

Evaluation Handbook

Lyons School District 103
Revised: 2017-2018



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Lyons School District 103 will be utilizing the TalentEd software for the completion and maintenance of all staff evaluations beginning with the 2017-2018 school year for licensed staff members. All evaluations will be saved and accessible on the software, and reports will be available after historical data is entered.

Committee Members

We wish to thank the staff members who contributed to the revision of the Lyons Elementary District 103 Evaluation Plan:

Dr. Carol Baker Jennifer Bednarczyk Toni Brandt Chris Cybulski Mary Doyle Dr. Janine Gruhn Julie Jalove Melissa Migala Julie McShane Alberto Molina Debbi Monroe

Evaluation Plan Philosophy

The Lyons School District 103 Staff Evaluation Plan, in accordance with 105 ILCS 5/24, provides a systematic process to ensure continuous professional growth and enhances educational practice. This multi-faceted process is a collaboration between staff and evaluators. The Evaluation Plan improves the quality of instruction, enhances the learning climate, and fosters greater student achievement. In alignment with its purpose and philosophy, the Evaluation Plan is designed to:

- empower staff members
- provide ongoing constructive feedback
- encourage self-appraisal and continual reflection of professional practices
- facilitate conversations between staff and administrators/evaluators
- promote acquisition and implementation of best practices
- collaboratively develop a plan for professional growth

To these ends, the members of the Evaluation Committee invite the staff and administration to commit to this plan, which we believe promotes mutual respect, intellectual inquiry, and a positive learning environment throughout the District 103 community.

The Evaluation Plan is based on the work of Charlotte Danielson, and her book, **Enhancing Professional Practice: A Framework for Teaching (2nd Edition)**

Danielson's blueprint reflects the current best practice in realm of staff member supervision and evaluation. It incorporates several factors which contribute to professional learning including: reflection on practice, collaboration, and self-assessment. The work of Danielson with its defined domains – the Components of Professional Practice and their corresponding levels of performance – work together to merge the demands of quality assurance and professional learning.

The State Code establishes minimum requirements for establishing a valid and reliable **performance evaluation system** for administrators and licensed staff.

The **Performance Evaluation System** will assess:

- Professional Competence and Practice
- Student Growth through the use of Student Data

Source: *Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching*, by Charlotte Danielson. Alexandria, VA: ASCD, 2008. Used by permission. All rights reserved. Learn more about ASCD at www.ascd.org.

Evaluation Process

Both staff members and administrators have certain responsibilities for both components of the process, as shown below:

The tables below explain the following:

- ❑ **Full Evaluation/Growth Schedule:** Identifies years of implementation.
- ❑ **Responsibilities of Non-Tenured Licensed Staff and Evaluator:** Identifies roles, responsibilities, and deadlines as well as forms that need to be completed by both the non-tenured licensed staff and evaluator.
- ❑ **Responsibilities of Tenured Licensed Staff and Evaluator:** Identifies roles, responsibilities, and deadlines as well as forms that need to be completed by both the tenured licensed staff and evaluator.

Full Evaluation— shall consist of the following: 1) Pre-observation conference, 2) Scheduled (2 for Non-Tenured and (1) for Tenured observations of performance with an option of an Informal Observation for Tenured), 3) Post-observation conference, and 4) Summative evaluation conference prior to March 1 for Non-Tenured and May 1 for Tenured Staff.

Professional Growth Plan-Goal Selection For Years 5 & 7—Goal Selection shall consist of an evaluation orientation with an individual by October 1st of the school year. Within one week after the goal-setting meeting, the teacher shall complete the “Goal Selection Form”. The goal(s) should be related to at least one of Danielson’s components. Each teacher shall be responsible for maintaining his/her professional growth file.

During the Professional Growth Plan year, the evaluator should take the opportunity to suggest resources (i.e. IPAC classes, workshops, literature, etc.) the teacher could use as he/she attempts to attain the goal, and should informally inquire as to how the teacher’s goal is progressing. The staff member will review his/her progress toward the goal(s) with her evaluator prior to May 1st. A summative rating is not assigned at the culmination of a Professional Growth Plan.

Full Evaluation & Growth Plan Schedule

	Year										
	Non-Tenured				Tenured						
	1	2	3	4	5	6	7	8	9	10	11
Full Evaluation	X	X	X	X		X		X		X	
Growth Plan					X		X				

Responsibilities of Non-Tenured Staff Member and Evaluator

	Practitioner	Evaluator*	Deadlines
Evaluation Process Introduction		Explain evaluation process	Prior to first day of student attendance
Pre-Observation Form	<ol style="list-style-type: none"> 1. Complete form for each observation (2 required) 2. Schedule observation time with evaluator. 3. Plan and prepare 	Meet and discuss the pre-observation form. Schedule observation time.	Complete the pre-observation form within one week prior to observation
Formal Observation Two Required	Teach the lesson	Observe lesson and document lesson 45 minutes, length of one class period or one class lesson	1 st observation prior to December 1 st 2 nd observation prior to March 1 st Pre arranged lesson date and time
Informal Observation (Not-Required)	Teach the lesson	Observe the lesson and create notes Schedule a post observation meeting	Unscheduled, prior to summative conference
Post-Observation Reflection Form	Optional to complete; strongly recommended	Optional meeting between evaluator and staff member	Optional documents may be used prior to the post-observation conference.
Post-Observation Conference Form	Review, sign and date form	The evaluator will complete the form within ten days of observation	Complete within 10 days of observation
Summative Teacher Evaluation Form	If applicable, staff member has 10 working days to respond in writing to summative evaluation	Complete form Discuss at conference Form to be electronically filed in TalentEd	Prior to April 1 st

**Evaluators are expected to support the staff member's ongoing professional growth activities as reflected in the staff members' goals.*

† All evaluation forms will be stored and accessible on the TalentEd website.

