

# **TEACHER EXPECTATIONS RUBRICS**

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# EPHING SCHOOL DISTRICT

## TEACHER EXPECTATIONS RUBRIC Name:

Epping School District teachers are expected to meet standards as defined by proficient.

The “exceeds standard” level is reserved for truly exceptional performance. Teachers actively serve on committees, volunteer with students, share expertise with colleagues, serve as mentors to new teachers, and demonstrate teacher leadership. Teachers’ students meet or exceed their annual learning growth.

The “needs improvement” level is indicative of performance that needs to change.

The “does not meet standard” denotes unacceptable performance that will result in job action.

<b>Instructional Framework</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Planning and Preparation</b>			Follows the standards addressed in the Framework for Instruction for planning and preparation			Framework for Instruction, Job description
<b>Lesson Implementation</b>			Follows the standards addressed in the Framework for Instruction for focus/mini lesson and practice/application			Framework for Instruction, Job description
<b>Assessment and Reflection</b>			Follows the standards addressed in the Framework for Instruction for assessment and reflection			Framework for Instruction, Job description
<b>Data</b>			Uses available data to plan instruction for students who are not learning what is being taught			Framework for Instruction
<b>Efficiency</b>			Maintains academic learning time through coherence, lesson momentum and smooth transitions			Job description, Policy IF
<b>Environment</b>			Follows the standards addressed in the Framework for Instruction for classroom management and environment			Framework for Instruction, Job description, Policy IF



<b>Curriculum Framework</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Knowledge of development</b>			Demonstrates deep understanding of child development and how students learn			Policy IGA, IGD & IF, Job description
<b>Knowledge of content</b>			Knows the subject matter well and incorporates this into instruction			Policy IGA & IGD, Job description
<b>Knowledge of standards</b>			Knows the state standards, district curriculum frameworks and district competencies and uses them in planning			Policy IGA & IGD , Job description
<b>Strategy</b>			Plans the year so students will meet state standards and be ready for external assessments			Framework for Curriculum, Job description
<b>Organization</b>			Plans curriculum units using district model and can articulate expected outcomes (competencies and proficiencies)			Policy IGA & IGD, Job description
<b>Differentiation</b>			Designs lessons that target diverse learning needs, styles and interests and address requirements for special education and 504			Policy IGA & IGD, Job description
<b>Materials</b>			Uses district adopted materials for instruction			Policy IGA & IGD, Job description
<b>Assessment Framework</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Criteria</b>			Posts clear criteria for proficiency including rubrics and exemplars of student work			Framework for Instruction, Job description
<b>Design</b>			Designs a variety of assessments to provide students with the opportunity to show mastery			Framework for Instruction, Job description
<b>Variety</b>			Uses a variety of assessments to identify gaps in student learning to remediate/support			Policy IF, Job description
<b>Assessment Alignment</b>			Demonstrates understanding of district competencies in creating assessments			District Competencies, Job description
<b>Individualized learning goals</b>			Uses assessments to develop individualized learning goals to address student's strengths or gaps in skills			Policy IF & GA, Job description
<b>Accountability for Student Learning</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>



<b>Responsibility</b>										Policy IF & GA, Job description
<b>Reflection</b>										Job description
<b>Student Performance</b>										NHDOE Effective Teacher, Policy GA, Job description
<b>Professional Responsibilities</b>										
<b>Attendance</b>										Policy GA & GBE
<b>Reliability</b>										Policy GBE
<b>Professionalism</b>										Policy GA
<b>Judgment</b>										Policy GBEA
<b>Boundaries</b>										Policy GBEA
<b>Ethics</b>										Policy GBEA
<b>Communication</b>										Policy GBEA
<b>Teamwork</b>										Policy GBEA

<b>Openness</b>				Keeps administration informed about concerns, follows school and district chain of command, and is open-minded about change by participating in the process and supporting the end result				Policy GBD & GBK
<b>Responsibility</b>				Supports and enforces policies of the Board and School Administration				Policy GBE
<b>Technology</b>				Uses technological tools effectively and respectfully for instruction and communication as is required by district and school policies				Job description
<b>Professional Learning</b>			<b>Meets Standard</b>	<b>Proficient Defined</b>				<b>Reference</b>
<b>Responsibility</b>				Respects the right to learn and takes responsibility by participating in school and district professional learning opportunities (PD days, faculty meetings, committees, etc.)				Policy GA and GCI, Job description
<b>Collaboration</b>				Participates as a member of a Professional Learning Team being responsible for personal learning but also that of others				Policy GA, PD Master Plan, Job description
<b>Self-assessment</b>				Reflects on professional practice and seeks areas for growth				Policy GA, PD Master Plan, Job description
<b>Certification</b>				Follows the procedures in the district's Professional Development Plan to maintain NH certification				Policy GA, PD Master Plan



# EPPING SCHOOL DISTRICT READING AND WRITING

## SPECIALIST EXPECTATIONS RUBRIC Name:

Epping School District teachers are expected to meet standards as defined by proficient.

The “exceeds standard” level is reserved for truly exceptional performance. Teachers actively serve on committees, volunteer with students, share expertise with colleagues, serve as mentors to new teachers, and demonstrate teacher leadership. Teachers’ students meet or exceed their annual learning growth.

The “needs improvement” level is indicative of performance that needs to change.

The “does not meet standard” denotes unacceptable performance that will result in job action.

Instructional Specialist:

- Reading and Writing Specialist is responsible for the implementation of school-wide literacy plan(s).
- If the Reading and Writing Specialist has assigned classroom responsibilities, the Teacher Expectations Rubric also applies.

<b>Planning and Preparation</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Current Trends in Area and PD</b>			Demonstrates thorough knowledge of current trends, ideas, and research in literacy			Job description
<b>School Program and Teacher Skill</b>			Demonstrates thorough knowledge of the school’s reading and writing program; uses real world books and materials to engage students in applying literacy knowledge and skills; advocates for strong literacy program to meet all students’ needs			Job description, District competencies, School instructional program, School grade level summaries, School course syllabi
<b>Resources</b>			Demonstrates knowledge of and provides students and teachers with resources available in the school, other schools, community, and online to advance program goals, teachers’ skills, and			Job description, Literacy program plan, RTI plan



