

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

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. <u>Instruction</u> 2. <u>Assessment</u> 3. <u>Learning Environment</u> | <ul style="list-style-type: none"> 4. <u>Communications/Community Relations</u> 5. <u>Professionalism</u> |
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Deleted: Classroom Management
2. Classroom Instruction/Technology Use
3. Planning, Preparation and Professionalism

Tier I BEGINNING CLASSROOM TEACHER	Tier II CAREER CLASSROOM TEACHER	Tier III PROFESSIONAL SUPPORT
<p>Who:</p> <ul style="list-style-type: none"> • <u>Beginning classroom teachers</u> • New experienced classroom teachers (2 years or less of full-time teaching experience) <p>Purpose:</p> <ul style="list-style-type: none"> • 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 <p>Process:</p> <ul style="list-style-type: none"> • 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 	<p>Who:</p> <ul style="list-style-type: none"> • All career classroom teachers who are demonstrating continued competence on Classroom Level Standards. <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 teaching standards <p>Process:</p> <ul style="list-style-type: none"> • Classroom observation and feedback • Professional Improvement Plan • Annual Summative Conference 	<p>Who:</p> <ul style="list-style-type: none"> • Career classroom teachers in need of specific professional assistance in identified area(s) of the Classroom Level Teaching Standards <p>Purpose:</p> <ul style="list-style-type: none"> • 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 <p>Process:</p> <ul style="list-style-type: none"> • Awareness Phase • Assistance Phase

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DISTRICT SPECIAL AREA TEACHER STANDARDS

1. Program Management
2. Assessment
3. Direct Services/Instruction

4. Collaboration
5. Professionalism

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Tier I BEGINNING SPECIAL AREA TEACHER	Tier II CAREER SPECIAL AREA TEACHER	Tier III INTENSIVE ASSISTANCE
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Who:

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

Who:

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

Who:

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

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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

Purpose:

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

- 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

Process:

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

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
Who:	Who:	Who:
<ul style="list-style-type: none"> Beginning Educational Specialist New experienced Educational Specialists (2 years or less of full-time teaching experience) 	<ul style="list-style-type: none"> All career Educational Specialists who are demonstrating continued competence on District Standards. 	<ul style="list-style-type: none"> Career Educational Specialists in need of specific professional assistance in identified area(s) of the Districts Standards
Purpose:	Purpose:	Purpose:
<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 	<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 	<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
Process:	Process:	Process:
<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 	<ul style="list-style-type: none"> Observation and feedback. Professional Improvement Plan Annual Summative Conference 	<ul style="list-style-type: none"> Awareness Phase Assistance Phase

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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.

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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.

Deleted: For classroom teachers, the focus for these observations will be cumulative. More specifically, in year one, the emphasis of the evaluation will be **classroom management**. In year two, the professional staff member evaluation will emphasize **classroom management and instructional practices**. In year three, the professional staff member will be observed for **classroom management, instructional practices, planning and preparation and professional responsibilities**. ¶
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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. .

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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).

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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.

Deleted: A form for use in providing an end of the year review is included in Appendix 2, II-B.

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.

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

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Deleted: <#> begin units of instruction by presenting students with clear learning goals and asking students to ¶

identify personal learning goals that fit within those set by the professional staff member.¶
<#> provide students with specific feedback on the extent to which they have accomplished the learning¶ goals.¶

<#> require students to self-assess and keep a record of their performance on the learning goals.¶
<#> emphasize the importance of effort with students in an age appropriate manner.¶

<#> organize and facilitate effective student groups that are based on the level of student understanding of ¶ content.¶

<#> organize and facilitate effective cooperative learning groups.¶

<#> provide meaningful homework assignments and specific feedback on those assignments¶

<#> end instructional units by recognizing and celebrating student progress toward learning goals.¶

<#> provide students with ways to organize or think about content and appropriate questions that will help ¶ with the recall of prior knowledge, before presenting new content.¶

<#> direct students to construct age-appropriate verbal and/or written summaries of new content, and to ¶ revise these summaries as a way of reviewing and revising content knowledge. ¶

<#> direct students in the proced... [1]

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Complete a calendar-based curriculum map¶

<#>Plan effective units of instruction which identify the specific types... [2]

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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 _____

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

**TIER I
PROFESSIONAL STAFF MEMBER OBSERVATION REFLECTION FORM**

Name _____ School _____

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Grade/Subject _____

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Observation Date _____ Time _____

Deleted: _____

Post Conference Date _____ Time _____

Deleted: _

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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? _____

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

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

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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.

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

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

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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)

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- ~~Deleted: <#>List of Professional Development Activities for that Year¶~~
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- ~~Deleted: <#>Year one - Standard 1 (No more than 6 items total) ¶~~
- ~~<#>Year two – Standard 2 (No more than 8 items total)¶~~
- ~~<#>Year three – Standards 3 & 4 (No more than 4 items total)¶~~
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- ~~Deleted: Classroom Curricular Design¶~~
- ~~Deleted: Lesson/Unit Plans¶~~
- ~~<#>Grading Plan/Grade Book¶~~
- ~~<#>Substitute Plans¶~~
- ~~<#>Analysis of Student Performance Data ¶~~
- ~~¶~~
- ~~Classroom Management¶~~
- ~~Physical Layout of Classroom¶~~
- ~~Seating Arrangement for Classroom¶~~
- ~~Classroom Rules/Routine¶~~
- ~~Management Forms¶~~
- ~~Bulletin Boards (interactive, instructional, effective)¶~~
- ~~¶~~
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- ~~Deleted: <#>Completed Student Work Samples (with evidence of individually specific professional staff member feedback)¶~~
- ~~Deleted: <#>Completed analysis of student achievement data used for instructional planning¶~~
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- ~~Deleted: Personal and~~
- ~~Deleted: Responsibilities¶~~
- ~~Deleted: Team/Grade Level (Group Planning Notes)¶~~
- ~~Parent Communication (notes, letters, home calls, surveys, forms, etc.)¶~~
- ~~Evidence of collaborative planning, classroom observations¶~~

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

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Deleted: <#>List of Professional Development Activities for that Year¶

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Deleted: <#>Instruction¶ <#>Assessment¶ <#>Learning Environment¶ <#>Professionalism¶