Responsibilities of Tenured Staff Member and Evaluator

	Practitioner	Evaluator*	Deadlines
Evaluation Process Introduction	Participate in introductory meeting	Explain evaluation process	Prior to first day of student attendance
Pre-Observation Form	<ol style="list-style-type: none"> 1. Complete form for each observation (1 required) 2. Schedule observation time with evaluator. 3. Plan and prepare 	Meet and discuss the pre-observation form Schedule observation time	Complete the pre-observation form within one week prior to observation
Formal Observation	Teach the lesson	Observe lesson and document lesson 45 minutes, length of one class period or one class lesson	Prior to May 1 st Pre arranged lesson date and time
Informal Observation (Not Required)	Teach the lesson	Observe lesson	Unscheduled, prior to Summative rating
Post-Observation Reflection Form	Optional to complete; strongly recommended	Optional meeting between evaluator and practitioner	Optional documents may be used prior to the post observation conference
Post-Observation Conference Form	Attend meeting to discuss completed form and be an active participant in discussions with evaluator	Evaluator has meeting to discuss observations and notes of observation with the practitioner	Complete within 10 days of observation
Summative Teacher Evaluation Form	If applicable, staff member has 10 working days in writing to respond to summative evaluation	Complete form Discuss at conference Form to be electronically filed in TalentEd	Prior to May 1 st
Professional Growth Plan Years 5 & 7 Only	Complete professional growth form	Schedule and meet to discuss goals and facilitation of goals	Review completed form by October 1st Continuous discussion to May 1st

**Evaluators are expected to support the staff member's ongoing professional growth activities as reflected in the staff members' goals.*

† All evaluation forms will be stored and accessible on the TalentEd website.

Sample Artifacts & Evidence

Please note, the sample artifacts and evidence listed below are just suggestions for each Domain. This is not a comprehensive list and does not reflect a rating of Excellent on Danielson's Framework. The following information is supported by Charlotte Danielson, Implementing the Framework for Teaching in Enhancing Professional Practice. Additional examples can be found within this text.

Domain	Sample Artifacts	Evidence
Planning and Preparation (Domain 1)	<ul style="list-style-type: none"> • Lesson Plans/ Units • Grade Level Teams or Subject Area Maps • Formative/Summative Assessments (Planning) • Projects/ Reports/ Portfolio • Student Achievement Data (e.g., AIMSweb, MAP, Mini-Assessments, etc...) • Gradebook • Classroom Expectations • Substitute Plans • Others (pending on an agreed upon arrangement between the teacher and administrator) 	
Classroom Environment (Domain 2)	<ul style="list-style-type: none"> • Classroom Expectations 	<ul style="list-style-type: none"> • Physical Layout of Room/ Area • Seating Arrangements • Classroom Rules and Routines • Rubrics • Syllabus • Bulletin Board (interactive and instructional) • Teacher Interaction with Students • Student Interactions with other Students • Others (pending on an agreed upon arrangement between the teacher and administrator)
Instruction (Domain 3)	<ul style="list-style-type: none"> • Assessments 	<ul style="list-style-type: none"> • Units • Structure and Pacing • Extension/ Enrichment Activities • Review/ Reinforcement Activities • Modifications, Accommodations, and

Domain	Sample Artifacts	Evidence
		Adaptations for All Students <ul style="list-style-type: none"> • Differentiation Plan • Student Work Samples • Homework Assignments and Guides • Cross Curricular • Assessments • Projects/ Reports • Others (pending on an agreed upon arrangement between the teacher and administrator)
Professional Responsibilities (Domain 4)	<ul style="list-style-type: none"> • Professional Involvement (e.g., Committees and Professional Organizations) • Participation in Courses, Conferences, and Workshops (In-District and Out-of-District) • Presentations at Meetings • Professional Readings • Co-Planning Notes (Team, Grade Level, and Subject Area) • Parent Communications (Notes, Letters, Phone Call Logs, surveys, Forms, Emails, etc...) • Clubs, Sports, and Activities • Journals/ Logs • Following District Policies and Procedures • Others (pending on an agreed upon arrangement between the teacher and administrator) 	

Professional Practice Summative Rating Guide

The evaluator will use this guide when completing the “Final Summative Rating Form” prior to the Summative Conference. The evaluator should use all evidence collected, which will include: documentation from formal observations, informal observations, conferencing, and any additional evidence the staff member has presented or the evaluator deems necessary. The evaluator should gather as much evidence as possible before making any conclusions. The evaluator will follow the process below to complete the scoring table:

Gather and assess evidence for each domain. At the end of the observation cycle, the assigned evaluator will assess all the evidence available for a given staff member to properly rate each domain.