				student learning						
<b>Program Goals</b>				Establishes literacy program goals that are clear and appropriate to meet the needs of students and school staff and the mission and vision of the school and district						Job description, Literacy program plan, RTI plan
<b>Program Plan</b>				Provides a well-designed literacy program plan aligning with district and school goals, integrating with overall school program, and improving teachers' instruction and students learning						Job description, Literacy program plan, RTI plan
<b>Program Evaluation</b>				Uses clear goals and evidence to evaluate the degree to which literacy goals have been met						Job description, Literacy program plan, RTI plan
<b>Educational Environment</b>			<b>Exceeds Standard</b>	<b>Proficient Defined</b>		<b>Meets Standard</b>		<b>Needs Improvement</b>		<b>Reference</b>
<b>Environment</b>				Creates a welcoming, service-oriented environment and makes use of physical space to provide quality individual and group learning activities for students and staff						Job description, Literacy program plan, RTI plan
<b>Culture</b>				Establishes a culture conveying the importance of ongoing literacy improvement and promotes instructional assistance in person and using print and electronic media						Job description, Literacy program plan, RTI plan
<b>Procedures</b>				Establishes routines and procedures for effective access to and facilitation of student and teacher instructional support including, but not limited to materials and equipment, technology, consulting services, etc.						Job description, Literacy program plan, RTI plan
<b>Behavior Norms</b>				Communicates clear norms of mutual respect for professional interactions; communicates expectations for and monitors student behavior for compliance to school and district standards and disciplines students appropriately and respectfully						Job description, Literacy program plan, RTI plan
<b>Support Staff</b>				Trains, supervises, and evaluates support staff so that everyone is clear as to their role						Job description, Literacy program plan, RTI plan
<b>Delivery of Services</b>			<b>Exceeds Standard</b>	<b>Proficient Defined</b>		<b>Meets Standard</b>		<b>Needs Improvement</b>		<b>Reference</b>
<b>Teacher</b>				Collaborates with classroom teachers in the						Job description, Literacy



<b>Collaboration</b>			design of instructional lessons and units, team teach units as requested, and provide timely feedback				program plan, RTI plan
<b>Student Intervention and Support</b>			Oversees student instructional intervention programs and recommends interventions including technological tools; creates and provides developmentally appropriate reading and writing instruction to individuals and small groups				Job description, Literacy program plan, RTI plan
<b>Student and Staff Engagement</b>			Guides and encourages the acquisition of new instructional skills and student learning with effective modeling, activities, grouping strategies, and materials				Job description, Literacy program plan, RTI plan
<b>Student Data</b>			Designs formative and summative assessments; uses a variety of student data; and collects, analyzes, and shares student data from state, district, and school sources to inform teaching and group students, to address learning gaps, and advance teacher instructional skills				Job description, Literacy program plan, RTI plan
<b>Share Expertise with School Staff</b>			Shares expertise with model lessons, individual and/or team consults, student work evaluation, assessment design, student data analysis, and professional development of high quality and relevance to improve teaching skills and student learning				Job description, Literacy program plan, RTI plan
<b>Share Expertise with Parents and Families</b>			Helps design and participates in parent and family workshops; provides supplemental instructional materials in instructional area to improve student learning				Job description, Literacy program plan, RTI plan
<b>Resources</b>			Locates and inventories instructional and professional resources for individual and groups of teachers in support of instructional improvement				Job description, Literacy program plan, RTI plan
<b>Flexibility and Responsiveness</b>			Revises instructional program when needed to meet student, teacher, and school needs				Job description, Literacy program plan, RTI plan
<b>Accountability for Student Learning</b>			<b>Proficient Defined</b>			<b>Needs Improvement</b>	<b>Reference</b>
<b>Responsibility</b>			Takes responsibility for students who have not				Policy IF & GA, Job



<b>Reflection</b>				mastered literacy curriculum/program by developing and implementing additional or alternative instruction and/or activities						description, Literacy program plan, RTI plan
<b>Student Performance</b>				<p>Reflects on the effectiveness of instructional program, suggests improvements, and continuously works to improve student learning</p> <p>Provides evidence of appropriate student achievement throughout the school year by using at least two of the following measures:</p> <ul style="list-style-type: none"> <li>Classroom assessments (tests, work samples, portfolios, etc.)</li> <li>District assessments (common)</li> <li>State assessments (NECAP or equivalent)</li> <li>National assessments (AP, NAEP, SAT, etc.)</li> </ul>						Job description, Literacy program plan, RTI plan
<b>Professional Responsibilities</b>				<b>Proficient Defined</b>						
<b>Attendance</b>				Practices good attendance and punctuality habits						Reference
<b>Reliability</b>				Submits requisitions, budgets, reports and other requests; cares for and protects school property; insures the safety and welfare of the students at all times						Policy GA & GBE
<b>Professionalism</b>				Behaves in an appropriate manner considerate of one's self and community, is accountable for one's actions and choices, is truthful and courteous, and takes pride in one's work						Policy GBE
<b>Confidentiality Judgment</b>				Uses good judgment regarding relationships with students both in and out of the school context; maintains confidentiality with student records and student issues						Policy GA
<b>Boundaries</b>				Maintains professional boundaries with students, parents, and staff in daily interactions and in electronic communications						Policy GBEA
<b>Ethics</b>				Respects the institution and avoids conflicts of interest						Policy GBEA
<b>Communication</b>				Communicates promptly and respectfully with students, parents, staff, and community as required by and within guidelines of school and district policies						Policy GBEA
<b>Teamwork</b>				Shares responsibility for school wide literacy						Policy GBEA



<b>Openness</b>					program and volunteers to serve on school and district literacy, data, reporting, and other committees					Policy GBD & GBK
<b>Responsibility</b>					Keeps administration informed of successes, challenges, and needs of instructional program; follows school and district chain of command; and is open-minded about change by participating in the process and supporting the end result					Policy GBE
<b>Technology</b>					Supports and enforces policies of the Board and School Administration					Job description
<b>Professional Learning</b>					Keeps abreast of emerging technologies in literacy and uses technological tools effectively and respectfully for instruction and communication as is required by district and school policies					
<b>Responsibility</b>					<b>Proficient Defined</b>					<b>Reference</b>
<b>Collaboration</b>					Respects the right to learn and takes responsibility by participating in school and district professional learning opportunities (PD days, faculty meetings, committees, etc.)					Policy GA and GCI, Job description
<b>Self-assessment</b>					Collaborates with teachers and staff within the school and district; participates as a member of a Professional Learning Team being responsible for personal learning, but also that of others by providing professional development opportunities based on assessment of school staff and student needs					Policy GA, PD Master Plan, Job description
<b>Certification</b>					Reflects on professional practice and seeks areas for growth					Policy GA, PD Master Plan, Job description
					Follows the procedures in the district's Professional Development Plan to maintain NH certification					Policy GA, PD Master Plan



# EPHING SCHOOL DISTRICT INSTRUCTIONAL SPECIALIST

## EXPECTATIONS RUBRIC Name:

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The “needs improvement” level is indicative of performance that needs to change.

The “does not meet standard” denotes unacceptable performance that will result in job action.

Instructional Specialist:

- Instructional Specialist is responsible for the implementation of the school-wide Instructional Plan and Response to Intervention (RTI) Plan.
- If the Instructional Specialist has assigned classroom responsibilities, the Teacher Expectations Rubric also applies.

