

**SHAKER HEIGHTS CITY SCHOOL DISTRICT**

**COORDINATOR EVALUATION PROCESS**

For use with:

Deans of Students

Coordinators (if less than 50% time spent on student instruction)

Staff Assistants

RTI Specialists

Instructional Coaches

Others in coordinator roles

2017 - 2018

**FALL:** 

|  |  |
| --- | --- |
| **Coordinator** | **Evaluator**  District/School direct report |
| 1. Meet with Evaluator to review and discuss **Annual** **Professional Growth Plan** and **January Formative Coordinator Evaluation Form.** | 1. Meet with Coordinator to review **Annual** **Professional Growth Plan** and **January Formative Coordinator Evaluation Form.** |
| 1. Meet with Evaluator to discuss **January Formative Coordinator Evaluation Form** by early January. If Ineffective in any category, collaboratively create **Improvement Plan.** | 1. Meet with Coordinator to discuss **January Formative Coordinator Evaluation Form** by early January. If Ineffective in any category, collaboratively create **Improvement Plan.** Provide coordinator with signed copy of the form(s). |
|  | 1. Submit a signed copy **January Formative Coordinator Evaluation Form (**and if created, **Improvement Plan)** to coordinator by January 15. |

**WINTER/SPRING:**

|  |  |
| --- | --- |
| **Coordinator** | **Evaluator**  District/School direct report |
| 1. Meet with Evaluator to discuss **Annual** **Professional Growth Plan** and **Coordinator Summative Evaluation Form**. Collaboratively create **Annual Professional Growth Plan** for upcoming school year, or if final rating of Ineffective, collaborative create **Coordinator Improvement Plan**. | 1. Meet with Coordinator to discuss **Annual Professional Growth Plan** and **May** **Summative Coordinator Evaluation Form** and by May 1. Collaboratively discuss **Annual Professional** **Growth Plan** for upcoming school year, or if final rating of Ineffective, collaborative create **Coordinator Improvement Plan**. |
|  | 1. Complete **May Summative Coordinator Evaluation Form**. Provide coordinator with signed copy of the form(s). |
|  | 1. Submit a signed copy of the final **May** **Summative Coordinator Evaluation (**and,if created**, Improvement Plan)** to Personnel by May 30. |



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Coordinator Name |  | School Year |  | | |
| Evaluator Name |  | Date Created |  | Date(s) Reviewed |  |

☐ **Self-Directed** ☐ **Collaborative**

* As a result of the evaluation process, coordinators and evaluators should focus on accelerating and continuing coordinator growth.
* Professional goals should be individualized to the needs of the coordinator and specifically relate to areas of refinement/growth as identified in the coordinators’ evaluation.
* The evaluator and coordinator should have collaborative and ongoing discussions related to activities aligned to the goals.
* This plan may also be used as a guide for creating professional development goals aligned with licensure renewal as approved by LPDC.

|  |  |
| --- | --- |
| **Professional Goals**  **These are addressed by the evaluator as appropriate for this coordinator**  Consider creating goals that meet **SMART** criteria  **S**- Specific (What do I want to measure?)  **M** – Measurable (How am I going to measure it?)  **A** – Attainable (Is this a reasonable goal?)  **R** – Results-oriented (What will my goal look like when I’ve reached it?)  **T** – Time-Bound (When will I reach my goal?) | **Evidence Indicators**  **What will show your progress toward the goal?**  **What will show your achievement of the goal?**  ***Include tentative deadlines*** |
| **Goal 1:*****Student Achievement/Outcomes for Students***  *Goal Statement:* |  |
| **Goal 2:*****Coordinator Performance on the Ohio Teacher Leader Standards (see pg. 3)***  *Goal Statement:* |  |

**Coordinator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**   **Evaluator’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**

Signatures above verify acknowledgement of receipt of final documented plan by both parties.