Use component ratings to establish overall domain ratings.

- **Excellent:** A staff member will receive a domain rating of *Excellent* if they have received *Excellent* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient*.
- **Proficient:** A staff member will receive a domain rating of *Proficient* if they have received no more than one component rated *Needs Improvement*, with the remaining components rated *Proficient* or *Excellent*.
- **Needs Improvement:** A staff member will receive a domain rating of *Needs Improvement* if they received one *Unsatisfactory* component rating or two *Needs Improvement* component ratings.
- **Unsatisfactory:** A staff member will receive a domain rating of *Unsatisfactory* if more than one component is rated *Unsatisfactory*.

Summative Rating Examples:

Excellent

- Domain 1: Planning and Preparation has six components-1a-1f. If the staff member receives 3 *Excellent* and 3 *Proficient* ratings on the components in this domain, they will receive a domain rating of *Excellent*.
- Domain 2, Domain 3 and Domain 4 each has 5 components-2a-2e, 3a-3e, and 4a-4e. If a staff member receives 3 *Excellent* ratings and 2 *Proficient* ratings on the components in domains 2, 3, or 4, they will receive an overall rating score of *Excellent*.

Proficient

- If the staff member receives 2 *Excellent* ratings and 4 *Proficient* ratings in Domain 1, they will receive a domain rating of *Proficient*. If the staff member receives 2 *Excellent* component ratings, 3 *Proficient* ratings and 1 *Needs Improvement* component rating in Domain 1, they will receive a domain rating of *Proficient*.
- If the staff member receives 2 *Excellent*, 2 *Proficient*, and 1 *Needs Improvement* component rating in Domain 2, Domain 3, or Domain 4, they will receive an overall rating score of *Proficient*.

Needs Improvement

- If the staff member receives 1 *Excellent* component rating, 3 *Proficient* component ratings, and 2 *Needs improvement* component ratings in Domain 1, they will receive a *Needs Improvement* domain rating.
- If the staff member receives 1 *Excellent* component rating, 2 *Proficient* component ratings, and 2 *Needs Improvement* component ratings in Domain 2, Domain 3, or Domain 4, they will receive an overall rating of *Needs Improvement*.
- If the staff member receives 2 *Excellent* component ratings, 1 *Proficient* component rating, and 2 *Needs Improvement* component ratings in Domain 2, Domain 3, or Domain 4, they will receive an overall rating of *Needs Improvement*.

Unsatisfactory

- If the teacher receives 1 *Excellent* component rating, 3 *Proficient* component ratings, and 2 unsatisfactory component ratings in Domain 1, he or she will receive an *Unsatisfactory* domain rating.
- If the teacher receives 1 *Excellent* component rating , 1 *Proficient* component rating, 1 *Needs Improvement* component rating, and 2 *Unsatisfactory* component ratings in Domain 2, Domain 3, or Domain 4, they an overall rating of *Unsatisfactory*.

Use domain ratings to establish a final practice rating. To roll-up domain ratings into one final overall practice rating, evaluators will use the following operating principles as established by the evaluation committee. Use the wording in the final summative rating scoring tool to determine each staff members summative rating score for the final summative rating.

Excellent = A staff member will receive a final practice rating of *Excellent* if at least half of (or two of) the domains, with the remaining domains rated no lower than *Proficient*.

Proficient = A staff member will receive a final practice rating of *Proficient* if no more than one domain was rated *Needs Improvement*, with the remaining domains rated at *Proficient* or *Excellent*.

Needs Improvement = A staff member will receive a final practice rating of *Needs Improvement* if one domain is rated *Unsatisfactory*, or more than one domain is rated *Needs Improvement*.

Unsatisfactory = A staff member will receive a final practice rating of *Unsatisfactory* if more than one domain is rated *Unsatisfactory*.

The Student Growth Component

The Student Growth Component of the Evaluation Handbook describes the expectations that the Joint Committee has put together under the Performance Evaluation Reform Act (PERA) for teachers and evaluators. According to the law, the student growth component must account for 30% of the summative evaluation beginning in 2017-2018 school year. This component, along with the Professional Practices, will create a summative rating for the teacher.

How Much Are the Assessment Types

Worth? Type I and Type III:

The 2016-2017 school year is the first year that the PERA law be in effect. For the first and second year, a Type I assessment is worth 5%, and a Type III assessment is worth 20% of a teacher's summative evaluation. For the 2018-2019 school year and thereafter, a Type I assessment is worth 5%, and a Type III assessment is worth 25% of a teacher's summative evaluation.

Type II and Type III:

Please note, that if there is a common assessment available (Type II), it may be used upon agreement between the teacher and evaluator. If a Type II is being used, it is worth 5%, and a Type III assessment is worth 20% for the teacher's summative evaluation during the 2016-2017 and 2017-2018 school years. For the 2018-2019 school year and thereafter, a Type II is worth 5%, and a Type III is worth 25% of a teacher's summative evaluation.

Two Type III's

If a teacher is using two Type III's, each Type is worth half of 25% for the 2016-2017 and 2017-2018 school years and half of 30% for the 2018-2019 and thereafter.