<b>Planning and Preparation</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Current Trends in Area and PD</b>			Demonstrates thorough knowledge of current trends, ideas, and research in instructional area and professional development			Job description
<b>School Program and Teacher Skill</b>			Demonstrates thorough knowledge of the school's curriculum/program and of teachers' abilities in delivering the curriculum/program			Job description, District competencies, School instructional program, School grade level summaries, School course syllabi
<b>Resources</b>			Demonstrates knowledge of and provides students and teachers with resources available in the school, other schools, community, and online to advance program goals, teachers' skills, and			Job description, RTI plan



<b>Program Goals</b>				student learning Establishes instructional program goals that are clear and appropriate to meet the needs of students and school staff and the mission and vision of the school and district			Job description, RTI plan
<b>Program Plan</b>				Provides a well-designed instructional program plan aligning with district and school goals, integrating with overall school program, and improving teachers' instruction and students learning			Job description, RTI plan
<b>Program Evaluation</b>				Uses clear goals and evidence to evaluate the degree to which program goals have been met			Job description, RTI plan
<b>Educational Environment</b>		<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Environment</b>				Creates a welcoming, service-oriented environment and makes use of physical space to provide quality individual and group learning activities for students and staff			Job description, RTI plan
<b>Culture</b>				Establishes a culture conveying the importance of ongoing instructional improvement and promotes instructional assistance in person and using print and electronic media			Job description, RTI plan
<b>Procedures</b>				Establishes routines and procedures for effective access to and facilitation of student and teacher instructional support including, but not limited to materials and equipment, technology, consulting services, etc.			Job description, RTI plan
<b>Behavior Norms</b>				Communicates clear norms of mutual respect for professional interactions; communicates expectations for and monitors student behavior for compliance to school and district standards and disciplines students appropriately and respectfully			Job description, RTI plan
<b>Support Staff</b>				Trains, supervises, and evaluates support staff so that everyone is clear as to their role			Job description, RTI plan
<b>Delivery of Services</b>		<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>



Teacher Collaboration			Initiates collaboration with classroom teachers in the design of instructional lessons and units, team teach units as requested, and provide timely feedback			Job description, RTI plan
<b>Student Intervention and Support</b>			Oversees student instructional intervention programs, recommends interventions including technological tools, and if applicable provides support to students per the school schedule and student plan			Job description, RTI plan
<b>Student and Staff Engagement</b>			Guides and encourages the acquisition of new instructional skills and student learning with effective modeling, activities, grouping strategies, and materials			Job description, RTI plan
<b>Student Data</b>			Collects, analyzes, and shares student data from state, district, and school sources to inform teaching and group students, to address learning gaps, and advance teacher instructional skills			
<b>Share Expertise with School Staff</b>			Shares expertise with model lessons, individual and/or team consults, student work evaluation, assessment design, student data analysis, and professional development of high quality and relevance to improve teaching skills and student learning			Job description, RTI plan
<b>Share Expertise with Parents and Families</b>			Designs, coordinates, and conducts parent and family workshops; provides supplemental instructional materials in instructional area to improve student learning			Job description, RTI plan
<b>Resources</b>			Locates and inventories instructional and professional resources for individual and groups of teachers in support of instructional improvement			Job description, RTI plan
<b>Flexibility and Responsiveness</b>			Revises instructional program when needed to meet student, teacher, and school needs			Job description, RTI plan
<b>Accountability for Student Learning</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Responsibility</b>			Takes responsibility for students who have not mastered curriculum/program by developing and implementing additional or alternative			Policy IF & GA, Job description, RTI plan



<b>Reflection</b>				instruction and/or activities Reflects on the effectiveness of instructional program, suggests improvements, and continuously works to improve student learning			Job description, RTI plan
<b>Student Performance</b>				Provides evidence of appropriate student achievement throughout the school year by using at least two of the following measures: <ul style="list-style-type: none"> <li>Classroom assessments (tests, work samples, portfolios, etc.)</li> <li>District assessments (common)</li> <li>State assessments (NECAP or equivalent)</li> <li>National assessments (AP, NAEP, SAT, etc.)</li> </ul>			NHDOE Effective Teacher, Policy GA, Job description, RTI plan
<b>Professional Responsibilities</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>		<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Attendance</b>			Practices good attendance and punctuality habits				Policy GA & GBE
<b>Reliability</b>			Submits requisitions, budgets, reports and other requests; cares for and protects school property; insures the safety and welfare of the students at all times				Policy GBE
<b>Professionalism</b>			Behaves in an appropriate manner considerate of one's self and community, is accountable for one's actions and choices, is truthful and courteous, and takes pride in one's work				Policy GA
<b>Confidentiality Judgment</b>			Uses good judgment regarding relationships with students both in and out of the school context; maintains confidentiality with student records and student issues				Policy GBEA
<b>Boundaries</b>			Maintains professional boundaries with students, parents, and staff in daily interactions and in electronic communications				Policy GBEBB & GBEBD
<b>Ethics</b>			Respects the institution and avoids conflicts of interest				Policy GBEA
<b>Communication</b>			Communicates promptly and respectfully with students, parents, staff, and community as required by and within guidelines of school and district policies				Policy GBEP & GBEP-R, Job description
<b>Teamwork</b>			Shares responsibility for grade-level and/or content team and school wide activities and volunteers to serve on instructional and other				Policy GA, Job description



<b>Openness</b>				district and school committees Keeps administration informed of successes, challenges, and needs of instructional program; follows school and district chain of command; and is open-minded about change by participating in the process and supporting the end result						Policy GBD & GBK
<b>Responsibility</b>				Supports and enforces policies of the Board and School Administration						Policy GBE
<b>Technology</b>				Keeps abreast of emerging technologies in instructional area and uses technological tools effectively and respectfully for instruction and communication as is required by district and school policies						Job description
<b>Professional Learning</b>			<b>Exceeds Standard</b>	<b>Proficient Defined</b>		<b>Needs Improvement</b>		<b>Does Not Meet Standard</b>		<b>Reference</b>
<b>Responsibility</b>				Respects the right to learn and takes responsibility by participating in school and district professional learning opportunities (PD days, faculty meetings, committees, etc.)						Policy GA and GCI, Job description
<b>Collaboration</b>				Collaborates with other instructional specialists within the district; participates as a member of a Professional Learning Team being responsible for personal learning, but also that of others by providing professional development opportunities based on assessment of school staff and student needs						Policy GA, PD Master Plan, Job description
<b>Self-assessment</b>				Reflects on professional practice and seeks areas for growth						Policy GA, PD Master Plan, Job description
<b>Certification</b>				Follows the procedures in the district's Professional Development Plan to maintain NH certification						Policy GA, PD Master Plan





# EPHING SCHOOL DISTRICT ESOL

## TEACHER EXPECTATIONS RUBRIC Name:

Epping School District teachers are expected to meet standards as defined by proficient.

The “exceeds standard” level is reserved for truly exceptional performance. Teachers actively serve on committees, volunteer with students, share expertise with colleagues, serve as mentors to new teachers, and demonstrate teacher leadership. Teachers’ students meet or exceed their annual learning growth.

The “needs improvement” level is indicative of performance that needs to change.

The “does not meet standard” denotes unacceptable performance that will result in job action.

ESOL Teacher is responsible for the implementation of district-wide ESOL program.