*Both parties should keep a copy of this document as a point of reference throughout the year. A final copy should be kept by the coordinator and a copy to the evaluator.*

*A copy of this document should be shared with the Building Principal*

## **COORDINATOR STANDARDS**

Adapted from the ODE Teacher Leader Standards

|  |  |  |
| --- | --- | --- |
| **1 Coordinators know and demonstrate skill in evidenced-based principles of effective leadership and teacher learning.**  **1**.1 Coordinators articulate their knowledge of federal, state and local model policies and procedures, as well as best practices, for educators and students.    1.2 Coordinators demonstrate skill in managing the change process by assisting and supporting teacher learning through professional development.  1.3 Coordinators understand and apply strategies that assist adult learning and development.  1.4 Coordinators respect the diversity of the school staff; teachers, administrators, and other personnel.    1.5 Coordinators engage in reflective practice concerning leadership roles and responsibilities, and encourage reflective practice in others.  1.6 Coordinators assume leadership roles at the school, district, state or national levels and in professional organizations.    1.7 Coordinators facilitate the development of efficacy among other teachers in their school and district.  **2 Coordinators promote the use of data-based decisions and evidence-based practice.**  2.1 Coordinators serve as building leaders in the development, implementation, and continuous improvement of a comprehensive, cohesive, and integrated school assessment plan grounded in multiple measures and data sources.  2.2 Coordinators collaboratively analyze assessment data to plan and implement differentiated instruction to meet student needs.  2.3 Coordinators support teachers in responding to the intervention process by collaborating with educators to design, implement, and gathering appropriate data and evidence.  2.4 Coordinators support teachers in the identification of resources (including instructional technology) and research-based strategies to support the assess-plan-teach-reassess cycle. | **3 Coordinators facilitate a collaborative learning culture.**  3.1 Coordinators coach and model collaborative efforts to share knowledge and demonstrate interdisciplinary collaboration among teachers.  3.2 Coordinators nurture open and effective lines of communication with students, parents, other educators, administrators, and the community through district, building or teacher-based teams.  3.3 Coordinators work with stakeholders to identify appropriate resources for enhancing collaboration.  3.4 Coordinators facilitate collaborative professional learning activities for educators, families, and the community.  **4 Coordinators participate in developing and supporting a shared vision and clear goals for their schools.**  4.1 Coordinators participate in developing a shared vision for short-term and long term goals for ongoing school reform, and continuous improvement.    4.2 Coordinators advocate for and initiate increased opportunities for teamwork to promote and support student achievement and other school goals.    4.3 Coordinators participate in designing practices and structures that create and maintain an effective learning culture.  4.4 Coordinators support other school leadership team members in advocating and communicating the school's vision and goals. | **5 Coordinators promote and model ongoing professional learning and improved practice within a learning community.**  5.1 Coordinators use their knowledge of professional standards, including the Standards for Ohio Educators to support teachers' professional growth.  5.2 Coordinators work effectively with individuals and groups of teachers by demonstrating the skills and competencies needed to teach adult learners.  5.3 Coordinators demonstrate skills in serving as mentors and coaches to others.  5.4 Coordinators develop, implement, and evaluate professional development activities for teachers.  5.5 Coordinators engage in activities that promote reflective practices in others.  5.6 Coordinators model professional, ethical behavior and expect it from others. |

****

|  |  |  |  |
| --- | --- | --- | --- |
| Coordinator Name |  | School Year |  |
| Evaluator Name |  | Date |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proficiency of Standards**  *See Teacher Leader Rubric in Appendix* | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **☐** | **☐** | **☐** | **☐** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **January Formative Rating** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **☐** | **☐** | **☐** | **☐** |
| ***Overall Area(s)***  ***of Strength*** |  | | | |
| ***Recommendation(s)***  ***for Growth***  ***To be considered for next Annual Professional Growth or Improvement Plan*** |  | | | |

If **Ineffective** in any category, an **Improvement Plan** (in Appendix) will be collaboratively created by the coordinator and evaluator.

**☐ Check here if Improvement Plan has been created.** A copy of this plan will be submitted by the evaluator with the **January Formative Evaluation Form** by winter break.

*If evaluator is a peer, the building administrator should be notified that an Improvement Plan has been created.*



**Coordinator Signature Date**

**Evaluator’s Signature Date**

Signatures above verify acknowledgement of receipt of January Formative Evaluation by both parties.