Deleted: <#>Copies of student work demonstrating teacher's feedback.¶

Deleted: <#>Explanation of grading procedures¶

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Deleted: Learning Environment

Deleted: List of classroom rules

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Deleted: <#>Explanation of routines and procedures used to maximize classroom instructional time¶ <#>Individualized behavior plans¶

Deleted: Professionalism¶ <#>Copies of articles published¶ <#>Certificates & letters ¶ <#>Samples of materials used to make professional presentations¶ ¶

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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

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¶
<#>List of Professional Development Activities for that Year¶

¶
<#>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. Do not include more than three artifacts for each standard. ¶

¶
<#>Program Management¶

¶
<#>Direct Services and Instruction¶

¶
<#>Assessment¶

¶
<#>Collaboration¶

¶
<#>Professionalism ¶

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

¶

¶
Program Management¶

¶
<#>List of rules (clinic, speech therapy room, etc.)¶

¶
<#>Copies of budgets¶

¶
<#>Copies of grant applications¶

¶
<#>Schedules of daily events¶

¶

¶
Direct Services and Instruction¶

¶
<#>Copies of flyers distributed to parents¶

¶
<#>Student plan for an intervention¶

¶
<#>Samples of materials created¶

¶
<#>Summary of consultation notes¶

¶

¶
Assessment¶

¶
<#>Copies of data demonstrating results of interventions¶

¶
<#>Copies of educational specialist-made assessments¶

¶
<#>Samples of educational reports, progress reports, or summary test data¶

¶
<#>Copies of educational specialist's record-keeping system.¶

¶

¶
Collaboration¶

¶
<#>Copies of letters sent to parents/guardians¶

¶
<#>Phone log of parents/guardians, community members and professional contacts¶

¶
<#>Agenda of back to school events¶

¶
<#>Copies of programs from class/school events attended¶

¶
<#>Copies of letters thanking community members and/or volunteers for contributions¶

¶

¶
Professionalism¶

¶
<#>Copies of articles published ... [3]

Beginning Educational Specialist/Special Area Teacher Professional Development Plan

Name of Staff Member: _____ Date: _____
Position: _____ Supervisor: _____

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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)**

<u>Professional Staff Member/Team</u>	<u>School</u>
_____	_____
_____	_____
_____	_____
_____	_____

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Professional Staff Member/T... [4]

Target Completion Date: _____

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Specific Goal(s): _____

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

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¶

Professional Standards Addressed: _____

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Proposed Strategies/Activities: _____

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Anticipated Outcomes: _____

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_ ¶
_

Means of Assessment: _____

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_ ¶
_ ¶
Projected

Resources Required: _____

Professional Staff Member Date Administrator Date

Deleted: . . ¶
. . ¶
. . ¶

Deleted: . . ¶
. . ¶
. . ¶

Deleted: . . ¶
. . ¶
. . ¶
Professional Standards: . . ¶
. . ¶

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

Professional Staff Member/Team	School
_____	_____
_____	_____
_____	_____
_____	_____

... [5]

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? _____

Deleted: _____

Staff Member's Signature: _____ Date: _____

Deleted: _____

Administrator's Signature: _____ Date: _____

Deleted: _____

**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: _____

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TIER II
PROFESSIONAL SUPPORT
FORMS

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

Professional Staff Member: _____ Date: _____

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

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Suggestions to address concerns: _____

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Next Meeting Date: _____

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Staff Member's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

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Professional Staff Member Signature
and Date: _____
¶
Administrator Signature and Date:
_____¶

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

Professional Staff Member: _____ Date: _____

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Specific Concerns related to the following Quality Standards: _____

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Plan (Methods/Strategies): _____

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¶

Timeline: _____

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Indicators of Progress: _____

Resources/Support Needed: _____

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Next Meeting Date: _____

Deleted: ¶

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Staff Member's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

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Signature and Date: _¶

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Administrator Signature and Date: _¶

TIER III
ASSISTANCE PHASE – PLAN OF ASSISTANCE PROGRESS FORM

Professional Staff Member: _____ Date: _____
Meeting Dates: _____

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Plan (Methods and strategies used to date): _____

Deleted: _____

Deleted: _____

Indicators of progress for identified Quality Standards: _____

Deleted: _____

Resources/Support Utilized to Date: _____

Deleted: _____

Concerns: _____

Next Meeting Date: _____

Deleted: _____

Staff Member's Signature: _____ Date: _____

Deleted: Professional Staff Member
Signature and Date: _____

Administrator's Signature: _____ Date: _____

Administrator Signature and Date:

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

Professional staff member: _____ Date: _____

Deleted: _____

Meeting Dates: _____

Deleted: _____

Plan outcomes: _____

Deleted: _____

District Quality Standards not met: _____

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Future considerations: _____

Professional staff member's comments: _____

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Evaluator's comments: _____

Evaluator's recommendation: _____

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- 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: _____

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Administrator's Signature: _____ Date: _____

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... [6]

Deleted: Professional Staff Member
Signature and Date: _____
¶
Evaluator Signature and Date: _____

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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. Instructional Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Anticipatory Set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Learning Objective & Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Input & Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Checking for Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Closure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Instructional Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2. Assessment

1. Assessment Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----------------------	--------------------------	--------------------------	--------------------------	--------------------------

Standard 3. Learning Environment

1. Disciplinary Interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teacher - Student Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Mental Set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Praise/Criticism	<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:** _____

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Deleted: NE = Not Evaluated

Deleted: Standard 1. Classroom Management NA I P D NE
<#>Rules and procedures

<#>Disciplinary interventions

<#>Teacher-Student relationships

<#>Mental set

<#>Student responsibilities

Standard 2. Classroom Instruction
<#>Setting learning objectives

<#>Providing feedback

<#>Activating prior knowledge

<#>Advance organizers

<#>Teaching details

<#>Teaching vocabulary

<#>Student groups

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Deleted: Additional Conference Requested:¶
..... Teacher . YES _____ NO
..... Supervisor . YES _____ NO

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Teacher's Signature
Observer's Signature¶

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

Deleted: NA = Not Applicable I = Improvement Needed P = Proficient D = Distinguished NE = Not Evaluated [11]

Staff Member's Name: _____ School: _____
 Position & Grade: _____ Tenure: _____ Non-Tenure: _____
 Evaluator: _____ 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	I	P	D	NA
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	I	P	D	NA
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	I	P	D	NA
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

Summative Evaluation Forms

Summative Evaluation Input Form – Tenured Educational Specialist

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.

