

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

**STANDARD 1: PLANNING AND PREPARATION**

<b>COMPONENTS</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Demonstrating knowledge of current trends in specialty area and professional development</b>	Demonstrates little or no familiarity with specialty area or trends in professional development.	Demonstrates basic familiarity with specialty area and trends in professional development.	Demonstrates thorough knowledge of specialty area and trends in professional development.	Demonstrates knowledge of specialty area and trends in professional development is wide and deep.
<b>Establishing goals for the instructional support program appropriate to the setting and the educators served</b>	Does not establish clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Establishes goals for the instructional support program that are rudimentary and are partially suitable to the situation and the needs of the staff.	Establishes goals for the instructional support program that are clear and are suitable to the situation and the needs of the staff.	Establishes goals for the instructional support program that are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
<b>Demonstrating knowledge of resources, both within and beyond the school and district</b>	Demonstrates little or no knowledge of resources available in the school or district for educators to advance their skills.	Demonstrates basic knowledge of resources available in the school and district for educators to advance their skills.	Demonstrates knowledge of resources available in the school and district and in the larger professional community for educators to advance their skills.	Actively seeks out new resources from a wide range of sources to enrich educators' skills in implementing the school's or the district's programs.
<b>Planning the instructional support program, integrated</b>	Creates a plan that consists of a random collection of unrelated activities, lacking	Creates a plan that has a guiding principle and includes a number of	Creates a plan that is well designed to support educators in the improvement of	Creates a highly coherent plan, taking into account the competing demands of making presentations and consulting

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<b>with the overall school program</b>	coherence or an overall structure.	practical activities, but some of them don't fit with the broader goals.	their instructional skills.	with educators, and has been developed following consultations with administrators and appropriate stakeholders.
<b>Standard 1 Evidence:</b>				

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**STANDARD 2: THE ENVIRONMENT**

<b>COMPONENTS</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Establishing clear procedures for educators to gain access to instructional support</b>	Does not provide clear procedures for educators to gain access to instructional support.	Provides minimal procedures for educators to gain access to instructional support.	Provides clear procedures for educators to use in gaining access to support.	Provides clear procedures for access to instructional support. Supports have been developed following consultation with administrators and educators.
<b>Establishing and maintaining norms of behavior for professional interactions</b>	Does not establish norms of professional conduct.	Establishes norms of professional conduct that are partially successful.	Establishes clear norms of mutual respect for professional interaction.	Establishes clear norms of mutual respect for professional interaction. Educators ensure that their colleagues adhere to these standards of conduct.
<b>Organizing physical space for workshops or training</b>	Makes poor use of the physical environment, resulting in poor access by some participants. Time is lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	Makes use of the physical environment and it does not impede workshop activities.	Makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Makes highly effective use of the physical environment, with educators contributing to the physical arrangement.
<b>Standard 2 Evidence:</b>				

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**STANDARD 3: DELIVERY of SERVICE**

<b>COMPONENTS</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Engaging teachers in learning new instructional skills</b>	Attempts to engage learners in professional learning, yet efforts are unsuccessful.	Engages learners in professional learning, yet efforts are partially successful, with some participating.	Engages most learners in professional learning and acquiring new instructional skills.	Engages all learners in acquiring new instructional skills and takes initiative in suggesting new areas for growth.
<b>Sharing expertise with staff</b>	Provides model lessons, workshops, and/or coaching sessions that are of poor quality or are not appropriate to the needs of the educators being served.	Provides model lessons, workshops, and/or coaching sessions that are mixed with some of them being appropriate to the needs of the educators being served.	Provides model lessons, workshops, and/or coaching sessions that are uniformly high and appropriate to the needs of the educators being served.	Provides model lessons, workshops, and/or coaching sessions that are uniformly high and appropriate to the needs of the learners being served. The specialist conducts follow-up work with educators.
<b>Locating resources for educators to support instructional improvement</b>	Fails to locate resources for instructional improvement for educators, even when specifically requested to do so.	Locates resources for instructional improvement for educators only when requested to do so, and the resources are partially useful.	Locates resources for instructional improvement for educators when asked to do so.	Locates resources for instructional improvement for educators, anticipating their needs.
<b>Demonstrating flexibility and responsiveness</b>	Adheres to plan, in spite of evidence of its inadequacy.	Makes modest changes in the support plan when confronted with evidence of the need for change.	Makes revisions to the support plan when it is needed.	Continually seeking ways to improve the support plan and makes changes as needed in response to

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				student, parent, or educators input.
<b>Standard 3 Evidence:</b>				

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**STANDARD 4: PROFESSIONAL RESPONSIBILITIES**

<b>COMPONENTS</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Reflecting on practice</b>	Does not reflect on practice, or the reflections are inaccurate or self-serving.	Reflects globally on practice but it is moderately accurate without citing specific examples and suggestions as to how it might be improved.	Reflects accurately and objectively on practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Reflects accurately and perceptively, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
<b>Preparing and submitting reports</b>	Does not follow established procedures for submitting reports. Reports are routinely late.	Partially follows established procedures for submitting reports. Reports are sometimes submitted on time.	Follows established procedures for submitting reports. Reports are always submitted on time.	Follows established procedures for submitting reports. Reports are submitted on time and often early.
<b>Engaging in professional development</b>	Does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Participates in limited, convenient or required professional development activities.	Seeks out and participates in 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 district, state or national

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				conferences for other specialists.
<b>Showing professionalism, including integrity and confidentiality</b>	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.
<b>Standard 4 Evidence:</b>				