<b>Planning and Preparation</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Current Trends in Area</b>			Demonstrates thorough knowledge of current trends, ideas, and research in second-language acquisition and ESOL pedagogy			Job description
<b>School Program</b>			Demonstrates thorough knowledge of the school’s curriculum, instruction, and assessment and district’s frameworks			Job description, District competencies, School instructional program, School grade level summaries, School course syllabi
<b>Resources</b>			Demonstrates knowledge of and provides students and teachers with ESOL resources available in the school, other schools, community, and online to advance program goals and student learning			Job description, ESOL program
<b>Program Goals</b>			Establishes ESOL program goals that are clear and appropriate to meet the needs of students			Job description, ESOL program plan



				and school staff and the mission and vision of the school and district					
<b>Program Plan</b>				Provides a well-designed ESOL program plan aligning with district and school goals, integrating with overall school program, and improving teachers' instruction and students learning					Job description, ESOL program plan
<b>Program Evaluation</b>				Uses clear goals and evidence to evaluate the degree to which ESOL goals have been met					Job description, ESOL program plan
<b>Educational Environment</b>		<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>		
<b>Environment</b>				Creates a welcoming, service-oriented environment integrating ESOL students into the mainstream classroom and makes use of physical space to provide quality individual and group learning activities			Job description, ESOL program plan		
<b>Culture</b>				Establishes a culture conveying the importance of ongoing academic language and cultural skills acquisition and understanding of school social norms, rules, and regulations			Job description, ESOL program plan		
<b>Procedures</b>				Establishes routines and procedures for effective access to and facilitation of student and teacher ESOL instructional support including, but not limited to materials and equipment, technology, consulting services, etc.			Job description, ESOL program plan		
<b>Behavior Norms</b>				Communicates clear norms of mutual respect for professional interactions; communicates expectations for and monitors student behavior for compliance to school and district standards and disciplines students appropriately and respectfully			Job description, ESOL program plan		
<b>Support Staff</b>				Trains, supervises, and evaluates support staff so that everyone is clear as to their role			Job description, ESOL program plan		
<b>Delivery of Services</b>		<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>		
<b>Teacher Collaboration</b>				Collaborates with classroom teachers in the development and modification of instructional program for ESOL students to attain mastery of			Job description, ESOL program plan, School & District curriculum		



				grade level curriculum					
<b>Student Intervention and Support</b>				Transitions ESOL students through the stages of academic language and cultural skills acquisition; oversees student instructional intervention programs and recommends interventions including technological tools					Job description, ESOL program plan
<b>Student and Staff Engagement</b>				Monitors and evaluates that language acquisition is continuous and appropriate; implements ESOL instruction with effective modeling, activities, grouping strategies, and materials					Job description, ESOL program plan, District curriculum, instruction, and assessment frameworks
<b>Student Assessment and Data</b>				Maintains accurate ESOL student files; Assists with standardized testing to provide appropriate accommodations for ESOL students; Collects and analyzes student data from all sources to measure student progress and identify academic needs					Job description, ESOL program plan
<b>ESOL Surveys and Assessments</b>				Coordinate and administer the Home Language Survey, W-APT screener, and ACCESS ELLs testing; Notify administration and parents of students' entry into ESOL program, progress, and release from program and ACCESS and other test results					Job description, ESOL program plan
<b>Share Expertise with Parents and Families</b>				Helps design and participates in parent and family workshops to enhance language and culture skills; provides supplemental instructional materials to improve student learning					Job description, ESOL program plan
<b>Resources</b>				Selects, develops, and locates and inventories instructional and professional resources in support of ESOL program					Job description, ESOL program plan
<b>Flexibility and Responsiveness</b>				Revises instructional program when needed to meet student, teacher, and school needs					Job description, ESOL program plan
<b>Accountability for Student Learning</b>				<b>Proficient Defined</b>				<b>Needs Improvement</b>	<b>Reference</b>
<b>Responsibility</b>				Engages students in understanding the importance of academic language practices; Helps students to preserve; Encourages student reflection on prior knowledge, link new concepts, and make connections to experiences				<b>Does Not Meet Standard</b>	Policy IF & GA, Job description, ESOL program plan



<b>Reflection</b>						Job description, ESOL program plan
<b>Student Performance</b>	Reflects on the effectiveness of ESOL instructional program, suggests improvements, and continuously works to improve student learning	Provides evidence of appropriate student achievement throughout the school year by using at least two of the following measures:	<ul style="list-style-type: none"> <li>Classroom assessments (tests, work samples, portfolios, etc.)</li> <li>District assessments (common)</li> <li>State assessments (ELL)</li> <li>National assessments (AP, NAEP, SAT, etc.)</li> </ul>			NHDOE Effective Teacher, Policy GA, Job description, ESOL program plan
<b>Professional Responsibilities</b>	<b>Proficient Defined</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Attendance</b>	Practices good attendance and punctuality habits					Policy GA & GBE
<b>Reliability</b>	Prepares and submits requisitions, budgets, reports, and survey requests; cares for and protects school property; insures the safety and welfare of the students at all times					Policy GBE
<b>Professionalism</b>	Behaves in an appropriate manner considerate of one's self and community, is accountable for one's actions and choices, is truthful and courteous, and takes pride in one's work					Policy GA
<b>Confidentiality Judgment</b>	Uses good judgment regarding relationships with students both in and out of the school context; maintains confidentiality with student records and student issues					Policy GBEA
<b>Boundaries</b>	Maintains professional boundaries with students, parents, and staff in daily interactions and in electronic communications					Policy GBEBB & GBEBD
<b>Ethics</b>	Respects the institution and avoids conflicts of interest					Policy GBEA
<b>Cultural Diversity</b>	Respects and exhibits interest in students' cultural background, race, and religion; Embraces and celebrates cultural diversity					Job description
<b>Communication</b>	Communicates promptly and respectfully with students, parents, staff, and community as required by and within guidelines of school and district policies; attends parent, teacher, and/or					Policy GBEF & GBEP-R, Job description



<b>Teamwork</b>				parent meetings as needed Shares responsibility for district wide ESOL program; collaborates with families, teachers, and school staff to promote student growth and development in language and culture						Policy GA, Job description
<b>Openness</b>				Keeps administration informed of successes, challenges, and needs of ESOL program; follows school and district chain of command; and is open-minded about change by participating in the process and supporting the end result						Policy GBD & GBK
<b>Responsibility</b>				Supports and enforces policies of the Board and School Administration						Policy GBE
<b>Technology</b>				Keeps abreast of emerging technologies in ESOL program and uses technological tools effectively and respectfully for instruction and communication as is required by district and school policies						Job description
<b>Professional Learning</b>			<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>		
<b>Responsibility</b>					Respects the right to learn and takes responsibility by participating in school and district professional learning opportunities (PD days, faculty meetings, committees, etc.)				Policy GA and GCI, Job description	
<b>Collaboration</b>					Collaborates with teachers and staff within the school and district; participates as a member of a Professional Learning Team being responsible for personal learning, but also that of others by providing professional development opportunities based on assessment of school staff and student needs				Policy GA, PD Master Plan, Job description	
<b>Self-assessment</b>					Reflects on professional practice and seeks areas for growth					Policy GA, PD Master Plan, Job description
<b>Certification</b>					Follows the procedures in the district's Professional Development Plan to maintain NH certification					Policy GA, PD Master Plan





# **EPHING SCHOOL DISTRICT SCHOOL GUIDANCE COUNSELOR EXPECTATIONS RUBRIC**

**Name:**

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Epping School District teachers are expected to meet standards as defined by proficient.