I. Standard 4 – Collaboration

- Input and Feedback

- Community/Agency Liaison

II. Standard 5 – Professionalism

- Professional Growth

- Ethical Standards

- Contributions to the District/School Community

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

Summative Evaluation Input Form – Tenured Special Area 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.

IV. Standard 4 – Collaboration

- With Parents and Agencies

- Leadership and Professional Development

V. Standard 5 – Professionalism

- Professional Growth

- Communications

- Contributions to the District/School Community

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

CLASSROOM TEACHER SUMMATIVE EVALUATION

Staff Member's Name: _____ **School:** _____
Position & Grade: _____ **Tenure:** _____ **Non-Tenure:** _____
Evaluator: _____ **Date:** _____

I = Improvement Needed P = Proficient D = Distinguished

Standard 1. Instruction

	I	P	D
1. Instructional Time _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Anticipatory Set _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Learning Objective and Purpose _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Input and Model _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Checking for Understanding _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Practice _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Closure _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Instructional Planning _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2. Assessment

1. Assessment Methods _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----------------------------	--------------------------	--------------------------	--------------------------

Standard 3. Learning Environment

1. Disciplinary Interventions _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Physical Space _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teacher – Student Relationships _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Mental Set _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Praise/Criticism _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4. Communication/Community Relations

1. Grading _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
------------------	--------------------------	--------------------------	--------------------------

Standard 5. Professionalism

1. Professionalism _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

COMMENDATIONS: _____

EDUCATIONAL SPECIALIST SUMMATIVE EVALUATION

Staff Member's Name: _____ **School:** _____
Position & Grade: _____ **Tenure:** _____ **Non-Tenure:** _____
Evaluator: _____ **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. 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**

Deleted: Summative Evaluation Form – CLASSROOM TEACHER ¶

¶ Professional staff member: _____

¶ Evaluator: _____

¶ School Name: _____

¶ Grade Level: _____ Subjects: _____

¶ _____

¶

Directions:

In the narrative under each standard, the evaluator should incorporate and address each criterion.

¶

Standard 1: The professional staff member demonstrates knowledge and skill in the use of research-based classroom management strategies.¶

¶

Evidence to support attainment of or failure to meet standard: _____

SPECIAL AREA TEACHER SUMMATIVE EVALUTION

Staff Member's Name: _____ **School:** _____
Position & Grade: _____ **Tenure:** _____ **Non-Tenure:** _____
Evaluator: _____ **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**

CLASSROOM TEACHER RUBRICS

STANDARD 1 - INSTRUCTIONS
Instructional Time

Distinguished	In addition to proficient behaviors, the teacher includes adaptations that enhance student's learning.
Proficient	While engaged in classroom activities that involve instruction, the teacher makes no major errors or omissions regarding the following behaviors: <ul style="list-style-type: none">• If new information is taught during Prime-Time 1.• Only accurate information is presented during Prime-Time 1.• During down time, students practice or review new material.• Closure occurs during Prime-Time 2.• Between learning segments, students are involved in an appropriate "off-task" activity.
Needs Improvement	The teacher exhibits major errors or omissions regarding the identified proficient behaviors.

CLASSROOM TEACHER RUBRICS**Anticipatory Set**

Distinguished	In addition to proficient behaviors, the teacher includes adaptations that enhance student's learning.
Proficient	While engaged in classroom activities that involve instruction, the teacher makes no major errors or omissions regarding the following behaviors: <ul style="list-style-type: none">• The teacher provides an anticipatory set that focuses the learner's attention on the content.• The anticipatory set provided activates students' prior learning so that it will assist with the acquisition of the new learning to be presented.• Where appropriate, the anticipatory set provides the teacher with diagnostic information about what the student's already know or can do.
Needs Improvement	The teacher exhibits major errors or omissions regarding the identified proficient behaviors.

CLASSROOM TEACHER RUBRICS**Learning Objective & Purpose**

Distinguished	In addition to proficient behaviors, the teacher includes adaptations that enhance student's learning.
Proficient	While engaged in classroom activities that involve instruction, the teacher makes no major errors or omissions regarding the following behaviors: <ul style="list-style-type: none">• The teacher effectively communicates to the students what they should learn and how they will know they have learned it.• The teacher effectively communicates to the students the reason why it is important to accomplish the stated objective.
Needs Improvement	The teacher exhibits major errors or omissions regarding the identified proficient behaviors.

CLASSROOM TEACHER RUBRICS**Input & Model**

Distinguished	In addition to proficient behaviors, the teacher includes adaptations that enhance student's learning.
Proficient	While engaged in classroom activities that involve instruction, the teacher makes no major errors or omissions regarding the following behaviors: <ul style="list-style-type: none">• The teacher identifies and communicates the unique, unvarying elements of the concept.• The teacher uses an appropriate organizational pattern to present the information in an organized manner.• The teacher presents the information using multi-sensory techniques. Any visual diagrams correctly demonstrate the organizational pattern within and between the concepts.• Any models or examples used accurately and clearly highlight the critical attributes of the new learning.• Neither controversial issues nor non-examples are used until students have a basic understanding of the concept.
Needs Improvement	The teacher exhibits major errors or omissions regarding the identified proficient behaviors.

CLASSROOM TEACHER RUBRICS**Checking for Understanding**

Distinguished	In addition to proficient behaviors, the teacher includes adaptations that enhance student's learning.
Proficient	While engaged in classroom activities that involve instruction, the teacher makes no major errors or omissions regarding the following behaviors: <ul style="list-style-type: none">• When questioning, the teacher provides 5 or more seconds of think time so that all students can generate a possible response.• The majority of the time the teacher selects students to provide a response to a question.• If the answers provided to a question are correct, the teacher provides an additional 1-2 seconds of think time for processing the answer.• The teacher dignifies incorrect answers, but persists with the student to help them answer the question correctly.• Any group response strategies used for checking for understanding are done effectively.• If it appears students do not understand the information, the teacher provides additional input and/or examples.
Needs Improvement	The teacher exhibits major errors or omissions regarding the identified proficient behaviors.