*Evaluator should provide Coordinator with a copy and keep a copy for file.*

*While I have signed this, I also intend to submit a supplement by \_* . \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Coordinator’s Initials

****

|  |  |  |  |
| --- | --- | --- | --- |
| Coordinator Name |  | School Year |  |
| Evaluator Name |  | Date |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proficiency of Standards:**  *See Teacher Leader Rubric in Appendix* | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **1. Coordinators know and demonstrate skill in evidenced-based principles of effective leadership and teacher learning.** | **☐** | **☐** | **☐** | **☐** |
| ***Areas of strength*** |  | | | |
| ***Areas for growth*** |  | | | |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **2. Coordinators promote the use of data-based decisions and evidence-based practice.** | **☐** | **☐** | **☐** | **☐** |  |  |  |
| ***Areas of strength*** |  | | | |
| ***Areas for growth*** |  | | | |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **3, Coordinators facilitate a collaborative learning culture.** | **☐** | **☐** | **☐** | **☐** |
| ***Areas of strength*** |  | | | |
| ***Areas for growth*** |  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proficiency of Standards:**  *See Teacher Leader Rubric in Appendix* | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **4. Coordinators participate in developing and supporting a shared vision and clear goals for their schools.** | **☐** | **☐** | **☐** | **☐** |
| ***Areas of strength*** |  | | | |
| ***Areas for growth*** |  | | | |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **5. Coordinators promote and model ongoing professional learning and improved practice within a learning community.** | **☐** | **☐** | **☐** | **☐** |
| ***Areas of strength*** |  | | | |
| ***Areas for growth*** |  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Final Summative Rating** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **☐** | **☐** | **☐** | **☐** |
| ***Overall Area(s)***  ***of Strength*** |  | | | |
| ***Recommendation(s)***  ***for Growth***  ***To be considered for next Annual Professional Growth or Improvement Plan*** |  | | | |



If final summative rating is Ineffective, an **Improvement Plan** (in Appendix) will be collaboratively created by the coordinator and evaluator.

**☐ Check here if Improvement Plan has been created.** A copy of the Improvement Plan will be submitted by the evaluator with the **May Summative Evaluation Form**.

**Coordinator’s Signature Date**

**Evaluator’s Signature Date**

*While I have signed this, I also intend to submit a supplement by \_* . \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Coordinator’s Initials

*Evaluator should send a completed copy of this form including signatures to Human Resources Office May 30.*