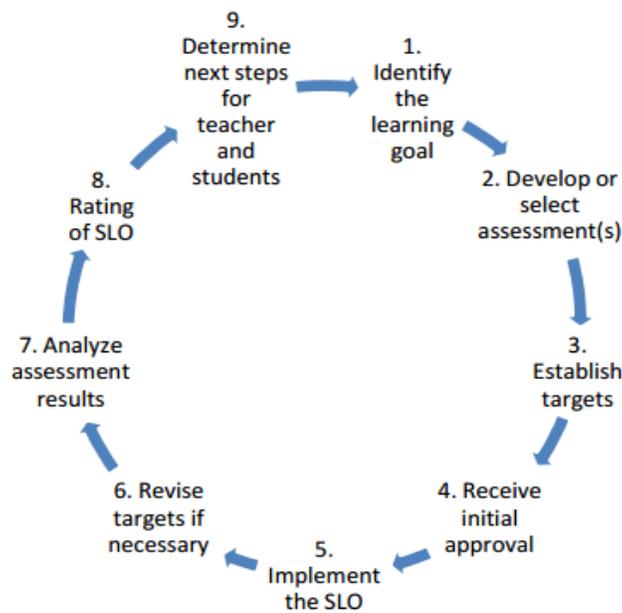
Are There Different Ways a Type III Assessment Can Be Created?

Teachers may create an assessment or use a Student Learning Objective (SLO) which will be created and included with the evaluation forms once produced.

What If I have a Leave of Absence?

If a leave of absence is less than one school year and the teacher will be evaluated, they can use 2 Type III's for their student growth plan.

What “Could” an SLO Process Look Like?



http://www.nciea.org/wp-content/uploads/3_Instructional-Guide-for-Developing-Student-Learning-Objectives.pdf

What Percentage of My Students Should Be Included in My Growth Component?

A teacher’s Type assessment must measure at least 20% of the student population within the class to show growth. Pre-K through 5th grade teachers may choose the subject area to be evaluated on in consultation with the evaluator. 6th through 8th Grades teachers have the ability to choose the students from multiple classes taught if needed. This population was determined, as a modifier, by our AIMSweb MTSS structure, trying to move the 20% of students into Tier 1.

What Characteristics May Exclude Students from the Growth Component?

If a student has been absent for at least 10% of the time that a unit is being taught, then the teacher and evaluator can agree together if that student should not be used in the growth component.

If a student misses at least 10% of the designated timeframe, the teacher and evaluator can discuss the possibility of excluding the student from the student growth measurement.

All other examples of students not being able to participate in the student growth measurement, and the teacher is concerned about that student’s contribution, the teacher and evaluator can decide if that student should be part of the student growth measurement.

What Does a Midpoint Review Look Like?

A midpoint review is a check-in between the teacher and evaluator. This happens during the process of a Type II or a Type III assessment. During this time, the teacher reviews their current data and determines, with their evaluator, if any part of the growth component needs to be modified. There is no check-in for a Type I assessment. *This is only a check-in, and the growth shown by the teacher at this point does not constitute an evaluative rating.*

Student Growth Assessment Types

Assessments to be used to measure student growth must fall within one of three categories listed below.
(23 IL Admin Code 50.110)

Student Growth Assessments		
Assessment Type	Description	Example Assessments
I	A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois	MAP, AIMSweb
II	Any assessment developed or adopted and approved for use by the school district and used on a district wide basis by all teachers in a given grade or subject area.	Common Assessments, Publisher's Assessments
III	Any assessment that is rigorous, that is aligned to the course curriculum, and the qualified evaluator and teacher determine measure student learning in that course.*	Teacher Created Assessments
<i>* A Type I or a Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.</i>		

Assessment Assignment

The table below explains the Type I or II and Type III assessment assigned to each grade level or subject area.

Please note, that if there is a common assessment available (Type II), it may be used upon agreement between the teacher and evaluator.

One more note, subcategories of the MAP test may be used, such as: informational text, vocabulary, problem solving, as agreed upon by the teacher and evaluator.

Grade Level/Subject Area	Type Assessments
Pre-Kindergarten	2 Type III's
Kindergarten	Type I: MAP for Primary Grades (MPG) (or Type II: KIDS for Kindergarten) Type III
1st Grade	
2nd Grade	Type I: MAP
3rd Grade	Type I & Type III
4th Grade	
5th Grade	
Middle School ELA	Type I: MAP - Reading Type III
Middle School Math	Type I: MAP - Math Type III
Middle School Science	Type I: MAP - Reading Informational Text Type III Optional District-Wide Test
Middle School Social Studies	
Middle School Tech Education	2 Type III's
Middle School Life Skills	
Middle School Computer Skills	
Middle School Physical Health	

Art	2 Type III's
ESL/Bilingual (K-1)	
ESL/Bilingual (6-8)	
Math Coach	Type I: MAP - Math Type III Or Two Type III's
Music	2 Type III's
Reading Interventionists (Elementary and Middle School)	2 Type III's
Physical Education	2 Type III's
Resource 1	Type I: MAP & Type III Or 2 Type III's
Resource 2	
THINK	2 Type III's