CLASSROOM TEACHER RUBRICS**Practice**

Distinguished	In addition to proficient behaviors, the teacher includes adaptations that enhance student's learning.
Proficient	While engaged in classroom activities that involve instruction, the teacher makes no major errors or omissions regarding the following behaviors: <ul style="list-style-type: none">• Guided practice precedes independent practice, when necessary.• When students are completing guided practice activities, the teacher provides corrective feedback that assists students in achieving accurate performance.• The feedback provided by the teacher is prompt and specific.• Independent practice is assigned to students only after the teacher has established that the learner has accomplished the objective at the correct level of complexity and/or difficulty.• If the independent practice is homework, the teacher has established a clear purpose for the assignment.
	The teacher exhibits major errors or omissions regarding the identified proficient behaviors.

CLASSROOM TEACHER RUBRICS**Closure**

Distinguished	In addition to proficient behaviors, the teacher includes adaptations that enhance student's learning.
Proficient	While engaged in classroom activities that involve instruction, the teacher makes no major errors or omissions regarding the following behaviors: <ul style="list-style-type: none">• The teacher provides specific directions for what the learner should process.• The teacher provides adequate time for the students to process the information.• Students are required to overtly share the results of their mental rehearsal/summary.
Needs Improvement	The teacher exhibits major errors or omissions regarding the identified proficient behaviors.

CLASSROOM TEACHER RUBRICS**Instructional Planning**

Distinguished	In addition to proficient behaviors, the teacher includes adaptations that enhance student's learning.
Proficient	<p>While engaged in classroom activities that involve instructional planning, the teacher makes no major errors or omissions regarding the following behaviors:</p> <ul style="list-style-type: none">• Unit plans contain the relevant indicators from the district curriculum guides.• Unit plans contain the relevant vocabulary terms from the district's core vocabulary lists.• The way(s) in which technology will be integrated into the instructional unit have been clearly identified.• A sequenced list of the instructional activities to be used for achieving understanding of the district progress indicators has been provided.• A clear description of the summative task students will engage in has been provided.• The teacher has provided a description of the formative and summative assessments that will be used to determine student learning progress.• If relevant, the teacher's daily instructional plans include all of the necessary components.• The content of the objective does not contain more similarities than differences.• The learning objective includes:<ul style="list-style-type: none">○ Level of cognition to be attained by the student.○ Essential content from the district's curriculum guides.○ Observable student proving behavior that is congruent with the level of cognition to be attained.○ Expected level of performance.
Needs Improvement	The teacher exhibits major errors or omissions regarding the identified proficient behaviors.

CLASSROOM TEACHER RUBRICS

STANDARD 2 - ASSESSMENTS

Assessment Methods

Distinguished	In addition to proficient behaviors, the teacher includes adaptations that enhance student's learning.
Proficient	While engaged in classroom activities that involve assessment, the teacher makes no major errors or omissions regarding the following behaviors: <ul style="list-style-type: none">• The assessment used has a clear link to specific learning objectives.• The assessment method selected is appropriate for the content being assessed.• The teacher has taken the appropriate steps for improving the reliability of the assessment.• The teacher has taken the necessary steps for ensuring the validity of the assessment.• The teacher uses the results of assessments to make informed instructional decisions for both the class and individual students.
Needs Improvement	The teacher exhibits major errors or omissions regarding the identified proficient behaviors.

CLASSROOM TEACHER RUBRICS

STANDARD 3 - LEARNING ENVIRONMENTS

Disciplinary Interventions

Distinguished	In addition to proficient behaviors, the teacher includes adaptations that enhance student's learning.
Proficient	<p>While engaged in classroom activities that involve disciplinary interventions, the teacher makes no major errors or omissions regarding the following behaviors:</p> <ul style="list-style-type: none">• The teacher uses the least intrusive intervention required to stop the unacceptable behavior. When necessary The hierarchy progresses from:<ul style="list-style-type: none">○ Making eye contact with an offending student○ Increasing physical proximity to an offending student○ Using a physical sign such as a finger to the lips or shake of the head to indicate that a given action is inappropriate.○ Involving the student in an academic response activity.○ Reminding the student of the rule or expectation.○ Requesting or demanding appropriate behavior.○ Issuing a negative consequence.• The teacher avoids engaging in providing excessive warnings, threatening, nagging or lecturing students.
Needs Improvement	The teacher exhibits major errors or omissions regarding the identified proficient behaviors.

CLASSROOM TEACHER RUBRICS**Physical Space**

Distinguished	In addition to proficient behaviors, the teacher includes adaptations that enhance student's learning.
Proficient	While engaged in classroom activities that involve the use of physical space, the teacher makes no major errors or omissions regarding the following behaviors: <ul style="list-style-type: none">• The teacher can easily see all students.• Students can easily see all presentations and demonstrations.• Frequently used materials are easily accessible.• Pathways facilitate the flow of traffic.• It is easy to organize students into pairs, triads and small learning groups.• There are no obvious safety concerns related to classroom materials or set up.
Needs Improvement	The teacher exhibits major errors or omissions regarding the identified proficient behaviors.

CLASSROOM TEACHER RUBRICS**Teacher-Student Relationships**

Distinguished	In addition to proficient behaviors, the teacher includes adaptations that enhance student's learning.
Proficient	While engaged in classroom activities that involve the teacher-student relationships, the teacher makes no major errors or omissions regarding the following behaviors: <ul style="list-style-type: none">• The teacher exhibits an appropriate level of dominance in the classroom by:<ul style="list-style-type: none">○ exhibiting assertive body language○ using an appropriate tone of voice.○ persisting until the appropriate behavior is displayed.• The teacher demonstrates an appropriate level of cooperation by:<ul style="list-style-type: none">○ demonstrating personal interest in students.○ using equitable and positive classroom behaviors.○ responding appropriately to students' incorrect responses.
Needs Improvement	The teacher exhibits major errors or omissions regarding the identified proficient behaviors.