The “exceeds standard” level is reserved for truly exceptional performance. Teachers actively serve on committees, volunteer with students, share expertise with colleagues, serve as mentors to new teachers, and demonstrate teacher leadership. Teachers’ students meet or exceed their annual learning growth.

The “needs improvement” level is indicative of performance that needs to change.

The “does not meet standard” denotes unacceptable performance that will result in job action.

Guidance Counselor is responsible for the implementation of the district “Guidance and Counseling Curriculum Framework”.

<b>Planning and Preparation</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Knowledge and Skill</b>			Demonstrates thorough knowledge of life-career-college readiness, student program, special services, and counseling theory and techniques; understands child developmental characteristics as well as exceptions to the general patterns			Job description
<b>Resources</b>			Demonstrates knowledge of resources available in the school, other schools, community, and online to advance program goals			Job description, District plan
<b>Policy and Laws</b>			Demonstrates thorough knowledge of federal, state, and school district rules, regulations, policy, and laws impacting student attendance, guidance, counseling, and life-career-college development			Job description, District plan, Policy Section I and J
<b>Program Goals</b>			Establishes guidance program goals that are clear and appropriate to meet the Guidance			Job description, District plan

<b>Program Plan</b>				and Counseling Curriculum Framework Provides a well-designed program plan aligning with the district plan, integrating with overall school program, and providing guidance services to both individuals and groups of students and/or school staff				Job description, District plan	
<b>Program Evaluation</b>				Uses clear goals and evidence to evaluate the degree to which goals have been met				Job description, District plan	
<b>Educational Environment</b>				<b>Proficient Defined</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Environment</b>				Creates a welcoming environment; makes effective use of physical space to counsel, conduct testing, and/or deliver services; promotes guidance information and assistance using print and electronic media					Job description, District plan
<b>Culture</b>				Establishes a culture conveying the importance of productive and respectful interactions and communication between and among students and teachers; significantly contributes to an environment of civility in the school					Job description, District plan
<b>Organization</b>				Uses time efficiently by setting priorities and using clear schedules in order to provide effective services in support of students, families, and school staff					Job description, District plan
<b>Procedures</b>				Establishes, maintains, and communicates procedures for academic reporting and requirements, referrals, meetings, and consultations which are clear to everyone					Job description, District plan, Policy I and J
<b>Service Resources</b>				Maintains, orders, and inventories equipment including technological tools, materials, and supplies and brokers with other agencies in order to provide efficient and effective services					Job description, District plan
<b>Student Behavior</b>				Communicates behavior expectations and monitors student behavior using counseling and behavior plans for compliance to school and district standards and disciplines students appropriately and respectfully					Job description, District plan
<b>Support Staff</b>				Trains, supervises, and evaluates support staff so that everyone is clear as to their role					Job description, District plan



<b>Delivery of Services</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Teacher Collaboration</b>			Initiates collaboration with classroom teachers in the design and teaching of guidance lessons, units, and/or programs; team teach as requested; consult on classroom management and other issues			Job description, District plan
<b>Assessing Student Needs</b>			Participates in school program and activities, responds to referrals, and assesses student needs using appropriate assessment and diagnostic procedures in order to determine and know the range of student needs in the school			Job description, District plan, Policy I and J
<b>Counseling</b>			Uses a range of counseling techniques to help students acquire skills in decision making, problem solving, and coping strategies for future planning and interactions with other students and school staff			Job description, District plan
<b>Student and School Safety</b>			Assesses situations involving students' safety, abuse, and other health/wellness issues to identify problems, refer for treatment, and comply with legal requirements; assist with design of crisis prevention plan and crisis interventions and response in the school and district			Job description, District plan, Policy Section J
<b>Developing Student Plans</b>			Helps students, school staff, and families formulate student behavior, academic, and personal/social plans to meet life-career-college goals; includes needs, goals, strategies, and outcome assessments in the plan			Job description, District plan, Policy Section I and J
<b>Implementing Student Plans</b>			Oversees and implements individual alternative, extended, and/or other special student plans; recommends individual plans to students; and provides support to students per the student plan			Job description, District plan, Policy Section I and J
<b>Monitoring Student Plans</b>			Monitors individual student plans that are appropriate for the students' identified needs; checks progress, makes adjustments, and initiates follow-up services; provides			Job description, District plan, Policy Section I and J



				information, direction, and assistance to students, school staff, and families; and/or revises and implements plans per parent and/or medical provider's directives						Job description, District plan
<b>Equipment Modifications Adaptations</b>				Uses technology/equipment, environmental modifications, and/or adaptive curricular activity to support student's behavior, academic, social/personal, and other challenges						Job description, District plan
<b>Education</b>				Promotes health and wellness strategies and practices; consults and trains team members, family, and students to enhance performance abilities and cope with challenges						Job description, District plan
<b>Family Communication</b>				Communicates with families in a sensitive manner; secures permission for evaluations and services						Job description, District plan
<b>Student Data</b>				Collects, analyzes, and shares student data from state, district, and school sources to inform guidance and school program; makes adjustments to services/program accordingly; communicates results verbally and in writing						Job description, District plan
<b>School Handbooks and Records</b>				Maintains organized, clear, accurate, and useful records utilizing technology relevant to services and in a manner compliant with professional standards; responds to records request in a timely manner and in compliance with policy and law; assists administration with school handbooks, reporting systems, and other records						Job description, District plan, Policy Section I and J
<b>Student Schedule and Management</b>				Develop/assist with school's master schedule and student schedules, and assist with registering new students, transferring students in and out of school, and working with foreign exchange student coordinators						Job description, District plan
<b>Annual Testing</b>				Coordinate and assist with school's annual testing program and inform students and parents of important testing dates						Job description, District plan
<b>Flexibility and Responsiveness</b>				Revises the guidance program when needed to meet student, teacher, and school needs						Job description, District plan
<b>Professional Responsibilities</b>										
				<b>Proficient Defined</b>						<b>Reference</b>
										<b>Does Not Meet</b>
										<b>Needs Improvement</b>



													<b>Standard</b>	
<b>Attendance</b>														Policy GA & GBE
<b>Reliability</b>														Policy GBE
<b>Data Management</b>														Job description
<b>Professionalism</b>														Policy GA
<b>Confidentiality Judgment</b>														Policy GBEA
<b>Boundaries</b>														Policy GBEBB & GBEBD
<b>Ethics</b>														Policy GBEA
<b>Communication</b>														Job description
<b>Teamwork and Coordination</b>														Policy GA, Job description
<b>Openness</b>														Policy GBD & GBK

<b>Responsibility</b>				Supports and enforces policies of the Board and School Administration			Policy GBE
<b>Technology</b>				Uses technological tools effectively and respectfully for services and communication as is required by district and school policy			Job description
<b>Professional Learning</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>		<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Responsibility</b>			Respects the right to learn and takes responsibility by participating in school and district professional learning opportunities (PD days, faculty meetings, committees, etc.)				Policy GA and GCI, Job description
<b>Collaboration</b>			Participates as a member of a Professional Learning Team being responsible for personal learning, but also that of others by providing professional development opportunities to acquaint school staff with guidance services				Policy GA, PD Master Plan, Job description
<b>Self-assessment</b>			Keeps abreast of current guidance practices and legislation, reflects on professional practice, and seeks areas for growth				Policy GA, PD Master Plan, Job description
<b>Certification</b>			Follows the procedures in the district's Professional Development Plan to maintain NH certification if applicable				Policy GA, PD Master Plan



# EPHING SCHOOL DISTRICT SCHOOL NURSE

## EXPECTATIONS RUBRIC Name:

Epping School District teachers are expected to meet standards as defined by proficient.