Exempt Positions from the Student Growth Component: Speech and Language Pathologists, Social Workers, Case Managers, Instructional Specialists, Media/Library Specialists

Student Growth Expectations

All students are expected to make some growth during the course of an academic quarter, semester, or unit of study. For the purposes of the performance evaluation the following student growth gains will result in the corresponding points below. *23 IL Admin Code 50.110 Item (b) 4 Exclusions: If a student is absent 10% or more of the time they can be excluded from the student growth portion*

Student Growth Scoring Rubric	
% Students that Made Goal	Point Value
< 24%	1
25-49%	2
50 -74%	3
75% >	4

***20% of the teacher’s class must show growth**

***Upon agreement with evaluator, the teacher may differentiate each student’s expected growth or set a class goal. (Please see attached examples.)**

Teacher Growth Score Tool *(for evaluator use only)*

The evaluator will use the data obtained to complete the scoring rubric to provide the teacher with a student growth score to be included in the calculation of the teachers final evaluation rating *23 IL Admin Code 50.110 Item (d)*. Evaluator shall transfer the calculated student growth score in the teacher’s Final Summative Rating Form.

Student Growth Scoring Rubric				
% Students that Made Goal	Points	Assessment 1	Assessment 2	Average $A1(0.05)+A2(0.20)$
< 24%	1			
25-49%	2			
50 -74%	3			
75% >	4			
			Total	
Round up to nearest whole number				

Final Summative Rating Calculation Example

This example shows adding student growth to the teachers' summative evaluation rating. The student growth component will count as 25% of each teacher's evaluation rating for the 2016-2017 and 2017- 2018 school years, and then 30% thereafter.

<u>TENURED TEACHER</u> <u>Summative Rating Scale Range</u>		<u>NON-TENURED TEACHER</u> <u>Summative Rating Scale Range</u>	
Excellent	4.00 to 3.01	Excellent	4.00 to 3.40
Proficient	3.00 to 2.01	Proficient	3.39 to 2.40
Needs Improvement	2.00 to 1.01	Needs Improvement	2.39 to 1.40
Unsatisfactory	1.00 >	Unsatisfactory	1.39 >

Professional Practice Score (Part 1)

The final teacher practice rating is calculated at 75% for the overall score.

Student Growth Score (Part 2)

If the teacher had 25%-49% of their students meet their growth expectations on a Type I or Type II assessment and 50%-74% of their students meet their growth expectations on a Type III assessment, the teacher would get 2 points for the first assessment, and 3 points for the second assessment. This is then divided by 2 and rounded up to the nearest whole number.

$$2 \times 0.05 = 0.1$$

$$3 \times 0.20 = 0.6$$

$$0.1 + 0.6 = 0.7$$

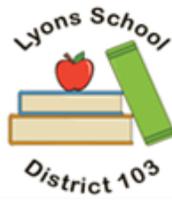
$$0.7 * 0.25 = 0.175$$

Round to the nearest hundredth: 0.18

The professional practice score and student growth score are added together to find the final summative rating.

**Professional Practice changes to 70% and the growth portion will change to 30% in the 2018-2019 school year.*

Appendices



TEACHER PRE-OBSERVATION FORM

Completed by Teacher

Upload any documents that pertain to the lesson being observed, i.e. Worksheets, lesson plans etc.

These will become part of the saved evaluation

Name:

School:

Non-Tenured Year:

Tenured Year:

Evaluator:

Grade Level(s)

Subject(s)

Pre-Observation Date:

Stated Objective, Purpose or Goal of Lesson

1. *What is the stated objective, purpose, or goal of the lesson that addresses learner outcome(s)? What should students know and be able to demonstrate at the end of the lesson? (Typically stated and/or written on the black/white board/overhead)*

Anticipatory Set or Introduction

2. *What activity will you use to bring students to attention, focus, and activate prior knowledge? (This can be an oral statement, review activity, game, board work, an interesting Internet site, or anything related to what you will be teaching.)*

Instructional Plan

3. *What teaching methods and procedures do you plan to use to accomplish the instructional objectives? (This can be direct instruction, experiential learning, inquiry approach, discussion, debate, lecture, group work, reading assignment, or an experiment. This can include instructional technology strategies)*

Teacher Modeling

4. *What modeling will take place to demonstrate what the students will do? (This can include pictures, maps, charts, dramatizations, demonstrations of processes, or any other visual assists, including the chalkboard/white board and instructional technology strategies.)*

Student Practice

5. *What activities will students be engaged in to apply what they have learned? (This is in the observation of students and their ability to demonstrate the goals and objectives.)*

Opportunities to Relearn (Reteach)

6. *If necessary, what alternative teaching methods will be used to teach the same information or skill? (This can include teaching methods that address different learning styles, e.g., auditory, visual, tactile, and kinesthetic.)*

Assessment

7. *How will you check understanding? What summative or formative assessment(s) will be used to determine whether students have met the learning objectives? (State what the learner will do to demonstrate understanding and mastery of objectives - this could be directly tied to the lesson plan objectives.)*

Closure or Ending the Lesson

8. *How will you close your lesson? Please explain.*

Classroom Environment

9. *Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect.*

Additional Information

10. *Is there anything additional you would like the evaluator to know before you are observed?*