CLASSROOM TEACHER RUBRICS**Mental Set**

Distinguished	In addition to proficient behaviors, the teacher includes adaptations that enhance student's learning.
Proficient	While engaged in classroom activities that involve the classroom management, the teacher makes no major errors or omissions regarding the following behaviors: <ul style="list-style-type: none">• The teacher remains aware of the actions of the students.• The teacher demonstrates emotional objectivity when dealing with inappropriate student behaviors.
Needs Improvement	The teacher exhibits major errors or omissions regarding the identified proficient behaviors.

CLASSROOM TEACHER RUBRICS**Praise and Criticism**

Distinguished	In addition to proficient behaviors, the teacher includes adaptations that enhance student's learning.
Proficient	While engaged in classroom activities that involve praise or criticism of student behavior, the teacher makes no major errors or omissions regarding the following behaviors: <ul style="list-style-type: none">• A balance of statements includes both the behavior observed and its effect.• Criticism statements make a clear connection between the behavior observed and its negative impact on the learning process.• If possible criticism is provided to the student privately.
Needs Improvement	The teacher exhibits major errors or omissions regarding the identified proficient behaviors.

Grading	
Distinguished	In addition to proficient behaviors, the teacher includes adaptations that enhance student's learning.
Proficient	<p>While engaged in classroom activities that involve grading, the teacher makes no major errors or omissions regarding the following behaviors:</p> <ul style="list-style-type: none"> • Students are clear on the criteria for demonstrating successful attainment of the identified learning goal(s). • To increase accuracy, academic grades are not disproportionately impacted by extraneous non-achievement factors. • The grade provides sufficient feedback on performance towards the learning standards being assessed. Not just one single grade.
Needs Improvement	The teacher exhibits major errors or omissions regarding the identified proficient behaviors.

Professionalism	
Distinguished	In addition to proficient behaviors, the teacher includes adaptations that enhance student's learning.
Proficient	<p>While engaged in activities that involve professional behavior, the teacher makes no major errors or omissions regarding the following behaviors:</p> <ul style="list-style-type: none"> • Through appearance, demeanor and execution of responsibilities the teacher exhibits ethical and professional behavior. • The teacher applies, reflects and shares with others strategies learned during professional development activities. • The teacher actively participates in improving the overall school climate. • The teacher initiates and maintains timely communication with parents/guardians, administrators and colleagues regarding concerns or problems. • The teacher produces oral and written communication that models standard English.
Needs Improvement	The teacher exhibits major errors or omissions regarding the identified proficient behaviors.

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.

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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.

begin units of instruction by presenting students with clear learning goals and asking students to identify personal learning goals that fit within those set by the professional staff member. provide students with specific feedback on the extent to which they have accomplished the learning goals. require students to self-assess and keep a record of their performance on the learning goals. emphasize the importance of effort with students in an age appropriate manner. organize and facilitate effective student groups that are based on the level of student understanding of content. organize and facilitate effective cooperative learning groups. provide meaningful homework assignments and specific feedback on those assignments end instructional units by recognizing and celebrating student progress toward learning goals. provide students with ways to organize or think about content and appropriate questions that will help with the recall of prior knowledge, before presenting new content. direct students to construct age-appropriate verbal and/or written summaries of new content, and to revise these summaries as a way of reviewing and revising content knowledge. direct students in the process of representing new content in nonlinguistic ways (graphic organizers, pictures, mental imagery, etc..) direct students to complete age-appropriate assignments requiring the comparing and/or classifying of content and recognizing important vocabulary terms and phrases

Complete a calendar-based curriculum map
Plan effective units of instruction which identify the specific types of knowledge that are important for students to learn
Ensure that students have multiple exposures to new content presented in a variety of forms and through a variety of media
Distinguish between the skills and processes to be mastered versus those to be experienced and organize examples into categories or groups which demonstrate the essential features of the content.
Plan effective daily lessons to reach unit goals.

Philosophy Statement

List of Professional Development Activities for that Year

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. Do not include more than three artifacts for each standard.

- Program Management
- Direct Services and Instruction
- Assessment
- Collaboration
- Professionalism

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

Program Management

- List of rules (clinic, speech therapy room, etc..)
- Copies of budgets
- Copies of grant applications
- Schedules of daily events

Direct Services and Instruction

- Copies of flyers distributed to parents
- Student plan for an intervention
- Samples of materials created
- Summary of consultation notes

Assessment

- Copies of data demonstrating results of interventions
- Copies of educational specialist-made assessments
- Samples of educational reports, progress reports, or summary test data
- Copies of educational specialist's record-keeping system.

Collaboration

- Copies of letters sent to parents/guardians
- Phone log of parents/guardians, community members and professional contacts
- Agenda of back to school events
- Copies of programs from class/school events attended
- Copies of letters thanking community members and/or volunteers for contributions

Professionalism

- Copies of articles published
- Logs of work with student interns
- Certificates & Letters
- Samples of materials used to make professional presentations

Professional Staff Member/Team	School

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PROGRESS NOTED, EXTEND ASSISTANCE TIMELINE (see revised plan)

Page 29: [7] Deleted Jennings 12/3/2007 9:57:00 AM

Standard 1. Classroom Management		NA	I	P
D				
NE				
Rules and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Disciplinary interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Teacher-Student relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Mental set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Student responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2. Classroom Instruction				
Setting learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Providing feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Activating prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Advance organizers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Teaching details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Teaching vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Student groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Summarizing and note taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Reinforcing effort and providing recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Practice activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Homework activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Nonlinguistic representations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				

			NA	I	P
D	NE				
Interpersonal Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Arrangement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Modification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student-Teacher Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Assessment	<input type="checkbox"/>	<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.

Conference Held:

Additional Conference Requested:

Teacher YES _____ NO _____
Supervisor YES _____ NO _____

Teacher's Comments:

I have seen and read this observation.

Teacher's Signature

Observer's Signature

Date

Page Break

**SPECIAL AREA TEACHER OBSERVATION AND APPRAISAL FOR
INSTRUCTIONAL IMPROVEMENT**

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

School: _____
Tenure: Non-
Date: Time:

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

Standard 1.	Instruction	NA	I	P
D	NE			
<input type="checkbox"/>	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"/>	<input type="checkbox"/>				
<input type="checkbox"/>	7.	Differentiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>				

Standard 2. Assessment

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

Standard 3. Learning Environment

Instructional Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Teacher – Student Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				
Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>				

Standard 4. Professionalism

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

Conference Held:

Additional Conference Requested:

Special area teacher YES _____ NO _____
Supervisor YES _____ NO _____

Teacher's Comments:

I have seen and read this observation.

