

PROFESSIONAL STAFF APPRAISAL AND DEVELOPMENT PROGRAM

The professional staff member appraisal and development program is designed to achieve two goals. First, the district's professional staff member appraisal and development program will provide opportunities for professional staff members at different developmental stages to be involved in processes and activities appropriate to their experience and expertise. Professional staff member appraisal will focus heavily on the formative aspects of evaluation, using staff-directed activities for the purpose of promoting professional development. Second, this program will provide stakeholders with assurance that standards of quality are being achieved.

To accomplish the desired outcomes, the system uses a basic three-tiered approach to appraisal and development. Figure I provides a visual of the three-tiered system and an outline of the focus and components of each tier. A full description of each of the three tiers, along with the forms used by the district, follows the visual overview. A brief summary of each of the three tiers is as follows.

TIER I: BEGINNING PROFESSIONAL STAFF MEMBER APPRAISAL

The primary purpose of Tier I is to generate usable and reliable data that will support the movement of the beginning professional staff member to the career professional staff member level. The procedures, processes, and relationships established and supported within Tier I will also help new staff develop professionally and personally, promote an environment that will encourage professional staff members and administrators to understand the importance and usefulness of evaluation, and support the practice of reflection and continuous professional development. Induction and mentoring program activities will be coordinated with the Tier I requirements.

Tier I is designed for all professional staff members new to the school district. This would automatically include all professional staff members with less than two full years of appropriate professional experience. All newly-hired professional staff members with two or more full years of experience will have an individualized professional development and evaluation plan developed in collaboration with their direct supervisor. As non-tenured staff members, they will receive classroom observations as per New Jersey state law. From the beginning of their employment, these observations will focus on all of the domains of professional responsibility.

Reviews of best practice in supervision and evaluation suggest that observation and portfolio development and review appear to provide the most productive and usable information for Tier I purposes (Beerens, 2000; Burke, 1997; Danielson & McGreal, 2000; Peterson, 2000). The documents in Appendix 1 are designed around these two recommended activities.

TIER II: APPRAISAL FOR CAREER PROFESSIONAL STAFF MEMBERS

Since most professional staff members in the district are neither beginning professional staff members nor are they in need of assistance, this tier will be the dominant strand within the professional staff member appraisal system. This tier is focused on developing and supporting the professional development of professional staff members while also providing for the on-going assessment of the career professional staff members' mastery of the District's Professional Standards.

The purpose of this tier is to provide a structured, supportive, and collaborative environment to promote professional development that will further the district's comprehensive school improvement plan and enhance student achievement. The forms provided in Appendix 2 are to be used as support materials for achieving these goals.

TIER III: PROFESSIONAL SUPPORT PLAN

The purpose of Tier III is to provide organizational support and assistance to career level professional staff members who are not meeting the District's Professional Standards. The existence of this plan makes it possible for Tier II to focus on professional development rather than remediation. This tier demonstrates the district's commitment to quality by providing a supported, structured, serious system of assistance to ensure that every career professional staff member is meeting the Professional Standards. However, in the rare case a professional staff member is not achieving these standards even after professional support has been offered, this track will ensure that due process is followed for any dismissal procedures. The forms provided in Appendix 3 are to be used as support materials for achieving these goals.

OVERVIEW OF THE STAFF EVALUATION AND PROFESSIONAL GROWTH PROGRAM FOR CLASSROOM TEACHERS

CLASSROOM LEVEL STANDARDS

- | | |
|--|---|
| 1. Instruction
2. Assessment
3. Learning Environment | 4. Communications/Community Relations
5. Professionalism |
|--|---|

Tier I BEGINNING CLASSROOM TEACHER

Who:

- Beginning classroom teachers
- New experienced classroom teachers (2 years or less of full-time teaching experience)

Purpose:

- To insure that the teaching standards are understood, accepted, and demonstrated
- To provide support in the implementation of the teaching standards
- Accountability for decisions to continue employment

Process:

- Classroom observation and feedback.
- Portfolio development
- Required professional development activities through the district induction/mentoring and staff development programs.
- Regular evaluation reports and feedback through formative and summative evaluations

Tier II CAREER CLASSROOM TEACHER

Who:

- All career classroom teachers who are demonstrating continued competence on Classroom Level Standards.

Purpose:

- To enhance professional growth
- To focus on district school improvement goals
- To focus on continuous implementation of the teaching standards

Process:

- Classroom observation and feedback
- Professional Improvement Plan
- Annual Summative Conference

Tier III PROFESSIONAL SUPPORT

Who:

- Career classroom teachers in need of specific professional assistance in identified area(s) of the Classroom Level Teaching Standards

Purpose:

- To enable a-career classroom teacher the opportunity to seek assistance in meeting any of the teaching standards
- To provide a structured process for supporting and directing needed help in any of the teaching standards

Process:

- Awareness Phase
- Assistance Phase

DISTRICT SPECIAL AREA TEACHER STANDARDS

- | | |
|--------------------------------|--------------------|
| 1. Program Management | 4. Collaboration |
| 2. Assessment | 5. Professionalism |
| 3. Direct Services/Instruction | |

Tier I BEGINNING SPECIAL AREA TEACHER

Who:

- Beginning special area teacher
- New experienced special area teachers (2 years or less of full-time teaching experience)

Purpose:

- To insure that the districts standards are understood, accepted, and demonstrated
- To provide support in the implementation of the districts standards
- Accountability for decisions to continue employment

Process:

- Observation and feedback.
- Portfolio development
- Required professional development activities through an individualized professional development plan.
- Regular evaluation reports and feedback through formative and summative evaluations

Tier II CAREER SPECIAL AREA TEACHER

Who:

- All career special area teachers who are demonstrating continued competence on District Standards.

Purpose:

- To enhance professional growth
- To focus on district school improvement goals
- To focus on continuous implementation of the district's standards

Process:

- Observation and feedback.
- Professional Improvement Plan
- Annual Summative Conference

Tier III INTENSIVE ASSISTANCE

Who:

- Career special area teachers in need of specific professional assistance in identified area(s) of the Districts Standards

Purpose:

- To enable a-career special area teacher the opportunity to seek assistance in meeting any of the districts standards
- To provide a structured process for supporting and directing needed help in any of the districts standards

Process:

- Awareness Phase
- Assistance Phase

DISTRICT EDUCATIONAL SPECIALIST STANDARDS

- | | |
|------------------------------------|--------------------|
| 1. Program Management | 4. Collaboration |
| 2. Direct Services and Instruction | 5. Professionalism |
| 3. Assessment | |