The “exceeds standard” level is reserved for truly exceptional performance. Teachers actively serve on committees, volunteer with students, share expertise with colleagues, serve as mentors to new teachers, and demonstrate teacher leadership. Teachers’ students meet or exceed their annual learning growth.

The “needs improvement” level is indicative of performance that needs to change.

The “does not meet standard” denotes unacceptable performance that will result in job action.

School Nurse is responsible for the implementation of the district “Comprehensive Health Services Plan”.

<b>Planning and Preparation</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Knowledge and Skill</b>			Demonstrates thorough knowledge of medical knowledge and nursing techniques, and understands child developmental characteristics as well as exceptions to the general patterns			Job description
<b>Resources</b>			Demonstrates knowledge of resources available in the school, other schools, and community to advance program goals			Job description, District plan
<b>Policy and Laws</b>			Demonstrates thorough knowledge of federal, state, community, and school district health rules, regulations, policy, and laws			Job description, District plan, Policy Section E, G, and J
<b>Program Goals</b>			Establishes nursing program goals that are clear and appropriate to meet the mission and vision of the Comprehensive Health Services Plan			Job description, District plan
<b>Program Plan</b>			Provides a well-designed program plan aligning with the district plan, integrating with overall school program, and providing health services to			Job description, District plan



Program Evaluation	Exceeds Standard	Meets Standard	Proficient Defined	Needs Improvement	Does Not Meet Standard	Reference
<b>Educational Environment</b>			both individuals and groups of students Uses clear goals and evidence to evaluate the degree to which goals have been met			Job description, District plan
<b>Environment</b>			<b>Proficient Defined</b> Creates a welcoming, service-oriented environment and makes use of physical space to deliver quality services			<b>Reference</b> Job description, District plan, Policy Section G and J
<b>Culture</b>			Establishes a culture conveying the importance of health and wellness and promotes health and wellness using print and electronic media			Job description, District plan
<b>Procedures</b>			Establishes routines and procedures for effective and efficient operation			Job description, District plan
<b>Equipment Materials Supplies</b>			Maintains, orders, and inventories health equipment, materials, and supplies in order to implement the district plan			Job description, District plan
<b>Student Behavior</b>			Communicates expectations and monitors student behavior for compliance to school and district standards and disciplines students appropriately and respectfully			Job description, District plan
<b>Support Staff</b>			Trains, supervises, and evaluates support staff so that everyone is clear as to their role			Job description, District plan
<b>Delivery of Services</b>			<b>Proficient Defined</b>			<b>Reference</b>
<b>Assessing Student Needs</b>			Assesses student needs and administers screenings in order to determine and know the range of student needs in the school			Job description, District plan
<b>Student Safety</b>			Assesses situations involving students' safety, abuse, and other health issues to identify problems, refer for treatment, and comply with legal requirements			Job description, District plan, Policy Section J
<b>Medication</b>			Stores medication securely and dispenses medication properly in accordance with state laws and district policy			Job description, District plan, Policy JLCD
<b>Individual Student Health</b>			Develops and implements individual student health care plans; provides information, direction, and assistance to school staff; and/or			Job description, District plan, Policy Section J



Care Plans								
<b>Health Care Treatment</b>		revises and implements plans per parent and/or physician directives	Administers health care and specialized medical treatments and monitors students for their immediate and follow-up care in accordance with state laws and district policy				Job description, District plan, Policy Section J	
<b>Counseling</b>		Counsels students and families on health conditions and lifestyle issues such as mental health, pregnancy, sexual diseases, and substance abuse					Job description, District plan	
<b>Education</b>		Provides health education directly and indirectly by teaching students and staff to be more assertive health consumers and take greater responsibility for their own health					Job description, District plan	
<b>First Aid and Emergency Care</b>		Administers first aid and emergency care to staff and students in accordance with state laws and district policy					Job description, District plan, Policy Section E and G	
<b>Emergency Readiness</b>		Plans for a variety of emergency situations and collaborates with school and district staff and other agencies on site assessments to identify issues and make recommendations to improve emergency readiness					Job description, District plan, Policy Section E, G, and J	
<b>Record Keeping</b>		Maintains organized, clear, accurate, and useful records utilizing technology relevant to services and in a manner compliant with professional standards					Job description, District plan	
<b>Flexibility and Responsiveness</b>		Revises the nursing program when needed to meet student, teacher, and school needs					Job description, District plan	
<b>Professional Responsibilities</b>		<b>Proficient Defined</b>				<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Attendance</b>		Practices good attendance and punctuality habits					Policy GA & GBE	
<b>Reliability</b>		Submits requisitions, budgets, reports and other requests; cares for and protects school property; insures the safety and welfare of the students at all times					Policy GBE	
<b>Professionalism</b>		Behaves in an appropriate manner considerate of one's self and community, is accountable for one's actions and choices, is truthful and courteous, and takes pride in one's work					Policy GA	



<b>Confidentiality Judgment</b>				Uses good judgment regarding relationships with students both in and out of the school context; maintains confidentiality with student records and student issues				Policy GBEA	
<b>Boundaries</b>				Maintains professional boundaries with students, parents, and staff in daily interactions and in electronic communications				Policy GBEBB & GBEBD	
<b>Ethics</b>				Respects the institution and avoids conflicts of interest				Policy GBEA	
<b>Communication</b>				Communicates with parents, teachers, staff, health care providers, and/or public agencies to provide information, advise on changing student health, recommend medical/emotional intervention, promote/secure health services, and comply with legal requirements				Policy GBEF & GBEF-R, Job description	
<b>Teamwork</b>				Shares responsibility for school wide activities and volunteers to serve on health, wellness, safety, emergency, and other district and school committees				Policy GA, Job description	
<b>Openness</b>				Keeps administration informed about concerns, follows school and district chain of command, and is open-minded about change by participating in the process and supporting the end result				Policy GBD & GBK	
<b>Responsibility</b>				Supports and enforces policies of the Board and School Administration				Policy GBE	
<b>Technology</b>				Uses technological tools effectively and respectfully for services and communication as is required by district and school policy				Job description	
<b>Professional Learning</b>				<b>Proficient Defined</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Responsibility</b>				Respects the right to learn and takes responsibility by participating in school and district professional learning opportunities (PD days, faculty meetings, committees, etc.)					Policy GA and GCI, Job description
<b>Collaboration</b>				Participates as a member of a Professional Learning Team being responsible for personal learning, but also that of others by providing professional development opportunities to					Policy GA, PD Master Plan, Job description



<b>Self-assessment</b>			acquaint school staff with health services Keeps abreast of current health practices and legislation, reflects on professional practice, and seeks areas for growth			Policy GA, PD Master Plan, Job description
<b>Certification</b>			Follows the procedures in the district's Professional Development Plan to maintain NH certification if applicable			Policy GA, PD Master Plan





# EPPING SCHOOL DISTRICT THERAPEUTIC SPECIALIST

## EXPECTATIONS RUBRIC Name:

Epping School District teachers are expected to meet standards as defined by proficient.

