



Central Office Educator Standards for Excellence (SFE) Evaluation Tool 2019-2020

STANDARD 1: PLANNING AND PREPARATION

COMPONENTS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Demonstrating knowledge of current trends in specialty area and professional development	Demonstrates little or no familiarity with specialty area and/or trends in professional development.	Demonstrates necessary familiarity with specialty area and/or trends in professional development.	Demonstrates detailed knowledge of specialty area and/or trends in professional development.	Demonstrates comprehensive knowledge of specialty area and trends in professional development and is recognized by colleagues as an expert.
Establishing goals for the instruction support program appropriate to the setting and the educators served	Does not establish clear goals for the instructional support program, or they are inappropriate to either the situation or the need of the staff and/or students.	Establishes rudimentary goals for the instructional program that are partially suitable to the situation and the needs of the staff and/or students.	Establishes clear goals for the instructional support program that are suitable to the situation and needs of the staff and/or students.	Establishes very clear goals for the instructional support program that are highly appropriate to the situation and the needs of the staff and/or students and were developed following consultations with administrators/colleagues and/or students.
Demonstrating knowledge of resources, both within and beyond the school and district	Demonstrates little or no knowledge of resources available in the school and/or district for educators and/or students to advance their skills.	Demonstrates necessary knowledge of resources available in the school and district for educators and/or students to advance their skills.	Demonstrates an in-depth knowledge of resources available in the school, district, and in the larger professional and community level for educators and/or students to advance their skills.	Demonstrates a comprehensive in-depth knowledge of resources available at the school, district, professional and community level, and actively seeks out new resources from a wide range of sources to enrich educators and/or students' skills in implementing the school's program.



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Planning and instructional support with the overall school program	Creates the instructional support program, but the plan consists of a random collection of unrelated activities which are lacking coherence of an overarching structure.	Creates the instructional support program which has a guiding principle and includes a number of effective activities, but some of them are not coherent and do not align with the broader goals.	Creates a coherent plan which is skillfully designed to support educators and/or students in the improvement of their skills.	Creates a highly coherent plan which takes into account the competing demands of working with students, making presentations, and consulting with educators, and has been developed following consultation with administrators, educators and/or students.
Standard 1 Evidence:				



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STANDARD 2: THE ENVIRONMENT

COMPONENTS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Creating an environment of trust and respect	Does not establish an environment of trust and respect. Has not invested in the relationship enough so that other educators and/or students do not request or receive any assistance.	Establishes an environment that shows some level of trust and respect. Students and/or other educators do not resist initiatives.	Establishes a respectful and trusting relationship with some contacts initiated by other educators and/or students.	Establishes a highly respectful and trusting relationship with many contacts initiated by other educators and/or students.
Establishing clear procedures for teachers to gain access to instructional support	Does not establish or communicate any clear procedures on how to access assistance. Educators and/or students are not sure how to request assistance.	Establishes and communicates some clear procedures for how to access assistance (for example, registering for workshops) whereas others (for example, receiving informal support) are not clear.	Establishes and communicates clear procedures for educators and/or students to use in gaining access to support.	Establishes and communicates clear procedures for access to instructional support for educators and/or students, and they have been developed following consultation with administration, educators and/or students.
Establishing and maintaining norms of behavior for professional interactions	Does not establish or maintain any norms of professional conduct, often acts or responds unprofessionally towards educators and/or students, and/or administrators.	Establishes and maintains some standards of professional conduct towards educators and/or students and/or administrators, which are partially successful.	Establishes clear norms of mutual respect for professional interaction with educators, students, and administrators which are successful.	Establishes clear norms of mutual respect for professional interaction with educators, students and administrators. Educators, students and administrators ensure that their colleagues/peers adhere to these standards of conduct.



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<p>Organizing physical space for workshops or training</p>	<p>Makes poor use of the physical environment, resulting in poor access by some participants and/or students, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities. Does not make any attempt to reach out to secure other resources or more appropriate physical environment.</p>	<p>Utilizes a physical environment that does not impede classroom and/or workshop activities. May reach out to secure some resources and/or a more appropriate physical environment.</p>	<p>Makes good use of the physical environment, resulting in engagement of all participants and/or students in the workshop and/or classroom activities.</p>	<p>Makes highly effective use of the physical environment, maximizing instruction, with educators/students contributing to the physical arrangement.</p>
<p>Standard 2 Evidence:</p>				



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STANDARD 3: DELIVERY of SERVICE

COMPONENTS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Engaging educators in learning new instructional skills	Makes no attempt to engage educators in professional learning.	Attempts to engage educators in professional learning which are partially successful, with some participating.	Makes consistent outreach efforts to engage educators in acquiring new instructional skills.	Makes consistent, concerted and broad-based outreach efforts to engage educators in acquiring new instructional skills.
Sharing expertise with staff	Creates model lessons/workshops that are of poor quality or are not appropriate to the needs of the educators being served.	Creates model lessons/workshops, some of which are appropriate to the needs of the educators being served.	Creates high quality model lessons/workshops which are appropriate to the needs of the educators being served.	Creates uniformly high quality model lessons/workshops which are highly appropriate to the needs of the educators being served. Conducts extensive follow-up work with educators.
Locating resources for educators to support instructional improvement	Fails to locate resources for instructional improvement for educators, even when specifically requested to do so.	Locates some resources for instructional improvement due to incomplete knowledge of the available resources.	Locates resources for instructional improvement for educators when asked to do so.	Locates a plethora of resources for instructional improvement for educators through anticipating their needs and being highly proactive.
Demonstrating flexibility and responsiveness	Adheres to plan, in spite of evidence of its inadequacy.	Makes modest changes in the support program for students and/or educators when confronted with evidence of the need for change.	Makes revisions to the support program for students and/or educators when it is necessary.	Makes changes as needed in response to student, parent, administrator and/or educators input and continues to seek ways to improve the support program.
Standard 3 Evidence:				



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STANDARD 4: PROFESSIONAL RESPONSIBILITIES

COMPONENTS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Reflecting on practice	Does not reflect on practice, or the reflections are inaccurate or self-serving.	Reflects on practice. Reflections are moderately accurate and objective but they lack specific examples and only give global suggestions for improvement.	Regularly reflects on practice. The reflections are accurate and objective descriptions of practice that cite specific positive and negative characteristics, and contain some specific suggestions as to how the support program might be improved.	Regularly and consistently reflects on practice. Reflections are highly accurate and perceptive with specific cited examples, and contain alternative strategies accompanied by a prediction of the likely consequences of each.
Preparing and submitting reports	Does not follow established procedures for preparing and submitting reports. Submits reports routinely late.	Follows established procedures to prepare reports. Sometimes submits reports on time.	Follows established procedures to prepare reports. Always submits reports on time.	Follows established reports, suggests improvements to those procedures and responds to educators needs when preparing reports. Always submits reports on time.
Engaging in professional development	Does not participate in professional development activities even when they are necessary for the enhancement of skills.	Participates in limited professional development activities that are convenient or required.	Seeks opportunities for professional development based on an individual assessment of need.	Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences.



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Showing professionalism, including integrity and confidentiality	Displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Displays honesty in interactions with colleagues and respects norms of confidentiality.	Displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Displays the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.
Standard 4 Evidence:				