Tier I BEGINNING EDUCATIONAL SPECIALIST	Tier II CAREER EDUCATIONAL SPECIALIST	Tier III INTENSIVE ASSISTANCE
<p>Who:</p> <ul style="list-style-type: none"> • Beginning Educational Specialist • New experienced Educational Specialists (2 years or less of full-time teaching experience) 	<p>Who:</p> <ul style="list-style-type: none"> • All career Educational Specialists who are demonstrating continued competence on District Standards. 	<p>Who:</p> <ul style="list-style-type: none"> • Career Educational Specialists in need of specific professional assistance in identified area(s) of the Districts Standards
<p>Purpose:</p> <ul style="list-style-type: none"> • To insure that the districts standards are understood, accepted, and demonstrated • To provide support in the implementation of the districts standards • Accountability for decisions to continue employment 	<p>Purpose:</p> <ul style="list-style-type: none"> • To enhance professional growth • To focus on district school improvement goals • To focus on continuous implementation of the district's standards 	<p>Purpose:</p> <ul style="list-style-type: none"> • To enable a career Educational Specialist the opportunity to seek assistance in meeting any of the districts standards • To provide a structured process for supporting and directing needed help in any of the districts standards
<p>Process:</p> <ul style="list-style-type: none"> • Observation and feedback. • Portfolio development • Required professional development activities through an individualized professional development plan. • Regular evaluation reports and feedback through formative and summative evaluations 	<p>Process:</p> <ul style="list-style-type: none"> • Observation and feedback. • Professional Improvement Plan • Annual Summative Conference 	<p>Process:</p> <ul style="list-style-type: none"> • Awareness Phase • Assistance Phase

TIER I

BEGINNING PROFESSIONAL STAFF MEMBER APPRAISAL AND DEVELOPMENT

PURPOSE

The Beginning Professional Staff Member Appraisal Program is designed for all newly-hired professional staff members. All new staff, including those with two years or less previous teaching experience, will complete this plan. The purpose of the Beginning Professional staff member Appraisal and Development Program is to:

1. Ensure that the District's Quality Standards and the indicators for those standards are understood, accepted, and demonstrated;
2. Provide support in the implementation of the standards;
3. Provide evidence to support continuing employment and movement to the career professional staff member level; and,
4. Facilitate the beginning professional staff member's engagement in professional development through the Mentoring and Induction Plan.

REQUIRED ACTIVITIES

- Initial Meeting — As part of the new professional staff member orientation program the administration will meet with all beginning professional staff members prior to the start of the new school year to review the Beginning Professional Staff Member Plan expectations and evaluation timelines. The expectations will include the District's Quality Standards, Indicators and Rubrics. At this time, the Superintendent will provide staff with copies of all evaluation guidelines and forms.
- First Three Years
 1. Formal Observations—A minimum of three formal observations will be conducted for each professional staff member in their first three years. Two formal observations must be conducted prior to February 1. The third observation must be held prior to the required summative evaluation conference (to be completed by March 30). One of these observations will have a pre-observation and post-observation conference. Additional formal observations may be conducted at the discretion of the supervisor. The professional staff member must complete and be ready to discuss the required pre-observation and post-observation forms with the supervisor at these conferences (the forms are presented in Appendix 1).
 2. Informal observations may also be used at the discretion of the supervisor. Informal observations include any and all things that reflect overall professionalism. These may include unannounced classroom observations or walkthroughs, professional behaviors in a variety of settings, and involvement in extra-curricular school activities or functions.
 3. A cumulative professional portfolio will be created and maintained by all beginning professional staff members in the first three years. The professional portfolio will serve as a catalyst for substantive growth in areas of teaching, philosophy, methods, and goals. Moreover, the portfolio provides administrators with concise, selective, evidence-based information from a variety of sources. It can also provide the beginning professional staff member with an individualized, credible, and factual document for the purpose of evaluation and feedback. The administrator and the beginning professional staff member will review and discuss the portfolio at scheduled conferences (see the appendix for required portfolio components).
 3. A final summative conference will be held with each professional staff member on or before March 30. The purpose of the conference will be to provide the professional staff member with a current performance review, with feedback, and explanation based on the required and informal evaluation activities conducted during the year. It shall also include the development and/or review of an individual professional improvement plan.

TIER II

APPRAISAL AND DEVELOPMENT FOR CAREER PROFESSIONAL STAFF MEMBERS

Tier II provides possibilities and options for continued professional growth that should result in increased expertise and a deeper understanding of the District's Quality Standards. Demonstration of the District's Quality Standards is an ongoing process and administrators have the continuous responsibility of monitoring excellence by using multiple alternative sources of data about daily practice that can include but are not limited to formal and informal observation, student achievement, and review of professional improvement plans. .

This plan emphasizes continuous appraisal of performance with a focus on a professional improvement planning process that is flexible, creative, and stimulating. Professional Improvement Plans shall be based, at minimum, on the needs of the professional staff member, the District's Quality Standards, and the student achievement goals of the school building/district. Staff members are responsible to develop and implement their Professional Improvement Plan in collaboration with the responsible administrator(s).

Areas of inquiry and/or investigation for Individual professional staff member placed in Tier II could include, but are not restricted to:

- **Refinement of Current Practice**
This area addresses the refinement of professional skills/strategies (questioning, motivation techniques, small-group instruction, etc.) that the staff member is currently using in practice. This type of plan is generally done individually and short-term (one year).
- **Acquisition of New Skills**
This area assumes access to resources to acquire and support new skills or knowledge (integration of technology, research-based instruction strategies for specific content areas, teaching for understanding, etc). This type of plan may be done by an individual, but most likely a team. It should clearly relate to the teaching discipline/school improvement plan and would likely be a two or three year plan.
- **Special Populations/Opportunity to Learn**
This area focuses on developing new or alternative learning opportunities for special needs students (gifted, at-risk, special education, etc.). This may be an individual or team activity and span one to three years.

Strategies and/or activities for the Individual Professional Improvement Plan could include, but are not limited to any combination of the following:

- action research
- study groups
- mentoring
- grant implementation
- peer coaching
- pursuit of National Professional Certification
- collaborative lesson designs/analysis

Possible products could include, but not be limited to:

- student portfolios
- videotapes of lessons/classes
- reflective journals
- student inventories
- published work
- curriculum units
- performance assessments
- professional portfolios
- electronic portfolios

A collaborative process will guide the development of the Professional Improvement Plan. Initially, staff members will develop a draft of their plan and submit it to their responsible school administrator by the end of the school year. Staff members who will be working individually on a one-year plan will meet and collaborate with the supervisor /responsible administrator to review, refine, and finalize the plan by October 1. The role of the responsible administrator is to ensure that the plan addresses the building student achievement goals or district comprehensive school improvement plans and is linked to the District's Quality Standards. Plans that do

not meet this requirement will be considered only in special circumstances. The responsible administrator must also determine if the plan is appropriate for the requested timeframe and that the plan reflects a serious attempt to improve the educational process.

A written review of progress must be submitted by the team or the individual to the responsible administrator by April 1st. An annual conversation with the professional staff member's responsible administrator must be held to reflect on progress of the plan. This should be held after the professional staff member or team has completed the written review of progress.

End of Plan Evaluation

At the completion of the Professional Improvement Plan two separate but necessary activities will occur. The first part of the process (the formative component) is the development of a written review of the progress and the outcomes of the completed plan. The write-up of this review should be developed by the individual/team and by the responsible administrator. The individual/team should come to the performance review with a draft of their comments and the results/product(s) of their work. The primary criteria for the written review should be the effort, impact, progress, and involvement reflected in the work and in the products of that work. The end of plan form II-C provides a structure for use in shaping and directing the comments and reflections of the participants and the administrator.