The “exceeds standard” level is reserved for truly exceptional performance. Teachers actively serve on committees, volunteer with students, share expertise with colleagues, serve as mentors to new teachers, and demonstrate teacher leadership. Teachers’ students meet or exceed their annual learning growth.

The “needs improvement” level is indicative of performance that needs to change.

The “does not meet standard” denotes unacceptable performance that will result in job action.

Therapeutic Specialist is responsible for the implementation of the district “Therapeutic Services Plan”.

<b>Planning and Preparation</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Knowledge and Skill</b>			Demonstrates thorough knowledge of therapeutic area and testing/service techniques, and understands child developmental characteristics as well as exceptions to the general patterns			Job description
<b>Resources</b>			Demonstrates knowledge of resources available in the school, other schools, and community to advance program goals			Job description, District plan
<b>Policy and Laws</b>			Demonstrates thorough knowledge of federal, state, and school district special education rules, regulations, policy, and laws			Job description, District plan, Policy Section I and J
<b>Program Goals</b>			Establishes therapeutic program goals that are clear and appropriate to meet the district Therapeutic Services Plan			Job description, District plan
<b>Program Plan</b>			Provides a well-designed program plan aligning with the district plan, integrating with overall			Job description, District plan



<b>Program Evaluation</b>				school program, and providing therapeutic services to both individuals and groups of students					Job description, District plan
<b>Educational Environment</b>				Uses clear goals and evidence to evaluate the degree to which goals have been met					<b>Reference</b>
<b>Environment</b>				<b>Proficient Defined</b>					<b>Does Not Meet Standard</b>
<b>Culture</b>				Creates a welcoming environment and makes effective use of physical space to conduct testing and deliver services					Job description, District plan
<b>Organization</b>				Establishes a culture of service conveying the importance of health and wellness					Job description, District plan
<b>Procedures</b>				Uses time efficiently by setting priorities and using clear schedules in order to provide effective services to identified students					Job description, District plan
<b>Equipment Materials Supplies</b>				Establishes, maintains, and communicates procedures for referrals, meetings, and consultations which are clear to everyone					Job description, District plan, Policy I
<b>Student Behavior</b>				Maintains, orders, and inventories equipment, materials, and supplies in order to provide efficient and effective services					Job description, District plan
<b>Support Staff</b>				Communicates expectations and monitors student behavior for compliance to school and district standards and disciplines students appropriately and respectfully					Job description, District plan
<b>Delivery of Services</b>				Trains, supervises, and evaluates support staff so that everyone is clear as to their role					Job description, District plan
<b>Assessing Student Needs</b>				<b>Proficient Defined</b>					<b>Reference</b>
<b>Evaluation</b>				Responds to referrals, assesses student needs, and administers screenings in order to determine and know the range of student needs in the school					<b>Does Not Meet Standard</b>
				Evaluates students using clinical observations and standardized testing procedures that best identify students' potential needs					Job description, District plan, Policy I



<b>Individual Student Care Plans</b>						Job description, District plan, Policy Section I
<b>Therapeutic Care Treatments</b>				Develops individual student therapeutic care plans including needs, goals, strategies, and outcome assessments		Job description, District plan, Policy Section I
<b>Equipment Modifications Adaptations</b>				Implements individual student therapeutic care plans that are appropriate for the students' identified needs; monitors progress and initiates follow-up services; provides information, direction, and assistance to school staff; and/or revises and implements plans per parent and/or physician directives		Job description, District plan
<b>Education</b>				Uses assistive technology/equipment, environmental modifications, and/or adaptive curricular activity to support optimal performance, foster development, or compensate for reduced functioning		Job description, District plan
<b>Family Communication</b>				Promotes health strategies and practices; consults and trains team members, family, and students to enhance performance abilities		Job description, District plan
<b>Data Collection and Analysis</b>				Communicates with families in a sensitive manner; secures permission for evaluations and services		Job description, District plan
<b>Record Keeping</b>				Collects and analyzes information, adjusts services accordingly, and communicates results verbally, audio/visually, and in writing		Job description, District plan
<b>Flexibility and Responsiveness</b>				Maintains organized, clear, accurate, and useful records utilizing technology relevant to services and in a manner compliant with professional standards		Job description, District plan
<b>Professional Responsibilities</b>				Revises the therapeutic program when needed to meet student, teacher, and school needs		Job description, District plan
<b>Attendance Reliability</b>				<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>
				Practices good attendance and punctuality habits		Reference
				Submits requisitions, budgets, reports and other requests; cares for and protects school property; insures the safety and welfare of the students at all times		Policy GA & GBE
<b>Data</b>				Maintains an effective data-management system		Job description



<b>Management</b>				in accordance with federal and state law and district policy						
<b>Professionalism</b>				Behaves in an appropriate manner considerate of one's self and community, is accountable for one's actions and choices, is truthful and courteous, and takes pride in one's work					Policy GA	
<b>Confidentiality Judgment</b>				Uses good judgment regarding relationships with students both in and out of the school context; maintains confidentiality with student records and student issues					Policy GBEA	
<b>Boundaries</b>				Maintains professional boundaries with students, parents, and staff in daily interactions and in electronic communications					Policy GBEBB & GBEBD	
<b>Ethics</b>				Respects the institution and avoids conflicts of interest					Policy GBEA	
<b>Communication</b>				Communicates with parents, teachers, staff, health care providers, and/or public agencies to provide information, advise on changing student need, recommend further intervention, promote/secure services, and comply with legal requirements					Job description	
<b>Teamwork</b>				Shares responsibility for school wide activities and volunteers to serve on health, wellness, and other district and school committees					Policy GA, Job description	
<b>Openness</b>				Keeps administration informed about concerns, follows school and district chain of command, and is open-minded about change by participating in the process and supporting the end result					Policy GBD & GBK	
<b>Responsibility</b>				Supports and enforces policies of the Board and School Administration					Policy GBE	
<b>Technology</b>				Uses technological tools effectively and respectfully for services and communication as is required by district and school policy					Job description	
<b>Professional Learning</b>				<b>Proficient Defined</b>				<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Responsibility</b>				Respects the right to learn and takes responsibility by participating in school and district professional learning opportunities (PD						Policy GA and GCI, Job description



<b>Collaboration</b>				days, faculty meetings, committees, etc.) Participates as a member of a Professional Learning Team being responsible for personal learning, but also that of others by providing professional development opportunities to acquaint school staff with therapeutic services			Policy GA, PD Master Plan, Job description
<b>Self-assessment</b>				Keeps abreast of current therapeutic practices and special education legislation, reflects on professional practice, and seeks areas for growth			Policy GA, PD Master Plan, Job description
<b>Certification</b>				Follows the procedures in the district's Professional Development Plan to maintain NH certification if applicable			Policy GA, PD Master Plan





# EPHING SCHOOL DISTRICT SCHOOL LIBRARY/MEDIA

**SPECIALIST EXPECTATIONS RUBRIC**      **Name:**

Epping School District teachers are expected to meet standards as defined by proficient.