Special Area Teacher's Signature

Observer's Signature

Date

Page Break

**EDUCATIONAL SPECIALIST OBSERVATION AND APPRAISAL FOR
INSTRUCTIONAL IMPROVEMENT**

Staff Member's Name:

Position & Grade:

Tenure:

Observer:

School: _____

Tenure: Non-

Date: Time:

NA = Not Applicable	I = Improvement Needed	P = Proficient	D = Distinguished	NE = Not Evaluated
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Standard 1. Program Management	NA	I	P	D	NE
1. Time Management	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
3. Record Keeping	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
2. Policies, Programs and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Resource Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Program Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3. Assessment

1. Program Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Tests and Measurements	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
4. Data Use	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
2. Input and feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Community/Agency Liaison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 5. Professionalism

1. Ethical standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Contributions to district/school community	<input type="checkbox"/>	<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.

Conference Held:

Additional Conference Requested:

Educational Specialist YES _____ NO _____
Supervisor YES _____ NO _____

Teacher's Comments:

I have seen and read this observation.

Educational Specialist's Signature

Observer's Signature

Date

Summative Evaluation Form – CLASSROOM TEACHER

Professional staff member: _____

Evaluator: _____

School

Name: _____

Grade Level: _____ Subjects: _____

Directions:

In the narrative under each standard, the evaluator should incorporate and address each criterion.

Standard 1: The professional staff member demonstrates knowledge and skill in the use of research-based classroom management strategies.

Evidence to support attainment of or failure to meet standard: _____

Check one:

Meets
Standard

Supervisor: _____
School _____
Name: _____
Grade Level: _____ Subjects: _____

Directions:

In the narrative under each standard, the evaluator should incorporate and address each criterion.

Standard 1: The special area teacher demonstrates the ability to deliver instruction that meets student's needs.

<p>Evidence to support attainment of or failure to meet standard: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Check one:</p> <p><input type="checkbox"/> Meets Standard</p> <p><input type="checkbox"/> Does Not Meet Standard</p>
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Page Break

Standard 2: The special area teacher demonstrates the ability to use data to measure and improve student performance.

<p>Evidence to support attainment of or failure to meet standard: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Check one:</p> <p><input type="checkbox"/> Meets Standard</p>
---	---

Supervisor: _____

School

Name: _____

Grade Level: _____ Subjects: _____

Directions:

In the narrative under each standard, the evaluator should incorporate and address each criterion.

Standard 1: The educational specialist demonstrates the ability to plan, coordinate, and organize their program.

<p>Evidence to support attainment of or failure to meet standard: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

<p>Check one:</p> <p><input type="checkbox"/> Meets Standard</p> <p><input type="checkbox"/> Does Not Meet Standard</p>
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Page Break

Standard 2: The educational specialist demonstrates the ability to deliver services and instruction that meet students' needs.

<p>Evidence to support attainment of or failure to meet standard: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

<p>Check one:</p> <p><input type="checkbox"/> Meets Standard</p>

Directions:

In the narrative under each standard, the evaluator should incorporate and address each criterion.

Standard 1: The special area teacher demonstrates the ability to deliver instruction that meets student's needs.

<p>Evidence to support attainment of or failure to meet standard: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

<p>Check one:</p> <p><input type="checkbox"/> Meets Standard</p> <p><input type="checkbox"/> Does Not Meet Standard</p>
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Page Break

Standard 2: The special area teacher demonstrates the ability to use data to measure and improve student performance.

<p>Evidence to support attainment of or failure to meet standard: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

<p>Check one:</p> <p><input type="checkbox"/> Meets Standard</p>

Lined area for notes or observations.

Meets Standard
 Does Not Meet Standard

Evaluator's Signature: _____ Date: _____
Evaluation Period: _____, 20____ to _____, 20____
Staff Member's Signature: _____ Date: _____

**Berkeley Heights Comprehensive Evaluation
Summative Evaluation Form – EDUCATIONAL SPECIALIST**

Educational Specialist: _____

Supervisor: _____

School

Name: _____

Grade Level: _____ Subjects: _____

Directions:

In the narrative under each standard, the evaluator should incorporate and address each criterion.

Standard 1: The educational specialist demonstrates the ability to plan, coordinate, and organize their program.

<p>Evidence to support attainment of or failure to meet standard: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Check one:</p> <p><input type="checkbox"/> Meets Standard</p> <p><input type="checkbox"/> Does Not Meet Standard</p>
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Page Break

Standard 2: The educational specialist demonstrates the ability to deliver services and instruction that meet students' needs.

<p>Evidence to support attainment of or failure to meet standard: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Check one:</p> <p><input type="checkbox"/> Meets Standard</p>
---	---

Specific general rules for classroom behavior have been identified and procedures for most general classroom routines have been established.

Specific general rules for classroom behavior have been identified and procedures for general classroom routines have been established. There is evidence of student involvement in the development of these rules and procedures.

Disciplinary Interventions

There are either no specific techniques employed to reinforce acceptable behavior or there are no negative consequences provided for unacceptable behavior.

Specific techniques are employed that reinforce acceptable behavior and negative consequences are provided for unacceptable behavior. The use of these techniques is inconsistent or varies in effectiveness.

Specific techniques are employed that reinforce acceptable behavior and negative consequences are provided for unacceptable behavior. A recording system has been established for keeping track of these behaviors.

Teacher-Student Relationships

Levels of dominance or cooperation are exhibited that inhibit the development of appropriate teacher-student relationships.

There is an appropriate balance between the levels of dominance and cooperation exhibited but the teacher does not demonstrate awareness of the behavioral needs of different types of students.

Specific behaviors are demonstrated that communicate an appropriate balance between the levels of teacher dominance and cooperation. The teacher demonstrates awareness of the behavioral needs of different types of students.

Mental Set

Either there is a lack of awareness regarding the behavior of the students in the class or does not remain emotionally objective when dealing with student behavior.

There is a general awareness of student behavior, but some important student behaviors go unnoticed. There is an appropriate level of emotional objectivity maintained.