The second part of the end of plan experience (the summative component) involves the development by the responsible administrator(s) of a separate written evaluation for each staff member involved in the professional improvement plan. This written evaluation should be based on the professional judgment of the responsible administrator(s), regarding the staff member's overall performance in meeting the District's Quality Standards and the expectations of the school district. The evaluation should be determined by the information collected during the continuous assessment of each staff member's overall performance over the period of time. Each individual participating in Tier II must have a final summative evaluation completed by June 1st of each year. The end of plan form (Part 2 included in Appendix 2) provides a structured format for use in this summative evaluation and space for the justification for the evaluation. This evaluation should be presented to and discussed with the staff member in an end of the year performance review.

PROFESSIONAL SUPPORT PLAN

The Specific Intensive Assistance Plan provides a good faith effort to support and guide the career professional staff member in meeting the expectations set forth in the District's Quality Standards. This plan provides a more structured and intensive mode of supervision for the staff member who is not consistently demonstrating one or more of the standards.

The decision regarding implementation of the Awareness Phase should be collaborative but may be directive. The rationale of this plan is intended to provide the highest likelihood for professional improvement. This process may begin at any time. Because of the personal nature of this plan, confidentiality is expected of all participants.

AWARENESS PHASE

In the awareness phase, the administrator identifies a problem relating to the District's Quality Standards that is characteristic of a professional staff member's performance rather than an anomaly. The administrator will contact the staff member orally and in writing (Appendix 2), making him/her aware of the problem, collaboratively developing the means to resolve the problem, and scheduling a time to discuss progress towards a resolution. While the professional staff member and the evaluator attempt to resolve the problem, the staff member continues to remain in Tier II and works on the Professional Improvement Plan. At the conclusion of the timeframe, the evaluator will review the progress and will make one of the following recommendations:

- The problem is resolved and the staff member is notified orally and in writing (Appendix 2) that he or she is removed from the awareness phase and continues to work within Tier II and that the administrator will not place this notification in the staff member's personnel file.
- In the event the problem is not resolved, the staff member is notified orally and in writing (Appendix 2), they are being placed into the assistance phase. Placement in the assistance phase requires that activities regarding the Professional Improvement Plan in Plan II would be suspended and the staff member will be placed into Tier III.

TIER III

INTENSIVE ASSISTANCE FOR CAREER PROFESSIONAL STAFF MEMBERS

ASSISTANCE PHASE

After the final meeting of the Awareness Phase, a letter will be sent to the staff member to formally notify him/her of placement in the Assistance Phase (Appendix 3). A copy is forwarded to the Superintendent's office and is placed in the personnel file. The staff member must also be notified of his or her right to request assistance from the local association. A conference will be held between the staff member and the supervisor to develop an Assistance Plan. It must include a specific statement of problems related to one or more of the District's Quality Standards as well as specific growth-promoting goals that are measurable, action-oriented, realistic, and time-bound. In addition the plan will include strategies to be applied in achieving the goals, intended timelines for the strategic actions, and specific criteria for evaluating the successful completion of the plan. At the end of the designated timeframe, the administrator will make one of these three recommendations:

- The problem is resolved; the staff member is removed from the Assistance Plan and placed back into Tier II.
- Progress is noted, the timeline is extended and work continues in the Assistance Phase.
- The problem is not satisfactorily resolved. Actions are then taken by the district as per New Jersey Administrative code.

Required forms are included in Appendix 3.

PROFESSIONAL DEVELOPMENT PROGRAM

The staff development program in the school district is closely aligned to the District's Quality Standards. In addition, the program is designed to (1) focus on content knowledge, (2) provide opportunities for active learning, and (3) exhibit overall coherence. **Focus on content** refers to the extent which staff development activities address specific strategies for specific subject areas. At the very least, all professional development opportunities will present pedagogical knowledge to staff members in the context of their subject areas. **Opportunities for active learning** refer to the fact that staff members will be expected to apply the knowledge presented. At the minimum, staff members will be expected to return to their settings and use the strategies presented in an action research environment. **Overall coherence** refers to the fact that the professional development program represents a coherent and integrated whole. At a minimum, professional development opportunities will build on one another to achieve the District's Quality Standards.

The content of the staff development program is differentiated based upon the development and appraisal tier of the professional staff member. The objectives for professional staff members in the Beginning Professional staff member Appraisal and Development Program are:

CLASSROOM TEACHERS

Year 1 – Learning Environment

As a result of 2 full day staff development sessions prior to the start of the school year, and mentoring and induction practices, all first year classroom teachers will demonstrate the ability to effectively:

- Develop and teach students a clear set of age-appropriate classroom rules.
- Develop, instruct and reinforce a set of age-appropriate classroom routines for all general procedures.
- Provide age-appropriate consequences for inappropriate behavior.
- Arrange and decorate their classroom in age-appropriate manner supportive of effective classroom management.
- Provide age-appropriate reinforcement for appropriate behavior.
- Individualize behavior management strategies for students requiring support and guidance beyond the classroom rules and procedures.
- Employ specific techniques for maintaining awareness of all classroom behavior.
- Maintain emotional objectivity when handling inappropriate student behavior.
- Utilize age appropriate strategies for developing professional staff member-student relationships characterized by an appropriate balance between authority and cooperation.
- Develop, instruct and reinforce students' use of age-appropriate strategies for self-management and self-control.

- Include age appropriate opportunities for students to be responsible for classroom management.

Year 2 –Instruction

As a result of 2 full day staff development sessions prior to the start of the school year all second year classroom teachers will demonstrate the ability to effectively:

- Begin a lesson sequence by focusing the learner’s attention on the content to be learned as well as activating students’ relevant prior knowledge.
- Inform students of what they should learn and how they will know they have learned it.
- Explain to students why it is important for them to accomplish the learning objective.
- Provide students with the essential information, sources or skills they need in order to accomplish the learning objective.
- Provide models or examples that are accurate and clear.
- Use strategies to verify students’ understanding or the input, models and examples.
- Provide prompt and specific feedback on students’ practice attempts.
- Provide closure to lesson sequences.
- Plan both units of instruction and daily lesson plans.

Year 3 – Assessment

As a result of 2 full day staff development sessions prior to the start of the school year, all third year classroom teachers will demonstrate the ability to effectively:

- Create ongoing and culminating assessments that accurately measure student performance..
- Effectively provide feedback to students.
- Use the results of assessments to make both daily and long-range instructional decisions.

CAREER TEACHERS

The objectives for the in-district, career professional staff member professional development program will provide for staff development in the necessary skills and knowledge for participation in the district’s professional improvement program. Topics to be addressed will vary depending upon professional staff member’s professional improvement plans, but will commonly address:

- Designing and conducting a classroom action research project.
- Forming and conducting collegial study groups.
- Planning and conducting peer coaching sessions.
- Organizing and conducting collaborative analysis of student work.
- Mentor preparation training.

The objectives for the in-district intensive assistance professional development program will provide for individualized staff development experiences designed to meet the professional staff member’s needs as they relate to identified areas of deficiency in the District’s Quality Standards. These experiences may include, but are not limited to professional books and journals, videos, observations of colleagues, and in-district and out-of-district workshop opportunities.