INFORMAL OBSERVATION FORM

This will become part of the saved evaluation

Name:

School:

Evaluator:

Grade Level(s)

Subject(s)

Informal Observation Date:

Informal Observation Comments

COMMENTS:

TEACHER POST OBSERVATION FORM

Date of Observation:

Name:

Evaluator:

School:

Grade Level/Subject

Observed:

PROFESSIONAL COMPETENCIES OBSERVED

DOMAIN 1: PLANNING AND PREPARATION

DOMAIN 2: THE CLASSROOM ENVIRONMENT

DOMAIN 3: INSTRUCTION

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION

TEACHER POST OBSERVATION REFLECTION FORM

Today's Date:

Name:

Evaluator:

Grade Level(s)/Subject(s):

Observation Date:

- 1. What do you think went well and what did you enjoy most about the lesson?*
- 2. How do you know the students were learning?*
- 3. Do you feel the students were engaged and all students had opportunities to participate? How do you know?*
- 4. What was one challenge and/or unexpected event that occurred during the lesson?*
- 5. Did your lesson have closure? Why or why not?*
- 6. Where does this fall in the sequence of your curriculum? What might you do to ensure mastery of the concept? What are the next steps?*

TEACHER PROFESSIONAL PRACTICE RATING FORM

Teacher:

School:

Evaluator:

Grade Level(s):

Date:

PROFESSIONAL PRACTICE RATING SCALE

Excellent
Proficient
Unsatisfactory
Needs Improvement

DOMAIN 1: PLANNING AND PREPARATION

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
1a: Demonstrating Knowledge of Content and Pedagogy	Teacher's plans and practices display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instructions or seeking causes for student misunderstanding.
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, special needs and does not seek such understanding.	Teacher indicates the importance of students' backgrounds, cultures, skills, language proficiency, interests, special needs and attains the knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, special needs and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, special needs from a variety of sources, and attains this knowledge for individual students.
1c: Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning and are capable of assessment. The outcomes reflect	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take

		teacher makes not attempt at coordination or integration.	opportunities for coordination.	account of the needs of individual students.
1d: Demonstrating Knowledge of Resources	Teacher demonstrates little or not familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond school or district in professional organizations, on the internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e: Designing Coherent Instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
1f: Designing Student Assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of the assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may be adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

COMMENTS FOR DOMAIN 1:

OVERALL RATING FOR DOMAIN 1:

**DOMAIN 2:
THE CLASSROOM ENVIRONMENT**

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
2a: Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and amount students, are negative, inappropriate or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs or conflict	Classroom interactions, both between the teacher and students and amount students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences amount students.	Classroom interactions, between teacher and students and amount students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b: Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions".	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies and performance of non-instructional duties.
2d: Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of students behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventative, and teacher's response to student misbehavior is sensitive to individual student needs Students take an active role in monitoring the standards of behavior.

2e: Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
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COMMENTS FOR DOMAIN 2:

OVERALL RATING FOR DOMAIN 2:

DOMAIN 3: INSTRUCTION

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
3a: Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion, teacher's use of language is correct but may not be completely appropriate to students' culture or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: Using Questioning and Discussion Techniques	Teacher's questions are low-level or in appropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c: Engaging Students in Learning	Activities and assignments, materials, groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding,	Activities and assignments, materials, groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding,	Activities and assignments, materials, groupings of students are fully appropriate to the instructional outcomes, or students' cultures or levels of understanding. All	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson

	resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	students are engaged in work of a high level of rigor. The structure of the lesson is coherent, with appropriate pace.	is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3e: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions, when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating students questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interest. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

COMMENTS FOR DOMAIN 3:

OVERALL RATING FOR DOMAIN 3:

**DOMAIN 4:
PROFESSIONAL RESPONSIBILITIES**

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
4a: Reflecting on Teaching	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
4b: Maintaining Accurate Records	Teacher's systems for maintaining both instructional and non-instructional records	Teacher's systems for maintaining both instructional and non-instructional records	Teacher's systems for maintaining both instructional and non-instructional records	Students contribute to the maintenance of the systems for maintaining both

	are either non-existent or in disarray, resulting in errors and confusion.	are rudimentary and only partially successful.	are accurate, efficient and successful.	instructional and non-instructional records, which are accurate, efficient and successful.
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. Communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communications with families is frequent and sensitive to cultural traditions, students participate in the communication. Teacher successfully engages families in the instructional program as appropriate.
4d: Contributing to the School and District	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked, relationships with colleagues are cordial.	Teacher participates actively in the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.
4e: Growing and Developing Professionally	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out feedback from supervisors and colleagues.
4f: Showing Professionalism	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by".	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.