The “exceeds standard” level is reserved for truly exceptional performance. Teachers actively serve on committees, volunteer with students, share expertise with colleagues, serve as mentors to new teachers, and demonstrate teacher leadership. Teachers’ students meet or exceed their annual learning growth.

The “needs improvement” level is indicative of performance that needs to change.

The “does not meet standard” denotes unacceptable performance that will result in job action.

Library/Media Specialist:

- Library/Media Specialist is responsible for the implementation of the district “21<sup>st</sup> Century School Library/Media Center Plan”.
- If the Library/Media Specialist is part of the unified arts rotation and/or has assigned classroom responsibilities, the Teacher Expectations Rubric also applies.

<b>Planning and Preparation</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Literature and Current Trends</b>			Demonstrates thorough knowledge of literature and of current trends in practice and information technology			Job description
<b>School Program and Information Needs</b>			Demonstrates thorough knowledge of the school’s curriculum and of student information needs within the curriculum to promote competency in information literacy			Job description, District competencies, School grade level summaries, School course syllabi
<b>Resources</b>			Demonstrates knowledge of and provides students and teachers with resources available in the school, other schools, and community to advance program goals			Job description, District plan



<b>Library Laws</b>				Demonstrates thorough knowledge of privacy, equity of access, intellectual freedom, copyright, and fair use legislation			Policy GBEF, GBEF-R, EGAD, & EGAD-R
<b>Program Goals</b>				Establishes library/media program goals that are clear and appropriate to meet the mission and vision of the 21 <sup>st</sup> Century School Library/Media Center Plan			Job description, District plan
<b>Program Plan</b>				Provides a well-designed program plan aligning with the district plan, integrating with overall school program, and meeting teachers and students information needs			Job description, District plan
<b>Program Evaluation</b>				Uses clear goals and evidence to evaluate the degree to which goals have been met			Job description, District plan
<b>Educational Environment</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>		<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Environment</b>				Creates an environment of service and promotes and protects principles of intellectual freedom and free inquiry within the school			Job description, District plan
<b>Culture</b>				Establishes a culture conveying the importance of seeking information and reading literature; promotes the center using print and electronic media			Job description, District plan
<b>Procedures</b>				Establishes routines and procedures for effective operation including, but not limited to circulation of materials and equipment, working on computers, independent work, and other daily operations			Job description, District plan
<b>Collection and Inventory</b>				Maintains, orders, and inventories balanced collection, equipment, and technologies (software and hardware) for efficient and effective services			Job description, District plan
<b>Student Behavior</b>				Communicates behavior expectations and monitors student behavior for compliance to school and district standards and disciplines students appropriately and respectfully			Job description, District plan
<b>Staff, Aides, &amp; Volunteers</b>				Trains, supervises, and evaluates support staff, volunteers, and/or student helpers so that everyone is clear as to their role			Job description, District plan
<b>Physical Space</b>				Makes effective use of physical space to provide			Job description, District plan



				a welcoming environment for both individual and collaborative learning						plan
<b>Delivery of Services</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>				
<b>Teacher Collaboration</b>			Initiates collaboration with classroom teachers in the design of instructional lessons and units and team teach units as requested			Job description, District plan				
<b>Student Intervention and Support</b>			Oversees student instructional interventions provided through educational software offered in the center and provides instructional interventions and support to students per the school schedule and student plan			Job description, District plan				
<b>Student and Staff Engagement</b>			Guides and encourages reading, enjoying literature, and using information technologies with effective modeling, activities, grouping strategies, and materials			Job description, District plan				
<b>Assistance</b>			Initiates sessions to assist students and teachers in the use of technology in the library/media center and serves as a resource for school staff on a consulting basis			Job description, District plan				
<b>Flexibility and Responsiveness</b>			Revises the library/media program when needed to meet student, teacher, and school needs			Job description, District plan				
<b>Professional Responsibilities</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Proficient Defined</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>				
<b>Attendance</b>			Practices good attendance and punctuality habits			Policy GA & GBE				
<b>Reliability</b>			Submits requisitions, budgets, reports and other requests, cares for and protects school property, insures the safety and welfare of the students at all times			Policy GBE				
<b>Professionalism</b>			Behaves in an appropriate manner considerate of one's self and community, is accountable for one's actions and choices, is truthful and courteous, and takes pride in one's work			Policy GA				
<b>Confidentiality Judgment</b>			Uses good judgment regarding relationships with students both in and out of the school context; maintains confidentiality with student records and student issues			Policy GBEA				



<b>Boundaries</b>				Maintains professional boundaries with students, parents and staff in daily interactions and in electronic communications				Policy GBEBB & GBEBD	
<b>Ethics</b>				Respects the institution and avoids conflicts of interest				Policy GBEA	
<b>Communication</b>				Communicates promptly and respectfully with students, parents, staff, and community as required by and within guidelines of school and district policies				Policy GBEF & GBEF-R, Job description	
<b>Teamwork</b>				Shares responsibility for grade-level and/or content team and school wide activities and volunteers to serve on literacy, technology, and other district and school committees				Policy GA, Job description	
<b>Openness</b>				Keeps administration informed about concerns, follows school and district chain of command, and is open-minded about change by participating in the process and supporting the end result				Policy GBD & GBK	
<b>Responsibility</b>				Supports and enforces policies of the Board and School Administration				Policy GBE	
<b>Technology</b>				Keeps abreast of emerging technologies and uses technological tools effectively and respectfully for instruction, services, and communication as is required by district and school policies				Job description	
<b>Professional Learning</b>				<b>Proficient Defined</b>			<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>	<b>Reference</b>
<b>Responsibility</b>				Respects the right to learn and takes responsibility by participating in school and district professional learning opportunities (PD days, faculty meetings, committees, etc.)					Policy GA and GCJ, Job description
<b>Collaboration</b>				Participates as a member of a Professional Learning Team being responsible for personal learning, but also that of others by providing professional development opportunities to acquaint school staff with multimedia, research, and information literacy					Policy GA, PD Master Plan, Job description
<b>Self-assessment</b>				Reflects on professional practice and seeks areas for growth					Policy GA, PD Master Plan, Job description
<b>Certification</b>				Follows the procedures in the district's					Policy GA, PD Master Plan



				Professional Development Plan to maintain NH certification				
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