TIER I

**BEGINNING PROFESSIONAL STAFF MEMBER
EVALUATION FORMS**

**TIER I
PRE-OBSERVATION FORM**

Name _____ School/Administrator _____
Date of Pre-Conference _____ Date/Time of Observation _____
Grade Level/Curriculum Area Observed _____

1. Briefly describe the students that will be the focus of the observed activity.	5. How do you plan to engage students in the activity? What will you do? What will the students do?
2. What are the goals for this activity? What do you want accomplish?	6. What difficulties do students typically experience in this area, and how do you plan to avoid these difficulties?
3. How do these goals support the district's goals?	7. What instructional materials or other resources, if any will you use? (Attach sample materials you will be using in the lesson.)
4. How do you plan to assess achievement of these goals? What procedures will you use:	8. What District Quality indicators will be demonstrated in this observation?
9. Which of your behavior management strategies have you found to be effective?	
10. Professional staff member comments pertaining to observation setting: List any items you might want to call to the attention of the administrator.	

TIER I
PROFESSIONAL STAFF MEMBER OBSERVATION REFLECTION FORM

Name School

Grade/Subject

Observation Date Time

Post Conference Date Time

1. As I reflect on the lesson, to what extent were students productively engaged?

2. Did the students learn what I intended? Were my goals met? How do I know?

3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?

4. If I had the opportunity to conduct this activity again with the same group of students, what would I do differently? Why?

5. Provide several samples of student work related to this lesson. The samples should reflect the full range of student ability in the activity observed. Include the feedback you provide to students on their papers.

6. List the District's Quality Standards/Indicators that were related to this lesson.

7. Which of my classroom management strategies have I found to be effective?

TIER I
PROFESSIONAL DEVELOPMENT PORTFOLIO REQUIREMENTS
FOR A CLASSROOM TEACHER

- I. Philosophy Statement (one page maximum)
- a) Year one – Learning Environment
 - b) Year two – Instruction
 - c) Year three – Assessment
- II. Evidence Artifacts: The evidence presented should demonstrate your ability to meet the domains indicated in the specified standard. Provide a concise reflective statement with each artifact indicating the domain reflected and the reason why it represents proficiency in that domain. A **maximum of six artifacts** per standard may be included in the professional portfolio.

Possible artifacts for each standard include but are not limited to:

Learning Environment (Year 1)

- Physical Layout of Classroom
- Seating Arrangement for Classroom
- Classroom Rules/Routine
- Management Forms/Records
- Bulletin Boards (interactive, instructional)

Instruction (Year 2)

- Literature/Book Lists
- Extension/Enrichment Activities
- Review/Reinforcement Activities
- Modifications/Differentiations for Special Needs
- Flexible Grouping Plans
- Lesson and/or Unit Plans
- Instructional Sequence (samples from whole lesson sequence-planning through culmination)
- Homework Assignments and Guides
- Technology Links (multimedia, laser disc, internet, etc.)
- Curriculum Integration Efforts
- Videotaping of Instruction/Photo Chronology of Unit Sequence
 - Implementation data, evidence of classroom application of the skills learned in professional development

Assessment (Year 3)

- Completed analysis of student achievement data used for instructional planning
- Rubrics
- Tests or Quizzes
- Student portfolio samples
- Grading Plan/Grade Book
- Completed Student Work Samples (with evidence of individually specific professional staff member feedback)

III Collaboration (2 artifacts per year)

- Team/Grade Level (Group Planning Notes)
- Parent Communication (notes, letters, home calls, surveys, forms, etc.)
- Evidence of collaborative planning, classroom observations

IV. Professionalism (2 artifacts per year)

- Professional Involvement (District Committees, School Committees, Professional Organizations, Community Projects)
- Research to Practice (Professional Reading, Journals)

TIER I
PROFESSIONAL DEVELOPMENT PORTFOLIO REQUIREMENTS
FOR SPECIAL AREA TEACHERS

- I. Philosophy Statement
- (a) Direct Services/Instruction (Year 1)
 - (b) Assessment (Year 2)
 - (c) Program Management (Year 3)
- II. Evidence Artifacts: The evidence presented should demonstrate your ability to meet the domains indicated in the specified standard. Provide a concise reflective statement with each artifact indicating the domain reflected and the reason why it represents proficiency in that domain. A maximum of six artifacts per standard may be included in this portfolio.

Possible artifacts for each standard include but are not limited to:

Direct Services/Instruction (Year 1)

- Copy of interdisciplinary unit taught
- Outline of a lesson with differentiation/modifications
- Sample of technology integration
- Lesson plan with goals, objectives, activities, materials and evaluation.
- Copies of long-range plans
- Copies of materials made to differentiate for student's needs

Assessment (Year 2)

- Copies of grading rubrics
- Copies of teacher-made tests
- Samples of progress reports
- Completed Student Work Samples (with evidence of individually specific professional staff member feedback)
- Completed analysis of student achievement data used for instructional planning

Program Management (Year 3)

- Records of student progress
- Schedule
- Log of referrals, consultations, services provided
- Reports

III Collaboration (2 artifacts per year)

- Service on school/district committees
- Log of parental contacts
- Parent Communication (notes, letters, home calls, surveys, forms, etc.)
- Evidence of collaborative planning, classroom observations

IV. Professionalism (2 artifacts per year)

- Research to Practice (Professional Reading, Journals)
- Handouts from in-service training provided

TIER I
PROFESSIONAL DEVELOPMENT PORTFOLIO REQUIREMENTS
FOR EDUCATIONAL SPECIALISTS

I. Philosophy Statement

- (a) Direct Services/Instruction (Year 1)
- (b) Assessment (Year 2)
- (c) Program Management (Year 3)

- II. Evidence Artifacts: The evidence presented should demonstrate your ability to meet the domains indicated in the specified standard. Provide a concise reflective statement with each artifact indicating the domain reflected and the reason why it represents proficiency in that domain. A maximum of six artifacts per standard may be included in this portfolio.

Possible artifacts for each standard include but are not limited to:

Direct Services/Instruction (Year 1)

- Documentation of referrals
- Individualized behavior or health plans
- Examples of outreach services
- Documentation of crisis management services
- Samples of materials provided through staff development activities

Assessment (Year 2)

- Copies of written reports
- Anecdotal or statistical evidence of program objective completion.
- Applications of evaluation data to aid students and/or families

Program Management (Year 3)

- Records of student progress
- Schedule
- Log of referrals, consultations, services provided
- Reports
- Budget requests

III. Collaboration (2 artifacts per year)

- Service on school/district committees
- Log of parental contacts
- Parent Communication (notes, letters, home calls, surveys, forms, etc.)
- Evidence of collaborative planning, classroom observations

IV. Professionalism (2 artifacts per year)

- Research to Practice (Professional Reading, Journals)
- Professional articles published
- Active involvement in professional organizations

Beginning Educational Specialist/Special Area Teacher Professional Development Plan

Name of Staff Member:

Date:

Position:

Supervisor:

Based on my self-assessment of my knowledge and skills, I have selected the following District Quality Standards to develop:

My goal for each standard selected is listed below. Goals must be specific, measurable, attainable and relevant to district needs.