**ADAPTED FROM ODE TEACHER LEADER STANDARDS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard 1: Coordinators know and demonstrate skill in evidenced-based principles of effective leadership and teacher learning.** | | | | | |
| **Elements** | Ineffective | Developing | Skilled | | Accomplished |
| **1.1 Coordinator articulates knowledge of federal, state and local model policies and procedures, as well as best practices, for educators and students.** | Coordinator articulates little or no knowledge of federal, state and local model policies and procedures, as well as best practices, for educators and students. | Coordinator articulates limited knowledge of federal, state and local model policies and procedures, as well as best practices, for educators and students. | Coordinator articulates a solid understanding of knowledge of federal, state and local model policies and procedures, as well as best practices, for educators and students. | | Coordinator articulates a strong knowledge base of federal, state and local model policies and procedures, as well as best practices, for educators and students. |
| **1.2 Coordinator demonstrates skill in managing the change process by assisting and supporting teacher learning through professional development.** | Coordinator demonstrates little to no skill in managing the change process. | Coordinator demonstrates limited skill in managing the change process by assisting and supporting teacher learning through professional development. | Coordinator demonstrates strong skill in managing the change process by assisting and supporting teacher learning through some professional development. | | Coordinator demonstrates strong skill in managing the change process by assisting and supporting teacher learning through strategic and well planned professional development opportunities. |
| **1.3 Coordinator understands and applies strategies that assist adult learning and development.** | Coordinator has little to no understanding of strategies that assist adult learning and development. | Coordinator has limited understanding in strategies that assist adult learning and development. | Coordinator understands and applies strategies that assist adult learning. | | Coordinator understands and applies specific strategies that assist adult learning and development. |
| **1.4 Coordinator respects the diversity of the school staff; teachers, administrators, and other personnel.** | Coordinator has little to no respect for the diversity of school staff; teachers, administrators, and other personnel. | Coordinator shows limited respect for the diversity of the school staff; teachers, administrators, and other personnel. | Coordinator respects the diversity of the school staff; teachers, administrators, and other personnel. | | Coordinator demonstrates consistent respect for the diversity of the school staff; teachers, administrators, and other personnel. |
| **1.5 Coordinator engages in reflective practice concerning leadership roles and responsibilities, and encourage reflective practice in others.** | Coordinator engages in little to no reflective practice concerning leadership roles and responsibilities. | Coordinator engages in limited reflective practice concerning leadership roles and responsibilities. | Coordinator engages in reflective practice concerning leadership roles and responsibilities, and encourages reflective practice in others. | | Coordinator consistently engages in reflective practice concerning leadership roles and responsibilities, and regularly encourages reflective practice in others. |
| **1.6 Coordinator assumes leadership roles at the school, district, state and national levels as well as in professional organizations.** | Coordinator assumes little to no leadership at the school, district, state and national level. | Coordinator assumes a limited leadership role at the school, district, state and national level. | Coordinator consistently assumes leadership roles at the school, district, state or national level as well as in professional organizations. | | Coordinator consistently assumes leadership roles at the school, district, state and national levels as well as in multiple professional organizations. |
| **1.7 Coordinator facilitates the development of efficacy among others in the school and district.** | Coordinator does not facilitate the development of efficacy among others in the school and district. | Coordinator facilitates limited development of efficacy among others in the school and district. | Coordinator consistently facilitates the development of efficacy among others in the school and district. | | Coordinator consistently facilitates the development of efficacy among special education, regular education and administrative staff in the school and district. |
| **Standard 2: Coordinators promote the use of data-based decisions and evidence-based practice.** | | | | | | |
| **Elements** | Ineffective | Developing | Skilled | Accomplished | | |
| **2.1 Coordinator serves as a building leader in the development, implementation, and continuous improvement of a comprehensive, cohesive, and integrated school assessment plan grounded in multiple measures and data sources.** | Coordinator does not serve as a building leader in the development, implementation, and continuous improvement of a comprehensive, cohesive, and integrated school assessment plan. | Coordinator rarely serves as a building leader in the development, implementation, and continuous improvement of a comprehensive, cohesive, and integrated school assessment plan. | Coordinator consistently serves as a building leader in the development, implementation, and continuous improvement of a comprehensive, cohesive, and integrated school assessment plan grounded in some measures and data sources. | Coordinator consistently serves as a building leader in the development, implementation, and continuous improvement of a comprehensive, cohesive, and integrated school assessment plan grounded in multiple measures and data sources. | | |
