html
• NYCTE Best Practices for Students with Disabilities: https://nyctecenter.org/students-with-disabilities

Online Games for the Classroom:

• Kahoot! (Free with paid options to upgrade)
• Gimkit (limited with free account)
• Blooket (free, with paid options to upgrade)
• Quizizz (free, with paid options to upgrade)
• Quizlet Live! (free, with paid options to upgrade)
• Jeopardy Labs! (free, with paid membership options available)
• Baamboozle (free with paid options to upgrade)
Resources for Special Education:

- **Poll everywhere**: https://www.polleverywhere.com/
- **56 Different Examples of Formative Assessments**: https://www.azed.gov/sites/default/files/2017/01/56%20Different%20Examples%20of%20Formative%20Assessment.pdf?id=5887e207aadebe16205a25dd
- **Socrative**: https://www.socrative.com/
- **Padlet**: https://padlet.com/
- **Nearpod**: https://nearpod.com/
- **Mentimeter**: https://www.mentimeter.com/
- **Microsoft Forms**: https://forms.microsoft.com/
- **EdPuzzle**: https://edpuzzle.com/

Formative Assessments:

- **Poll everywhere**: https://www.polleverywhere.com/
- **56 Different Examples of Formative Assessments**: https://www.azed.gov/sites/default/files/2017/01/56%20Different%20Examples%20of%20Formative%20Assessment.pdf?id=5887e207aadebe16205a25dd
- **Socrative**: https://www.socrative.com/
- **Padlet**: https://padlet.com/
- **Nearpod**: https://nearpod.com/
- **Mentimeter**: https://www.mentimeter.com/
- **Microsoft Forms**: https://forms.microsoft.com/
- **EdPuzzle**: https://edpuzzle.com/
General Education Resources:

• **Edutopia:** www.edutopia.org
• **Quizlet (flashcards):** www.quizlet.com
• **Teacher Vision:** https://www.teachervision.com/
• **Ditch That Textbook (games, articles, videos, strategies and more):** https://ditchthattextbook.com/
• **ClassTools (random name pickers, dice rollers and game generator):** https://classtools.net/

**Reach out to CABOCES ISS or Library Services for programs!**

Social Emotional Learning Resources:

• **Common Sense Education:** https://www.commonsense.org/education/toolkit/social-emotional-learning
• **Connecting SEL to Career Success:** https://www.acteonline.org/wp-content/uploads/2021/04/Xello_SEL-Publication.pdf
• **NYSED SEL:** http://www.nysed.gov/reopening-schools/social-emotional-learning
• **Mindset Kit:** https://www.mindsetkit.org/

**Social Media Resources**

Social Media is a great way to connect with other teachers in the same content area, or to get tools and resources that you can adapt and apply to the classroom!

**Twitter:**
@CA_BOCES            @CABOCESit            @CTEWorks            @CTE_AR
@NYSCTECenter       @BOCESofNYS            @CTEResNetwork       @SkillsUSA
@CareerTecTweets    @CTE_Chats             and more!

**Podcasts:**
• **Skilled America Podcast:** https://www.nationalskillscoalition.org/skilled-america-podcast/
• **Best Podcasts for Teachers:** https://www.aeseducation.com/blog/32-best-podcasts-by-teachers-for-teachers-about-teachers
• **CTE Teach:** https://podcasts.apple.com/us/podcast/cte-teach/id1510059121
The Cattaraugus-Allegany-Erie-Wyoming Board of Cooperative Educational Services does not discriminate on the basis of an individual’s actual or perceived race, color, religion, creed, ethnicity, national origin, citizenship status, age, marital status, partnership status, disability, predisposing genetic characteristics, sexual orientation, gender (sex), military status, veteran status, domestic violence victim status or political identity, gender expression, and religious practices or any other basis prohibited by New York State and/or federal non-discrimination laws in employment or its programs and activities. The District provides equal access to community and youth organizations.

Inquiries regarding the District’s non-discrimination policies should be directed to: Civil Rights Compliance Officer, Human Resources, Cattaraugus-Allegany BOCES, 1825 Windfall Road, Olean, NY 14760, 716-376-8237. Email: CivilRightsCompliance@caboces.org