The actions to be taken for meeting each identified goal are (List specific steps to be taken and when they will occur):

The following resources may be needed to meet these goals. List the resources required for each goal:

The following criteria are to be used for measuring progress towards meeting the identified goals. List the criteria and assessment method for each goal.:

(Specialist's signature)

(Supervisor's Signature)

(Date)

Tier II

**CAREER PROFESSIONAL STAFF MEMBER
FORMS**

**TIER II-A
PROFESSIONAL IMPROVEMENT PLAN - (Prior to last day of school for each year)**

Professional Staff Member/Team	School

Target Completion Date:

Specific Goal(s):

Connection to the District's Quality standards, and the goals of the school or district:

Professional Standards Addressed:

Proposed Strategies/Activities:

Anticipated Outcomes:

Means of Assessment:

Resources Required:

Professional Staff Member Date

Administrator Date

**TIER II-B
INTERIM PLAN REPORT - (End of October)**

Professional Staff Member/Team	School

1. Does your professional growth plan differ in any way from your original plan, if so how?
2. What progress have you made towards the plan's completion?
3. What specific steps are necessary to continue with this plan?

Staff Member's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

**TIER II-C
PROFESSIONAL IMPROVEMENT PLAN REPORT - (April 1st)**

Professional Staff Member(s)	School	Grade/Dept/Team

Plan Start Date

Completion Date

Plan outcomes:

Evidence for Outcomes:

Future considerations:

Comments and Reflections: (optional)

Staff Member's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

TIER II

**PROFESSIONAL SUPPORT
FORMS**

**TIER II
PROFESSIONAL SUPPORT
AWARENESS PHASE—IDENTIFICATION OF CONCERN FORM**

Professional Staff Member: _____

Date: _____

Specific concerns related to the following District's Quality Standards:

Suggestions to address concerns:

Next Meeting Date:

Staff Member's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

**TIER II
AWARENESS PHASE – FINAL SUMMARY FORM**

Professional Staff Member: _____

Date: _____

Specific concerns related to the following District Quality Standards:

Administrative Recommendation(s):

- CONCERN RESOLVED
- CONCERN NOT RESOLVED, RECOMMEND MOVEMENT TO TIER III

Professional Staff Member Comments:

Staff Member's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

**TIER III
ASSISTANCE PHASE – PLAN OF ASSISTANCE FORM**

Professional Staff Member:

Date:

Specific Concerns related to the following Quality Standards:

Plan (Methods/Strategies):

Timeline:

Indicators of Progress:

Resources/Support Needed:

Next Meeting Date:

Staff Member's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

TIER III
ASSISTANCE PHASE – PLAN OF ASSISTANCE PROGRESS FORM

Professional Staff Member:
Meeting Dates:

Date:

Plan (Methods and strategies used to date):

Indicators of progress for identified Quality Standards:

Resources/Support Utilized to Date:

Concerns:

Next Meeting Date:

Staff Member's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

**TIER III
ASSISTANCE PHASE – FINAL SUMMARY FORM**

Professional staff member:

Date:

Meeting Dates: _____

Plan outcomes:

District Quality Standards not met:

Future considerations:

Professional staff member's comments:

Evaluator's comments:

Evaluator's recommendation:

- CONCERN RESOLVED, RETURN TO TIER II
- PROGRESS NOTED, EXTEND ASSISTANCE TIMELINE (see revised plan)
- CONCERNS NOT SATISFACTORILY RESOLVED. ACTION, AS PER NJ ADMINISTRATIVE CODE

Staff Member's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

FORMATIVE EVALUATION FORMS

ALEXANDRIA TOWNSHIP PUBLIC SCHOOLS
TEACHER OBSERVATION AND APPRAISAL FOR
INSTRUCTIONAL IMPROVEMENT

Staff Member's Name:
 Position & Grade:
 Observer:

School:
 Tenure:
 Date:

Non-Tenure:
 Time:

NA = Not Applicable I = Improvement Needed P = Proficient D = Distinguished

Standard 1. Instruction	I	P	D	NA
1. Subject Matter Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Instructional Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Materials and Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Integration of Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teacher – Student Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Instructional Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Differentiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2. Assessment	I	P	D	NA
1. Assessment Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Decision - Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3. Learning Environment	I	P	D	NA
1. Instructional Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teacher – Student Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENDATIONS:

SUGGESTIONS FOR IMPROVEMENT:

Any or all observations can be confirmed, clarified, or supported during conference.

Date Conference Held:

Classroom Teacher's Comments Attached: Yes No

I have seen and read this observation.

Signature does not imply agreement, attach comments

Staff Member's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

ALEXANDRIA TOWNSHIP PUBLIC SCHOOLS
EDUCATIONAL SPECIALIST OBSERVATION AND APPRAISAL FOR
INSTRUCTIONAL IMPROVEMENT

Staff Member's Name:
 Position & Grade:
 Evaluator:

School:
 Tenure: Non-Tenure:
 Date:

NA = Not Applicable I = Improvement Needed P = Proficient D = Distinguished

Standard 1. Program Management	I	P	D	NA
1. Time Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Resource Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Record Keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2. Direct Services and Instruction				
1. Knowledge and Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Resource Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3. Assessment				
1. Tests and Measurements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Decision-Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Data Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4. Collaboration				
1. Consulting Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENDATIONS:

SUGGESTIONS FOR IMPROVEMENT:

Any or all observations can be confirmed, clarified, or supported during conference.

Date Conference Held:

Educational Specialist's Comments Attached: Yes No

I have seen and read this observation.
 Signature does not imply agreement, attach comments

 Educational Specialist's Signature

 Observer's Signature

 Date

 Date

ALEXANDRIA TOWNSHIP PUBLIC SCHOOLS
SPECIAL AREA TEACHER OBSERVATION AND APPRAISAL FOR
INSTRUCTIONAL IMPROVEMENT

Staff Member's Name:
 Position & Grade:
 Evaluator:

School:
 Tenure:
 Date:

Non-Tenure:

NA = Not Applicable I = Improvement Needed P = Proficient D = Distinguished

Standard 1. Program Management

		I	P	D	NA
1.	Time Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Resource Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Record Keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2. Direct Services and Instruction

1.	Knowledge and Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Resource Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3. Assessment

1.	Tests and Measurements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Decision-Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Data Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4. Collaboration

1.	With School Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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COMMENDATIONS:

SUGGESTIONS FOR IMPROVEMENT:

Any or all observations can be confirmed, clarified, or supported during conference.

Date Conference Held:

Special Area Teacher's Comments Attached : Yes No

I have seen and read this observation.

Signature does not imply agreement, attach comments

 Special Area Teacher's Signature

 Observer's Signature

 Date

 Date

Summative Evaluation Forms

Summative Evaluation Input Form – Tenured Classroom Teachers

Directions: No later than May 1st, any teacher that chooses to complete this form shall submit it to their direct supervisor so that he or she may use it for the evaluation conference/summative evaluation. For each prompt, list relevant information you would like to have considered as part of your summative evaluation as it relates to that standard.