COMMENTS FOR DOMAIN 4:
OVERALL RATING FOR DOMAIN 4
FINAL EVALUATION COMMENTS
OVERALL RATING

TEACHER FINAL SUMMATIVE FORM

Teacher:
School:
Evaluator:
Grade Level(s):
Date:

Summative Rating Equivalent

Excellent = 4
Proficient = 3
Needs Improvement = 2
Unsatisfactory = 1

Summative Rating Scale

Range
Excellent = 4.00 to 3.01
Proficient = 3.00 to 2.01
Needs Improvement = 2.00 to 1.01
Unsatisfactory = 1.00 >

Professional Practice
Excellent
Proficient
Needs Improvement
Unsatisfactory

Domain 1
Domain 2
Domain 3
Domain 4

Final Summative Rating:
***SRE x 75%**

Summative Rating Equivalent (SRE)

% of Students who Achieved Goal
< 24% = 1 24-49% = 2 50-74% = 3 75% > = 4

Student Growth Scoring Rubric
1 2 3 4
Assessment 1
Assessment 2

Assessment Score

Student Growth Score

Total Summative Score

YEARS 5 & 7 - PROFESSIONAL GROWTH PLAN GOAL SELECTION FORM

Prior to October 1st, select at least one goal, which should be aligned to one or more of the following professional teaching competencies. Progress toward the goal(s) will be reviewed by the evaluator prior to May 1st.

Name:

School:

Evaluator:

Grade Level(s)/Subject:

Plan Start Date:

DOMAIN 1: PLANNING & PREPARATION

- 1a: Demonstrating knowledge of content and pedagogy
- 1b: Demonstrating knowledge of students
- 1c: Setting instructional outcomes
- 1d: Demonstrating knowledge of resources
- 1e: Designing coherent instruction
- 1f: Designing student assessment

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a: Creating an environment of respect and rapport
- 2b: Establishing a culture for learning
- 2c: Managing classroom procedures
- 2d: Managing student behavior
- 2e: Organizing physical space

DOMAIN 3: INSTRUCTION

- 3a: Communication with students
- 3b: Using questioning and discussion techniques
- 3c: Engaging students in learning
- 3d: Using assessment in instruction
- 3e: Demonstrating flexibility and responsiveness

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a: Reflecting on teaching
- 4b: Maintaining accurate records
- 4c: Communicating with families
- 4d: Participating in professional community
- 4e: Growing and developing professionally
- 4f: Showing professionalism

Professional Competencies addressed in this plan from above list:

Goal(s):

Possible activities to meet the goal(s) in this plan

Possible resources needed to meet the goal(s) in this plan:

Possible artifacts which could be collected to demonstrate progress toward goal (not required.) What are the next steps?

INSTRUCTIONAL SPECIALIST PRE-OBSERVATION FORM

Completed by Instructional Specialist

Upload any documents that pertain to the session.
These will become part of the saved evaluation

Name:

School:

Non-Tenured Year:

Tenured Year:

Evaluator:

Pre-Observation Date:

1. *How have you planned with students/parents/staff?*
2. *Comment on the effectiveness of the following aspects of your professional practice - family communications/ engagement, record-keeping and student progress?*
3. *How do your professional practice goals support student learning?*
4. *What opportunities or supports do you need to achieve your professional practice goals?*
5. *How will you know that the service provided/professional practice was what you intended?*
6. *How do you collaborate with colleagues? What professional activities have influenced your practice?*
7. *Is there anything additional you would like the evaluator to know before you are observed?*

INSTRUCTIONAL SPECIALIST POST OBSERVATION FORM

Date of Observation:

Name:

School:

Evaluator:

PROFESSIONAL COMPETENCIES OBSERVED

DOMAIN 1: PLANNING AND PREPARATION

DOMAIN 2: THE CLASSROOM ENVIRONMENT

DOMAIN 3: INSTRUCTION

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION

INSTRUCTIONAL SPECIALIST POST OBSERVATION REFLECTION FORM

Date of Observation:

Name:

School:

Evaluator:

- 1. How successful were you in sharing information with students, staff and/or others?*
 - 2. How did you engage students, staff and/or others in the specific service or program?*
 - 3. In what ways did you ensure that families and appropriate staff are informed of student progress or needs?*
 - 4. How do you ensure student data is recorded accurately and kept up to date?*
 - 5. Comment on different aspects of your professional delivery (such as: engagement, family/student communication, student progress, communication with staff).*
 - 6. What support, if any, would be helpful in the above question?*
-

INSTRUCTIONAL SPECIALIST PROFESSIONAL PRACTICE RATING FORM

Instructional Specialist:

School:

Evaluator:

Date:

PROFESSIONAL PRACTICE RATING SCALE

- (4) Excellent**
- (3) Proficient**
- (2) Unsatisfactory**
- (1) Needs Improvement**

DOMAIN 1:

PLANNING AND PREPARATION

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
1a: Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development	Instructional Specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional Specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional Specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional Specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1b: Demonstrating Knowledge of the School's Program and Levels of Teacher Skill in Delivering that Program	Instructional Specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional Specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional Specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional Specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
1c: Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served	Instructional Specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional Specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional Specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional Specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
1d: Demonstrating Knowledge of Resources, both Within and Beyond the School and District	Instructional Specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional Specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional Specialist is fully aware of resources available in the school and district and in the larger professional	Instructional Specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.

