

School-Based Standards for Excellence (SFE) Evaluation Tool

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 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 a wide and deep knowledge of specialty area and trends in professional development. Is regarded as an expert by colleagues.
Establishing goals for the instruction support program appropriate to the setting and the educators served	Creates inappropriate or unrelated goals for the school-based program that do not support the needs of the staff.	Creates goals for the school-based program that are undeveloped and are partially suitable to the situation and the needs of the staff.	Creates goals for the school-based program that are clear and are suitable to the situation and the needs of the staff.	Creates goals for the school-based program that are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
Demonstrating knowledge of resources, both within and beyond the school and district	Demonstrates little or no knowledge of resources available in the school or district for educators to advance their skills and appropriately implements the school and district's program.	Demonstrates basic knowledge of resources available in the school and district for educators to advance their skills and appropriately implements the school and district's program.	Demonstrates knowledge of resources available in the school and district and in the larger professional community for educators to advance their skills and implements the school and district's program.	Demonstrates knowledge of resources and actively seeks out new resources from a wide range of sources to enrich educators' skills and implements the school and district's program.
Planning and instructional support with the overall school program	Develops an incoherent plan that consists of a random collection of unrelated activities that do not support	Develops a coherent plan that has a guiding principle and includes a number of activities, some of which may not	Develops a coherent and well-designed plan that supports educators in analyzing data to improve their overall	Develops a highly coherent and well-designed plan that supports educators in analyzing data to improve their overall instructional

School-Based Standards for Excellence (SFE) Evaluation Tool

	educators in analyzing data to improve their overall instructional skills nor the overall school program.	support educators in analyzing data to improve their overall instructional skills or support the broader goals of the school program.	instructional skills and supports the broader goals of the school program.	skills and supports the broader goals of the school program, taking into account the demands of data utilization, making presentations, and consulting with stakeholders.
Standard 1 Evidence:				

School-Based Standards for Excellence (SFE) Evaluation Tool

STANDARD 2: THE ENVIRONMENT

COMPONENTS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Creating an environment of trust and respect	Lacks mutual trust among colleagues, discouraging others from seeking out assistance for fear of being viewed as inadequate.	Develops cordial relationships with staff leading to acceptance of initiatives.	Develops respectful relationships with staff leading to mutual initiation of contact.	Develops highly respectful and trusting relationships with staff leading to increased mutual initiation of contact.
Establishing clear procedures for educators to gain access to instructional support	Does not provide procedures for seeking out assistance to all staff members when completing activities.	Provides ambiguous procedures for seeking out assistance to all staff members when completing activities.	Provides clear procedures and provides access to all staff members to gain support when completing activities.	Provides clear procedures to all staff members that have been developed following a consultation with administrators and educators when completing activities.
Establishing and maintaining norms of behavior for professional interactions	Does not establish norms of professional conduct leading to frequent acts of disrespect among educators.	Establishes partially successful norms of professional conduct.	Establishes clear norms of mutual respect for professional conduct.	Establishes clear norms of mutual respect for professional conduct and ensures that stakeholders govern themselves and each other in adherence with the standards.
Organizing physical space for workshops or training	Makes poor use of the physical environment, resulting in limited access by some participants, loss of time due to poor use of	Makes good use of the physical environment so that workshop activities are not impeded.	Makes good use of the physical environment so that workshop activities are not impeded, resulting in engagement of all participants.	Makes highly effective use of the physical environment where staff contribute so that workshop activities are not impeded, resulting in

School-Based Standards for Excellence (SFE) Evaluation Tool

	training equipment, or little alignment between the physical arrangement and the workshop activities.			engagement of all participants.
Standard 2 Evidence:				

School-Based Standards for Excellence (SFE) Evaluation Tool

STANDARD 3: DELIVERY of SERVICE

COMPONENTS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Engaging educators in learning new instructional skills	Does not provide professional development opportunities that successfully attract and/or engage educators or other appropriate staff.	Provides professional development opportunities that attracts and/or engage some educators or other appropriate staff.	Provides professional development opportunities that attracts and/or engage most educators or other appropriate staff in acquiring new knowledge and skills.	Provides professional development opportunities that attracts and/or engages all educators or other appropriate staff in acquiring new knowledge and skills, and takes initiative in suggesting new areas for learning and growth.
Sharing expertise with staff	Facilitates workshops and trainings that are of poor quality or are not appropriate to the needs of the staff being served.	Facilitates workshops and trainings that are of mixed quality, with some of them being appropriate to the needs of the staff or program.	Facilitates workshops and trainings that are of high quality, and appropriate to the needs of the staff or program. Follow-up training is done.	Facilitates workshops and trainings that are of consistently high quality, and all are appropriate to the needs of the staff or program. Extensive follow-up training is done.
Locating resources for educators to support instructional improvement	Fails to locate resources for educators or appropriate staff, when requested to do so.	Locates resources for educators or appropriate staff, only when requested to do so.	Locates resources for educators or appropriate staff.	Proactively locates resources for educators or appropriate staff while anticipating their needs.
Demonstrating flexibility and responsiveness	Does not modify or adjust plan, in spite of evidence of its ineffectiveness.	Minimally modifies or adjusts plan, due to its ineffectiveness. Makes minimal changes in the program and practices when approached with evidence of the needs for change.	Modifies or adjusts plan appropriately, due to its ineffectiveness; making changes in the program and practices when approached with evidence of the needs for change.	Modifies or adjusts plan by continually seeking ways to improve program and practices; making changes as needed in response to educator, administrator, or other appropriate district staff input.
Standard 3 Evidence:				

School-Based Standards for Excellence (SFE) Evaluation Tool

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 moderately on practice in an accurate and objective manner, without citing specific examples, and with only global suggestions as to how it might be improved.	Reflects on practice in an accurate and objective manner including description(s) of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how the support program might be improved.	Reflects on practice in a highly accurate and perceptive manner, citing specific examples. Draws on an extensive repertoire to suggest 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. Reports are routinely late.	Prepares reports that are partially correct and follows established procedures. Submits reports that are periodically on time.	Prepares complete reports that are correct and follows established procedures. Submits reports that are always on time.	Prepares complete reports that are correct, anticipates and responds to educators' needs, following established procedures and suggesting improvements to those procedures. Submits reports that are always early or on time.
Engaging in professional development	Does not participate in professional development activities that are clearly needed for the enhancement of skills.	Participates in professional development activities, limited to those that are convenient or are required.	Participates in professional development activities sought out to address the assessment of individual need.	Participates in professional development activities sought out to address the assessment of individual needs, while actively contributing to the profession.

School-Based Standards for Excellence (SFE) Evaluation Tool

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, takes a leadership role with colleagues, and respects the norms of confidentiality.
Standard 4 Evidence:				