VII. Standard 4 – Communications/Community Relations

- Oral and written communication skills

- Collaboration with Parents and Community Resources

- Communication of Student Progress

VIII. Standard 5 – Professionalism

- Professional Growth

- Contributions to the District/School Community

- Communication

IX. Other relevant information you would like to see considered:

CLASSROOM TEACHER SUMMATIVE EVALUTION

Staff Member's Name:
Position & Grade:
Evaluator:

School:
Tenure:
Date:

Non-Tenure:

I = Improvement Needed P = Proficient D = Distinguished

Standard 1. Instruction

	I	P	D
1. Subject Matter Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Instructional Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Materials and Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Integration of Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teacher – Student Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Instructional Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Differentiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2. Assessment

1. Assessment Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Decision - Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3. Learning Environment

5. Instructional Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Teacher – Student Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4. Communication/Community Relations

1. Oral/Written Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Collaboration with Parents/Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communication of Student Progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 5. Professionalism

1. Professional Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Professional Growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Contributions to District/School Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENDATIONS:

SUGGESTIONS FOR IMPROVEMENT:

SOURCES OF DATA USED TO COMPLETE THIS EVALUATION:

- Student performance on standardized tests
- Student performance on district-wide assessments
- Student performance on curriculum-based measurements
- Student performance on informal assessments
- Formative observations
- Lesson plans

PROGRESS TOWARD PROFESSIONAL IMPROVEMENT PLAN:

- Completed
- Consistent with timeline established
- Unsatisfactory progress toward established timeline

Any or all observations can be confirmed, clarified, or supported during conference.

Date Conference Held:

Classroom Teacher's Comments Attached: Yes No

I have seen and read this observation.

Signature does not imply agreement, attach comments

Classroom Teacher's Signature

Observer's Signature

Date

Date

EDUCATIONAL SPECIALIST SUMMATIVE EVALUATION

Staff Member's Name:
Position & Grade:
Evaluator:

School:
Tenure:
Date:

Non-Tenure:

I = Improvement Needed P = Proficient D = Distinguished

Standard 1. Program Management

	I	P	D
1. Time Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Resource Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Record Keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2. Direct Services and Instruction

1. Knowledge and Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Policies, Programs and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Resource Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Program Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3. Assessment

1. Program Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Tests and Measurements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Decision-Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Data Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4. Collaboration

1. Consulting Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Input and Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Community/Agency Liaison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 5. Professionalism

1. Ethical Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Professional Growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Contributions to District/School Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENDATIONS:

SUGGESTIONS FOR IMPROVEMENT:

SOURCES OF DATA USED TO COMPLETE THIS EVALUATION:

- Student performance on standardized tests
- Student performance on district-wide assessments
- Student performance on curriculum-based measurements
- Student performance on informal assessments
- Formative observations
- Lesson plans
- Program specific measures and records

PROGRESS TOWARD PROFESSIONAL IMPROVEMENT PLAN:

- Completed
- Consistent with timeline established
- Unsatisfactory progress toward established timeline

Any or all observations can be confirmed, clarified, or supported during conference.

Date Conference Held:

Educational Specialist's Comments Attached : Yes No

I have seen and read this observation.

Signature does not imply agreement, attach comments

Educational Specialist's Signature

Observer's Signature

Date

Date

SPECIAL AREA TEACHER SUMMATIVE EVALUATION

Staff Member's Name:
Position & Grade:
Evaluator:

School:
Tenure: Non-Tenure:
Date:

I = Improvement Needed P = Proficient D = Distinguished

Standard 1. Program Management

		I	P	D
1.	Time Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Resource Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Record Keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2. Direct Services and Instruction

1.	Knowledge and Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Policies, Programs and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Resource Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Program Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3. Assessment

1.	Program Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Tests and Measurements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Decision-Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Data Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4. Collaboration

1.	With School Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	With Parents and Agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Leadership and Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 5. Professionalism

1.	Professional Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Professional Growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Contributions to District/School Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENDATIONS:

SUGGESTIONS FOR IMPROVEMENT:

SOURCES OF DATA USED TO COMPLETE THIS EVALUATION:

- Student performance on standardized tests
- Student performance on district-wide assessments
- Student performance on curriculum-based measurements
- Student performance on informal assessments
- Formative observations
- Lesson plans
- Program specific measures and records

PROGRESS TOWARD PROFESSIONAL IMPROVEMENT PLAN:

- Completed
- Consistent with timeline established
- Unsatisfactory progress toward established timeline

Any or all observations can be confirmed, clarified, or supported during conference.

Date Conference Held:

Special Area Teacher's Comments Attached : Yes No

I have seen and read this observation.

Signature does not imply agreement, attach comments

Special Area Teacher's Signature

Observer's Signature

Date

Date

DISTRICT STANDARDS RUBRICS

DISTRICT CLASSROOM TEACHER QUALITY STANDARDS

Standard 1 – Instruction

Domains	Improvement Needed	Proficient	Distinguished
Subject Matter Knowledge	The teacher lacks comprehensive knowledge of the subject(s) taught or does not stay updated with changes in the subject area.	The teacher demonstrates current and accurate knowledge of subject matter covered in the curriculum.	The teacher seeks and exhibits high level of knowledge of the subject(s) taught and continually updates curriculum materials.
Instructional Planning	The teacher inconsistently plans instruction to support students being successful on the current district curriculum.	The teacher plans instruction to achieve desired student learning objectives that reflect the current district curriculum.	The teacher capitalizes on student interests and needs to achieve the desired student performance on the current district curriculum.
Materials and Resources	The teacher minimally integrates technology and/or inconsistently selects appropriate materials and resources to support student learning.	The teacher uses materials, technology, and resources compatible with students' needs and abilities that support the current district curriculum.	The teacher identifies, modifies, and creates instructional materials that support student learning and the district curriculum.
Integration of Knowledge	The teacher makes superficial connections to prior student knowledge and experiences.	The teacher links present content/skills with past and future learning experiences, other subject areas, and real world experiences/applications.	The teacher actively involves the students in making connections with prior knowledge, experiences, and other subject areas.
Teacher – Student Communication	The teacher inconsistently uses correct grammar and pronunciation.	The teacher communicates effectively with students.	The teacher responds appropriately to a variety of communication styles while maintaining precise and logical language usage.
Instructional Strategies	The teacher lacks variety in the instructional approaches used.	The teacher uses instructional strategies that promote student learning.	The teacher facilitates student learning through effective use of questioning, organization, performance expectations, and instructional strategies.
Differentiation	The teacher inconsistently makes accommodations for student needs.	The teacher provides learning opportunities for individual differences.	The teacher demonstrates awareness, sensitivity, and knowledge in responding to different student needs (e.g., instructional, developmental, and physical).

DISTRICT CLASSROOM TEACHER QUALITY STANDARDS

Standard 2 – Assessment

Domains	Improvement Needed	Proficient	Distinguished
Assessment Methods	The teacher relies primarily on a limited number of assessment formats to measure student performance.	The teacher provides a variety of ongoing and culminating assessments to measure student performance.	The teacher consistently provides informal and formal assessments to measure student performance.
Feedback	The teacher inconsistently provides feedback on student performance and/or it is not timely or in a usable form.	The teacher provides ongoing and timely feedback to encourage student progress.	The teacher offers prompt feedback, opportunity for remediation, and suggestions for students to continue to excel.
Decision - Making	The teacher minimally or inconsistently uses assessment data to inform and modify content and approaches.	The teacher uses assessment results to make both daily and long-range instructional decisions.	The teacher pre-assesses students and adjusts plans based on the data and uses additional assessment data to inform decisions about instructional content and pacing.