| **2.2 Coordinator collaboratively analyzes assessment data with multidisciplinary team to plan and implement differentiated instruction to meet student needs.** | Coordinator does not collaboratively analyze assessment data with multidisciplinary team to plan and implement differentiated instruction to meet student needs. | Coordinator rarely collaboratively analyzes assessment data with multidisciplinary team to plan and implement differentiated instruction to meet student needs. | Coordinator collaboratively analyzes assessment data with multidisciplinary team, consistently, to plan and implement differentiated instruction to meet student needs. | Coordinator proactively collaborates and analyzes assessment data with multidisciplinary team, consistently, to plan and implement differentiated instruction to meet student needs. | | |
| **2.3 Coordinator supports teachers in responding to the intervention process by collaborating to design, implement, and gathering appropriate data and evidence.** | Coordinator does not support teachers in responding to the intervention process by collaborating to design, implement, and gather appropriate data and evidence. | Coordinator rarely supports teachers in responding to the intervention process by collaborating to design, implement, and gather appropriate data and evidence. | Coordinator consistently supports teachers in responding to the intervention process by collaborating to design, implement, and gather appropriate data and evidence. | Coordinator consistently supports teachers in responding to, and initiating when appropriate, the intervention process by collaborating with educators to design, implement, and gather necessary data and evidence. | | |
| **2.4 Coordinator supports teachers in the identification of resources (including instructional technology) and research-based strategies to support the assess-plan-teach-reassess cycle.** | Coordinator does not support teachers in the identification of resources (including instructional technology) and research-based strategies to support the assess-plan-teach-reassess cycle. | Coordinator rarely supports teachers in the identification of resources (including instructional technology) and research-based strategies to support the assess-plan-teach-reassess cycle. | Coordinator consistently supports teachers in the identification of resources (including instructional technology) and research-based strategies to support the assess-plan-teach-reassess cycle. | Coordinator consistently supports teachers in the identification of multiple resources (including instructional technology) and research-based strategies to support the assess-plan-teach-reassess cycle. | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 3. Coordinators facilitate a collaborative learning culture.** | | | | |
| **Elements** | Ineffective | Developing | Skilled | Accomplished |
| **3.1 Coordinator coaches and models collaborative efforts to share knowledge and demonstrate interdisciplinary collaboration among teachers.** | Coordinator does not coach or model collaborative efforts to share knowledge and demonstrate interdisciplinary collaboration among teachers. | Coordinator rarely coaches and/or models collaborative efforts to share knowledge and demonstrate interdisciplinary collaboration among teachers. | Coordinator consistently coaches and models collaborative efforts to share knowledge and demonstrate interdisciplinary collaboration among teachers. | Coordinator consistently coaches and models collaborative efforts to share knowledge and demonstrate interdisciplinary collaboration among all staff. |
| **3.2 Coordinator nurtures open and effective lines of communication with students, parents, other educators, administrators, and the community through district, building and/or teacher-based teams.** | Coordinator does not nurture open and effective lines of communication with students, parents, other educators, administrators, and the community. | Coordinator rarely nurtures open and effective lines of communication with students, parents, other educators, administrators, and the community. | Coordinator regularly nurtures open and effective lines of communication with students, parents, other educators, administrators, and the community through district, building and/or teacher-based teams. | Coordinator consistently nurtures open and effective lines of communication with students, parents, other educators, administrators, and the community through district, building and teacher-based teams. |
| **3.3 Coordinator works with stakeholders to identify appropriate resources for enhancing collaboration.** | Coordinator does not work with stakeholders to identify appropriate resources for enhancing collaboration. | Coordinator rarely works with stakeholders to identify appropriate resources for enhancing collaboration. | Coordinator regularly works with stakeholders to identify appropriate resources for enhancing collaboration. | Coordinator consistently works with stakeholders to identify multiple resources for enhancing collaboration. |
| **3.4 Coordinator facilitates collaborative professional learning activities for educators, families, and the community.** | Coordinator does not facilitate collaborative professional learning activities for educators, families, or the community. | Coordinator facilitates limited collaborative professional learning activities for educators, families, and/or the community. | Coordinator regularly facilitates collaborative professional learning activities for educators, families, and/or the community. | Coordinator consistently facilitates collaborative professional learning activities for educators, families, and the community. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 4. Coordinators participate in developing and supporting a shared vision and clear goals for their schools.** | | | | |
| **Elements** | Ineffective | Developing | Skilled | Accomplished |