Specific techniques are employed to maintain awareness of the actions of all of the students in the class and to maintain a healthy level of emotional objectivity.

Student Responsibility

Students are not involved in completing important, common, general classroom procedures.

Students are involved in completing most of the important, common classroom procedures but there is no evidence that self-monitoring or control strategies have been established for those students requiring them.

General classroom procedures are employed that enhance student responsibility, and as necessary, students are provided with self-monitoring and self-control strategies.

CLASSROOM LEVEL STANDARDS

Standard 2 – Classroom Instruction

Part 1

Domains
Improvement Needed
Proficient
Distinguished

Setting Learning Objectives

Clear instructional goals are not presented at the beginning of an instructional unit/lesson.

Clear instructional goals are presented at the beginning of an instructional unit, however students are not required to identify personal learning goals that fit within those presented by the teacher.

Clear instructional goals are presented at the beginning of an instructional unit. Students are required to identify personal learning goals that fit within those presented by the teacher.

Providing Feedback

Students are not systematically provided with specific feedback to the extent to which they are accomplishing the learning goals.

Students are systematically provided with specific feedback to the extent to which they are accomplishing the learning goals. However, students do not systematically keep track of and assess their own performance toward the learning goals.

Students are systematically provided with specific feedback to the extent to which they are accomplishing the learning goals. In addition, students systematically keep track of and assess their own performance toward the learning goals.

Activating Prior Knowledge

Prior to presenting new content, students are not asked questions to help them recall what they already know about the content. The teacher doesn't provide direct links to previous knowledge or studies even when it would be advantageous to do so.

Prior to presenting new content, students are asked questions to help them recall what they already know about the content, however, the types of questions used are primarily at the lowest level of cognitive complexity. Direct links are provided to previous knowledge or studies.

Prior to presenting new content, students are asked questions to help them recall what they already know about the content. When necessary, the teacher provides direct links to previous knowledge or studies.

Advance Organizers

Prior to presenting new content, students are not provided with ways to organize or think about the content to be presented.

Prior to presenting new content, students are provided with ways to organize or think about the content; however the advance organizer doesn't fit the content being introduced.

Prior to presenting new content, students are provided with ways to organize or think about the content.

Teaching Details

Students are not exposed to important details multiple times.

Students are exposed to important details multiple times; however dramatic representation is not one of the methods used.

Students are exposed to important details multiple times with dramatic representation being at least one of the methods used.

Teaching Vocabulary

Students are presented with either vague descriptions of terms and phrases or the terms and phrases selected are not important for understanding the content of the lesson/unit.

Students are presented with clear descriptions of important words and phrases. Students are required to generate their own descriptions and nonlinguistic representations for the identified terms, however students are not provided with multiple opportunities to review these terms and phrases.

Students are presented with clear descriptions of important words and phrases. Students are required to generate their own descriptions and nonlinguistic representations for the identified terms. Students are provided with multiple opportunities to review these terms and phrases.

CLASSROOM LEVEL STANDARDS
Standard 2 – Classroom Instruction
Part 2

Domains
Improvement Needed
Proficient
Distinguished

Student Groups

Students are not organized into groups even when it would be appropriate to do so or the groups established are inappropriate for the objectives of the lesson.

An attempt has been made to organize the students into appropriate learning groups; however these groups are lacking critical structural elements.

When appropriate, students are organized into groups based on their understanding of content and/or cooperative learning groups.

Summarizing and Note taking

Students do not construct verbal or written summaries of new content and do not take notes on new content even when it would be beneficial to do so.

Students construct verbal or written summaries and take notes on new content; however students are not required to revise and correct errors in these summaries and notes.

Students are required to construct verbal or written summaries and to take notes on new content. Students are directed to revise and correct errors in their summaries or notes as a way of reviewing and revising content.

Reinforcing Effort and Providing Recognition

Effort is not systematically emphasized with the students and/or students making observable progress toward the learning goals aren't systematically recognized.

Effort is emphasized and observable progress toward learning goals is recognized, however these attempts are not systematic.

The importance of effort is systematically emphasized with students and students making observable progress toward learning goals are systematically recognized.

Practice Activities

In-class assignments do not require students to practice important skills and procedures.

In-class assignments require students to practice important skills and procedures; however students are not required to compare or classify new content or to construct metaphors and analogies even when it would be advantageous to do so.

In-class assignments require students to practice important skills and procedures. When appropriate, these assignments require students to compare or classify new content or to construct metaphors or analogies.

Homework Activities

Homework assignments do not require students to practice important skills and procedures.

Homework assignments require students to practice important skills and procedures, however students are not

systematically provided with specific feedback on their homework.
Homework assignments require students to practice important skills and procedures. Students are systematically provided with specific feedback on their homework.

Nonlinguistic Representations

Students are not required to represent new content in nonlinguistic ways even when it would be advantageous to do so. Students are required to represent new content in nonlinguistic ways; however they are not directed to correct errors in these representations as a way of reviewing and revising content.
Students are required to represent new content in nonlinguistic ways. Students are directed to correct errors in these representations as a way of reviewing and revising content.

Technology

No attempt has been made to use the appropriate technology to support the achievement of the district's classroom quality standards even when doing so would benefit the students.
An attempt is made to use technology to support the achievement of the district's classroom quality standards; however the attempt is marginally effective.
Students and/or the teacher effectively use technology to effectively support the achievement of the district's classroom quality standards.

Page Break

CLASSROOM LEVEL STANDARDS

Standard 3 – Classroom Curricular Design

Domains
Improvement Needed
Proficient
Distinguished

Identification of Critical Information

The specific types of knowledge that are important for students to learn are not clearly identified in the unit plan.
Most of the specific types of knowledge that are important for students to learn have been clearly identified in this unit plan.
The specific types of knowledge that are important for students to learn are clearly identified in the unit plan.

Content Exposure

In the unit plan, there is no evidence students had or will have multiple exposures to the new content that are presented in a variety of forms and use a variety of media.
As indicated in the unit plan, students have multiple exposures to new content, but it is not presented using either a variety of forms or a variety of media.
As indicated in the unit plan, students have multiple exposures to new content presented in a variety of forms, using a variety of media.

Essential vs. Supplemental Content

A clear distinction has not been made in the unit plan between the skills and processes to be mastered during this unit of instruction versus the skills and processes that are to be experienced but not mastered.