DISTRICT CLASSROOM TEACHER QUALITY STANDARDS

Standard 3 – Learning Environment

Domains	Improvement Needed	Proficient	Distinguished
Instructional Time	The teacher inconsistently uses instructional time and resources.	The teacher maximizes the use of instructional time and resources to increase student learning.	The teacher utilizes routines and organizational strategies to make smooth transitions and maximize student learning time.
Teacher – Student Interactions	The teacher inconsistently demonstrates high levels of respect towards students/individuals.	The teacher demonstrates and models respect toward students and others.	The teacher conveys a personal level of respect, fairness, and courtesy towards all students and other individuals encountered.
Safety	The teacher inconsistently considers how the classroom layout may impact the safety of the learning environment.	The teacher organizes the classroom to ensure a safe academic and physical learning environment.	The teacher organizes the learning environment to optimize a safe and orderly classroom through the establishment of procedures and the arrangement of furniture and materials.
Expectations	The teacher inconsistently communicates and reinforces expectations about behavior, classroom procedures, and academic achievement.	The teacher communicates and maintains clear expectations about behavior, classroom procedures, and academic achievement.	The teacher communicates and maintains expectations in a constructive and equitable manner.

DISTRICT CLASSROOM TEACHER QUALITY STANDARDS

Standard 4 – Communications/Community Relations

Domains	Improvement Needed	Proficient	Distinguished
Oral and Written Communication Skills	The teacher inconsistently uses correct grammar and pronunciation.	The teacher communicates effectively with students and models standard English.	The teacher responds appropriately to a variety of communication styles while maintaining precise and logical language usage.
Collaboration with Parents and Community Resources	The teacher inconsistently works with families and/or community members to promote student success.	The teacher works collaboratively with families and community resources to support the success of a diverse student population.	The teacher develops and maintains partnerships that benefit the diverse needs of the student population.
Communication of Student Progress	The teacher inconsistently responds or initiates communication with parents/guardians, colleagues, and administrators concerning student progress or problems.	The teacher initiates and maintains timely communication with parents/guardians, colleagues and administrators concerning student progress or problems.	The teacher establishes and maintains an open communication channel with stakeholders who work to support student success..

DISTRICT CLASSROOM TEACHER QUALITY STANDARDS

Standard 5 – Professionalism

Domains	Improvement Needed	Proficient	Distinguished
Professional Behavior	The teacher inconsistently demonstrates professional and/or ethical behavior.	The teacher demonstrates ethical and professional behavior.	The teacher exhibits a high level of ethical and professional behavior through demeanor, appearance, and execution of responsibilities.
Professional Growth	The teacher inconsistently uses strategies presented in professional development offerings.	The teacher participates in an ongoing process of professional development.	The teacher applies, reflects, and shares with others strategies learned from professional development.
Contributions to District/School Community	The teacher inconsistently supports the growth of a positive school climate.	The teacher contributes to the overall school climate by supporting school goals.	The teacher actively participates in improving the overall school climate through sharing with others, service to the profession, and building professional relationships.
Communication	The teacher inconsistently responds or initiates communication with parents/guardians, colleagues, and administrators concerning student progress or problems.	The teacher initiates and maintains timely communication with parents/guardians and administrators concerning student progress or problems.	The teacher establishes and maintains an open communication channel with stakeholders (e.g., parents and support personnel) who work to support student success.

DISTRICT SPECIAL AREA TEACHER QUALITY STANDARDS

Standard 1 – Program Management

Domains	Improvement Needed	Proficient	Distinguished
Time Management	The teacher needs assistance in prioritizing tasks and meeting deadlines.	The teacher manages time effectively and provides services in a timely manner.	The teacher is adept at prioritizing needs and tasks so that services are provided in a professional, timely, and efficient manner.
Resource Management	The teacher requires guidance on management of resources.	The teacher effectively manages resources (e.g., personnel, fiscal, and material).	The teacher expertly manages resources (e.g., fiscal, human, material) and provides leadership to others developing their skills (e.g., mentoring, peer coaching).
Record Keeping	The teacher's records and reports are not up to standard. Additionally, there are issues with timeliness, accuracy, and or thoroughness.	The teacher maintains accurate, complete, and timely records as required by law, district policy, and/or administrative directions.	The teacher shares expertise in managing records and submitting reports in accordance with law, district policies, and administrative directions (e.g., provides model reports and peer support).

DISTRICT SPECIAL AREA TEACHER QUALITY STANDARDS

Standard 2 – Direct Services and Instruction

Domains	Improvement Needed	Proficient	Distinguished
Knowledge and Skills	The teacher continues to develop the ability to demonstrate professional knowledge consistently in practice.	The teacher demonstrates current, accurate, and comprehensive knowledge consistent with the profession.	The teacher seeks and exhibits high level of professionally related knowledge and continually seeks to relate it to the population served.
Programs, Policies, and Procedures	The teacher is developing how to interpret policies, programs, and procedures and seeks outside approval before acting on the interpretation.	The teacher interprets policies, programs, and procedures related to the delivery of services.	The teacher provides additional insight into the interpretation of policies, programs, and procedures related to the delivery of services.
Resources	The teacher is inconsistent in identifying, selecting, and using resources compatible with student/program needs.	The teacher seeks, selects, and uses resources compatible with student/program needs.	The teacher seeks, selects, and if necessary develops resources compatible with student/program needs.
Strategies	The teacher uses a limited number of strategies or approaches to meet the needs of students.	The teacher uses a variety of strategies or approaches to meet the needs of students.	The teacher facilitates students' success through using a variety of strategies or approaches to support students meeting their needs.
Program Leadership	The teacher is inconsistent in providing effective leadership of the program.	The teacher provides effective leadership of the program.	The teacher is a transformational leader who facilitates the program's success.

DISTRICT SPECIAL AREA TEACHER QUALITY STANDARDS

Standard 3 – Assessment

Domains	Improvement Needed	Proficient	Distinguished
Program Evaluation	The teacher maintains a record of program objective(s) completion, but has incomplete documentation.	The teacher assesses and documents attainment of program objective(s).	The teacher provides both statistical and anecdotal evidence of successful objective(s) completion.
Tests and Measurements	The teacher knows when and where to seek assistance with instruments or data interpretation and accesses assistance when needed.	The teacher demonstrates proficiency in administering, scoring/evaluating, and interpreting data from instruments or records.	The teacher is adept at selecting, using, and interpreting data from instruments or records and serves as a resource to others to improve their skills.
Decision-Making	The teacher makes decisions based heavily on perception with little consideration of other assessment information.	The teacher uses assessment information for decision making.	The teacher pre-assesses students, seeks additional information, and makes informed decisions regarding the intervention or evaluation of the intervention/program.
Data Use	The teacher inconsistently uses evaluation information to improve the delivery of services with no reflection.	The teacher uses evaluation to improve the delivery of services with little reflection.	The teacher is a reflective practitioner who continually improves the delivery of services through evaluating multiple sources of feedback and data.

DISTRICT SPECIAL AREA TEACHER QUALITY STANDARDS

Standard 4 – Collaboration

Domains	Improvement Needed	Proficient	Distinguished
Collaboration with School Personnel	The teacher inconsistently seeks input or feedback regarding program functioning or outcomes.	The teacher consults/collaborates with school personnel.	The teacher systematically seeks input and feedback about program effectiveness from school personnel as a means to enhance services to students.
Collaboration with Parents and Community Agencies	The teacher inconsistently works with families and school staff to support the needs of students.	The teacher consults/collaborates with parents and community agencies.	The teacher develops and maintains collaborative relationships that assist in meeting the needs of students.
Leadership and Professional Development	The teacher inconsistently provides effective leadership for the program..	The teacher demonstrates leadership and professional development..	The teacher is a transformational leader who facilitates the program’s success.