| **4.1 Coordinator participates in developing a shared vision for short-term and long term goals for ongoing school reform, and continuous improvement.** | Coordinator does not participate in developing a shared vision for short-term and long term goals for ongoing school reform, and continuous improvement. | Coordinator rarely participates in developing a shared vision for short-term and long term goals for ongoing school reform, and continuous improvement. | Coordinator regularly participates in developing a shared vision for short-term and/or long term goals for ongoing school reform, and/or continuous improvement. | Coordinator consistently participates in developing a shared vision for short-term and long term goals for ongoing school reform, and continuous improvement. |
| **4.2 Coordinator advocates for and initiates increased opportunities for teamwork to promote and support student achievement and other school goals.** | Coordinator does not advocate for or initiate increased opportunities for teamwork to promote and support student achievement and other school goals. | Coordinator rarely advocates for and initiates increased opportunities for teamwork to promote and support student achievement and other school goals. | Coordinator regularly advocates for increased opportunities for teamwork to promote and support student achievement and other school goals. | Coordinator consistently advocates for and initiates increased opportunities for teamwork to promote and support student achievement and other school goals. |
| **4.3 Coordinator participates in designing practices and structures that create and maintain an effective learning culture.** | Coordinator does not participate in designing practices and structures that create and maintain an effective learning culture. | Coordinator rarely participates in designing practices and structures that create and maintain an effective learning culture. | Coordinator regularly participates in designing practices and structures that create an effective learning culture. | Coordinator consistently participates in designing practices and structures that create and maintain an effective learning culture. |
| **4.4 Coordinator supports other school leadership team members in advocating and communicating the school's vision and goals.** | Coordinator does not support other school leadership team members in advocating and communicating the school's vision and goals. | Coordinator rarely supports other school leadership team members in advocating and communicating the school's vision and goals. | Coordinator regularly supports other school leadership team members in communicating the school's vision and goals. | Coordinator consistently supports other school leadership team members in advocating and communicating the school's vision and goals. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 5. Coordinators promote and model ongoing professional learning and improved practice within a learning community.** | | | | |
| **Elements** | Ineffective | Developing | Skilled | Accomplished |
| **5.1 Coordinator uses their knowledge of professional standards, including the Standards for Ohio Educators to support teachers' professional growth.** | Coordinator does not use knowledge of professional standards, including the Standards for Ohio Educators to support teachers' professional growth. | Coordinator rarely uses knowledge of professional standards, including the Standards for Ohio Educators to support teachers' professional growth. | Coordinator regularly uses knowledge of professional standards, including the Standards for Ohio Educators to support teachers' professional growth. | Coordinator consistently uses a wide-range of knowledge regarding professional standards, including the Standards for Ohio Educators to support teachers' professional growth. |
| **5.2 Coordinator works effectively with individuals and groups of teachers by demonstrating the skills and competencies needed to teach adult learners.** | Coordinator does not work effectively with individuals and groups of teachers to demonstrate the skills and competencies needed to teach adult learners. | Coordinator is developing the skills necessary to work with individuals and groups of teachers by demonstrating limited skills and competencies needed to teach adult learners. | Coordinator works effectively with individuals and groups of teachers by regularly demonstrating the skills and competencies needed to teach adult learners. | Coordinator works effectively with individuals and groups of teachers by consistently modeling and demonstrating the skills and competencies needed to teach adult learners. |
| **5.3 Coordinator demonstrates skills in serving as a mentor and coach to others.** | Coordinator does not serve as a mentor or coach to others. | Coordinator rarely serves as a mentor or coach to others. | Coordinator demonstrates effective skills in serving as a mentor and coach to others. | Coordinator demonstrates high skill-levels in serving as a mentor and coach to multiple staff members. |
| **5.4 Coordinator develops, implement, and evaluate professional development activities for teachers.** | Coordinator does not develop, implement, or evaluate professional development activities for teachers. | Coordinator has limited knowledge of the development, implementation, or evaluation of professional development activities for teachers. | Coordinator regularly develops, implements, or evaluates professional development activities for teachers. | Coordinator consistently develops, implements, and evaluates high quality professional development activities for teachers. |
| **5.5 Coordinator engages in activities that promote reflective practices in others.** | Coordinator does not engage in activities that promote reflective practices in others. | Coordinator rarely engages in activities that promote reflective practices in others. | Coordinator regularly engages in activities that promote reflective practices in others. | Coordinator often engages in meaningful activities that promote reflective practices in others. |
| **5.6 Coordinator models professional, ethical behavior and expects it from others.** | Coordinator rarely models professional, ethical behavior. | Coordinator models limited, professional, ethical behavior and rarely expects it from others. | Coordinator regularly models professional, ethical behavior and expects it from others. | Coordinator consistently models exemplary professional, ethical behavior and in turn, has high expectations for others. |