A distinction has been made in the unit plan between the skills and processes to be mastered versus those to be experienced. However, the rationale for the distinction is unclear.

A clear distinction has been made in the unit plan between the skills and processes to be mastered versus the skills and processes that are to be experienced but not mastered.

Organization of Examples

In the unit plan, examples are not organized into categories or groups which demonstrate the essential features of the content.

In the unit plan, examples are organized into categories but these categories do not adequately demonstrate the essential features of the content.

In the unit plan, examples are organized into categories or groups that demonstrate the essential features of the content.

Projects

In the unit plan there is no evidence to indicate students are or were involved in complex projects that required them to address content in unique ways.

In the unit plan, there is evidence that students were or are involved in complex projects; however they are not required to address the content in unique ways.

In this unit plan there is evidence that students are or were involved in complex projects that required them to address content in unique ways.

Page Break

CLASSROOM LEVEL STANDARDS

Standard 4 – Professional Responsibilities

Domains
Improvement Needed
Proficient
Distinguished

Collegiality

The teacher regularly demonstrates behavior that is defensive, demeans colleagues, or is not constructive in his or her analysis of school/district practices and procedures.

The teacher often demonstrates behavior indicating he or she is open to sharing failures and mistakes, often demonstrates respect for peers and usually is constructive in his or her analysis of school/district policies and procedures.

The teacher consistently demonstrates behaviors indicating he or she is open to sharing failures and mistakes, respects his or her peers, and constructively analyzes and criticizes the practices and procedures of the school/district.

Professionalism

The teacher demonstrates reflection on teaching that is nonexistent or tangential, does not adequately support the school or district, or participates in professional development that is trivial in nature.

The teacher demonstrates the ability to reflect on instruction, actively participates in school and district events, and engages in meaningful professional development activities.

The teacher's sense of professionalism is highly developed including the perceptive use of reflection on his or her performance and leadership in relevant professional development and school or district activities.

Communications

The teacher maintains inaccurate or incomplete records and/or communicates ineffectively or irregularly with school leadership, colleagues, parents, and/or community members.

The teacher either maintains records containing some inaccuracies or communicates irregularly or ineffectively with the school leadership, colleagues, parents and community members.

The teacher demonstrates effective record keeping skills and communicates effectively with school leadership, colleagues, parents and community members.

Page Break

COLLABORATIVE TEACHING STANDARDS

COLLABORATIVE TEACHING RUBRIC

PART 1

Domains
Improvement Needed
Proficient
Distinguished

Interpersonal Communication

Teachers demonstrate communication that is guarded with both of us struggling to correctly interpret each others verbal and/or nonverbal messages.

Teachers demonstrate communication that is interactive but superficial and an increased use of appropriate dialogue and humor is evident.

Through open and honest interpersonal communication teachers represent positive role models for their students.

Physical Space

The physical arrangement gives an overall impression of separateness with both teachers continuing to have their own materials and space.

Teachers share some materials and resources. While both of them move more freely throughout the room, only one of them commonly takes "center stage".

Both teachers move freely about the classroom and share the appropriate resources and materials.

Student Arrangement

Regardless of the instructional activity, students with disabilities are seated together.

Students with disabilities are dispersed throughout the classroom, yet the student arrangement does not change to meet instructional objectives or student needs.

Students with disabilities are normally seated throughout the classroom with adjustments made based upon instructional activities and student needs.

Curriculum Knowledge

Due to real or perceived lack of curriculum knowledge, one of the teachers dominates the delivery of the curriculum and planning of instruction.

With increased confidence in each other's knowledge of the curriculum there is a demonstrated increase in the willingness to share the planning and teaching.

Both teachers demonstrate understanding of the curriculum standards as well as both the curriculum materials and best

practices used to implement those standards.

Curriculum Modification

The instructional program is driven by textbooks and standards with modifications to the curriculum and accommodations for learners with special needs restricted to those in the student's IEP
Some appreciation for the fact that some students may require modifications beyond the IEP is evident. There is a give and take process between the teachers with compromise being the norm.
Both teachers differentiate between the concepts that all students must learn from those concepts that some students should learn and these differentiated goals are used as the basis for making modifications in content, activities, homework and tests.

COLLABORATIVE TEACHING RUBRIC PART 2

Domains
Improvement Needed
Proficient
Distinguished

Instructional Planning

Due to a lack of shared planning, one teacher does not know how the lesson is organized or how the lesson will proceed. When small group or individual instruction does occur it is through a separate curriculum that does not parallel what is taught in the general education program.

Each teacher is regularly responsible for planning certain aspects of the instruction. Mutual sharing of ideas occurs infrequently.

Both teachers share responsibility for all of the instructional planning with the mutual sharing of ideas representing the norm.

Instructional Presentation

The instructional presentation consistently places one teacher in the role of the leader while the other is in the role of the helper.

Some of the instructional presentation is shared with both teachers directing some of the activities in the classroom. Limited models of collaborative teaching continue to be used.

Both teachers are actively engaged in the entire presentation of the lesson with the model(s) of collaborative teaching appropriately selected to meet instructional goals.

Classroom Management

One teacher assumes the role of “chief behavior manager” so that the other can deliver instruction.

Teachers equally enforce the agreed upon classroom rules. However, there is resistance to individualization of behavioral expectations for some students in favor of a group approach to behavior management.

Teachers share responsibility for the development and implementation of classroom rules and routines and individualized methods of behavior management are designed when necessary.

Teacher/Student

Interactions

One teacher primarily interacts with the students identified for special education services while the other primarily interacts with the remainder of the students.

Teachers both interact with all of the students in the class, but these interactions occur more frequently with either the special or regular education students.

Students accept both teachers as equal partners in the learning process as demonstrated by their addressing their questions and discussion concerns with both staff members.

Student Assessment

There are two separate grading systems, each of which is separately maintained and the measures used for evaluation are objective in nature solely assessing student’s knowledge of content.

Teachers demonstrate an increased use of alternate assessments however these assessments are designed and evaluated the same for all students regardless of needs or abilities.

Teachers monitor and assess the learning of all students with a variety of strategies used to assess progress. Teachers demonstrate sensitivity towards individual student’s abilities.