DISTRICT SPECIAL AREA TEACHER QUALITY STANDARDS

Standard 5 – Professionalism

Domains	Improvement Needed	Proficient	Distinguished
Professional Behavior	The teacher inconsistently demonstrates professional and/or ethical behavior.	The teacher demonstrates ethical and professional behavior.	The teacher exhibits a high level of ethical and professional behavior through demeanor, appearance, and execution of responsibilities.
Professional Growth	The teacher inconsistently uses strategies presented in professional development offerings.	The teacher participates in an ongoing process of professional development.	The teacher applies, reflects, and shares with others strategies learned from professional development.
Contributions to District/School Community	The teacher inconsistently supports the growth of a positive school climate.	The teacher contributes to the overall school climate by supporting school goals.	The teacher actively participates in improving the overall school climate through sharing with others, service to the profession, and building professional relationships.
Communication	The teacher inconsistently responds or initiates communication with parents/guardians, colleagues, and administrators concerning student progress or problems.	The teacher initiates and maintains timely communication with parents/guardians and administrators concerning student progress or problems.	The teacher establishes and maintains an open communication channel with stakeholders (e.g., parents and support personnel) who work to support student success.

DISTRICT EDUCATIONAL SPECIALIST QUALITY STANDARDS

Standard 1 – Program Management

Domains	Improvement Needed	Proficient	Distinguished
Time Management	The educational specialist needs assistance in prioritizing tasks and meeting deadlines.	The educational specialist manages time effectively and provides services in a timely manner.	The educational specialist is adept at prioritizing needs and tasks so that services are provided in a professional, timely, and efficient manner.
Resource Management	The educational specialist requires guidance on management of resources.	The educational specialist effectively manages resources (e.g., personnel, fiscal, and material).	The educational specialist expertly manages resources (e.g., fiscal, human, material) and provides leadership to others developing their skills (e.g., mentoring, peer coaching).
Record Keeping	The educational specialist's records and reports are not up to standard. Additionally, there are issues with timeliness, accuracy, and or thoroughness.	The educational specialist maintains accurate, complete, and timely records as required by law, district policy, and/or administrative directions.	The educational specialist shares expertise in managing records and submitting reports in accordance with law, district policies, and administrative directions (e.g., provides model reports and peer support).

DISTRICT EDUCATIONAL SPECIALIST QUALITY STANDARDS

Standard 2 – Direct Services and Instruction

Domains	Improvement Needed	Proficient	Distinguished
Knowledge and Skills	The educational specialist continues to develop the ability to demonstrate professional knowledge consistently in practice.	The educational specialist demonstrates current, accurate, and comprehensive knowledge consistent with the profession.	The educational specialist seeks and exhibits high level of professionally related knowledge and continually seeks to relate it to the population served.
Programs, Policies, and Procedures	The educational specialist is developing how to interpret policies, programs, and procedures and seeks outside approval before acting on the interpretation.	The educational specialist interprets policies, programs, and procedures related to the delivery of services.	The educational specialist provides additional insight into the interpretation of policies, programs, and procedures related to the delivery of services.
Resources	The educational specialist is inconsistent in identifying, selecting, and using resources compatible with student/program needs.	The educational specialist seeks, selects, and uses resources compatible with student/program needs.	The educational specialist seeks, selects, and if necessary develops resources compatible with student/program needs.
Strategies	The educational specialist uses a limited number of strategies or approaches to meet the needs of students.	The educational specialist uses a variety of strategies or approaches to meet the needs of students.	The educational specialist facilitates students' success through using a variety of strategies or approaches to support students meeting their needs.
Program Leadership	The educational specialist is inconsistent in providing effective leadership of the program.	The educational specialist provides effective leadership of the program.	The educational specialist is a transformational leader who facilitates the program's success.

DISTRICT EDUCATIONAL SPECIALIST QUALITY STANDARDS

Standard 3 – Assessment

Domains	Improvement Needed	Proficient	Distinguished
Program Evaluation	The educational specialist maintains a record of program objective(s) completion, but has incomplete documentation.	The educational specialist assesses and documents attainment of program objective(s).	The educational specialist provides both statistical and anecdotal evidence of successful objective(s) completion.
Tests and Measurements	The educational specialist knows when and where to seek assistance with instruments or data interpretation and accesses assistance when needed.	The educational specialist demonstrates proficiency in administering, scoring/evaluating, and interpreting data from instruments or records.	The educational specialist is adept at selecting, using, and interpreting data from instruments or records and serves as a resource to others to improve their skills.
Decision-Making	The educational specialist makes decisions based heavily on perception with little consideration of other assessment information.	The educational specialist uses assessment information for decision making.	The educational specialist pre-assesses students, seeks additional information, and makes informed decisions regarding the intervention or evaluation of the intervention/program.
Data Use	The educational specialist inconsistently uses evaluation information to improve the delivery of services with no reflection.	The educational specialist uses evaluation to improve the delivery of services with little reflection.	The educational specialist is a reflective practitioner who continually improves the delivery of services through evaluating multiple sources of feedback and data.

DISTRICT EDUCATIONAL SPECIALIST QUALITY STANDARDS

Standard 4 – Collaboration

Domains	Improvement Needed	Proficient	Distinguished
Consulting Skills	The educational specialist inconsistently works with families and school staff to support the needs of students.	The educational specialist consults with students, families, and school staff to assist in meeting needs of students.	The educational specialist develops and maintains collaborative relationships that assist in meeting the needs of students.
Input and Feedback	The educational specialist inconsistently seeks input or feedback regarding program functioning.	The educational specialist seeks input from school personnel concerning functioning of school programs.	The educational specialist systematically seeks input and feedback about program effectiveness from school personnel.
Community/Agency Liaison	The educational specialist works with outside groups when approached, but rarely initiates contact to facilitate services for students.	The educational specialist serves as a liaison between the school and relevant community services and/or agencies to facilitate services.	The educational specialist collaborates with community agencies or services to secure resources and supports for students.
Communication Skills	The educational specialist inconsistently uses effective verbal and nonverbal communication techniques.	The educational specialist uses effective communication techniques.	The educational specialist responds appropriately to a variety of communication styles using precise and logical language usage, whether written or oral. The educational specialist is cognizant of nonverbal cues and how they differ based on culture.

DISTRICT EDUCATIONAL SPECIALIST QUALITY STANDARDS

Standard 5 – Professionalism

Domains	Improvement Needed	Proficient	Distinguished
Ethical Standards	The educational specialist inconsistently demonstrates professional and/or ethical behavior.	The educational specialist adheres to professional, legal, and ethical standards.	The educational specialist exhibits a high level of ethical and professional behavior through demeanor, appearance, and execution of responsibilities.
Professional Growth	The educational specialist inconsistently uses strategies presented in professional development offerings.	The educational specialist demonstrates professional growth through participating in a meaningful and continuous process of professional development.	The educational specialist applies, reflects, and shares with others strategies learned from professional development.
Contributions to District/School Community	The educational specialist inconsistently supports the growth of a positive school climate.	The educational specialist fosters an organized and positive environment.	The educational specialist actively participates in improving the overall school environment through sharing with others, service to the profession, and building professional relationships.