			community for teachers to advance their skills.	
1e: Planning the Instructional Support Program, Integrated with the Overall School Program	Instructional Specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional Specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional Specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
1f: Developing a Plan to Evaluate the Instructional Support Program	Instructional Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional Specialist has a rudimentary plan to evaluate the instructional support program.	Instructional Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

COMMENTS FOR DOMAIN 1:

OVERALL RATING FOR DOMAIN 1:

**DOMAIN 2:
THE ENVIRONMENT**

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
2a: Creating an Environment of Trust and Respect	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing a Culture for Ongoing Instructional Improvement	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
2c: Establishing Clear Procedures for Teachers to Gain Access to Instructional Support	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

2d: Establishing and Maintaining Norms of Behavior for Professional Interactions	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional specialists's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
2e: Organizing Physical Space for Workshops or Training	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

COMMENTS FOR DOMAIN 2:

OVERALL RATING FOR DOMAIN 2:

DOMAIN 3: DELIVERY OF SERVICE

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
3a: Collaborating with Teachers in the Design of Instructional Units and Lessons	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3b: Engaging Teachers in Learning New Instructional Skills	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c: Sharing Expertise with Staff	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive

				follow-up work with teachers.
3d: Locating Resources for Teachers to Support Instructional Improvement	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e: Demonstrating Flexibility and Responsiveness	Instructional specialist adheres to her plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent and teacher input.

COMMENTS FOR DOMAIN 3:

OVERALL RATING FOR DOMAIN 3:

**DOMAIN 4:
PROFESSIONAL RESPONSIBILITIES**

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
4a: Reflecting on Practice	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Preparing and Submitting Budgets and Reports	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c: Coordinating Work with Other Instructional Specialists	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional

with the district to collaborate.

specialists within and beyond the district.

4d: Participate in a Professional Community

Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.

Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.

Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.

Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

4e: Engaging in Professional Development

Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for enhancement of skills.

Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.

Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.

Instructional specialist pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists

4f: Showing Professionalism, including Integrity and Confidentiality

Instructional specialist displays dishonestly in interactions with colleagues and violates norms of confidentiality.

Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.

Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.

Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

COMMENTS FOR DOMAIN 4:

OVERALL RATING FOR DOMAIN 4:

FINAL EVALUATION SUMMARY COMMENTS

OVERALL RATING:

LIBRARY MEDIA/SPECIALIST PRE-OBSERVATION FORM

Completed by Library/Media Specialist

Upload any documents that pertain to the session.
These will become part of the saved evaluation

Name:

School:

Non-Tenured Year:

Tenured Year:

Evaluator:

Pre-Observation Date:

1. *What are the learning objectives for students?*
2. *What instructional strategies are planned to achieve these objectives?*
3. *Will the students work individually, or as a large group?*
4. *How will the lesson be modified for students of varying abilities or needs?*
5. *How will you assess what students learned from the lesson?*
6. *List any additional relevant you would like to discuss.*

LIBRARY/MEDIA SPECIALIST POST OBSERVATION FORM

Date of Observation:

Name:

School:

Evaluator:

PROFESSIONAL COMPETENCIES OBSERVED

DOMAIN 1: PLANNING AND PREPARATION

DOMAIN 2: THE CLASSROOM ENVIRONMENT

DOMAIN 3: INSTRUCTION

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION

LIBRARY/MEDIA SPECIALIST POST OBSERVATION REFLECTION FORM

Date of Observation:

Name:

School:

Evaluator:

- 1. Did you meet the learning objectives for students?*
- 2. Were you successful in your instructional strategies?*
- 3. Did you depart from your plan? If so, how and why?*
- 4. Comment on different aspects of your instructional delivery and student grouping. To what extent were they effective?*
- 5. Comment on different aspects of your professional delivery (such as: engagement, family/student communication, student progress, communication with staff).*
- 6. What support, if any, would be helpful in the above question?*

LIBRARY/MEDIA SPECIALIST PROFESSIONAL PRACTICE RATING FORM

Name:

School:

Evaluator:

Date:

PROFESSIONAL PRACTICE RATING SCALE

- (4) Excellent
- (3) Proficient
- (2) Unsatisfactory
- (1) Needs Improvement

DOMAIN 1: PLANNING AND PREPARATION

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
1a: Demonstrating Knowledge of Literature and Current Trends in Library/media practice and Information Technology	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
1b: Demonstrating Knowledge of the School's Program and Student Information Needs within the Program	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
1c: Establishing Goals for the Library/media program Appropriate to the Setting and the Students Served	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
1d: Demonstrating Knowledge of Resources, both within and Beyond the School and District, and Access to such Resources as Interlibrary Loan	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district,	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district,	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to

	and in the larger community to advance program goals.	and in the larger community to advance program goals.	advance program goals.	enrich the school's program.
1e: Planning the Library/media program Integrated with the Overall School Program	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
1f: Developing a Plan to Evaluate the Library/media Program	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

COMMENTS FOR DOMAIN 1:

OVERALL RATING FOR DOMAIN 1:

DOMAIN 2:
THE ENVIRONMENT

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
2a: Creating an Environment of Respect and Rapport	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions, among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
2b: Establishing a Culture for Investigation and Love of Literature	Library/media specialist conveys a sense that the work of seeking information and reading literature	Library/media specialist goes through the motions of performing the work of the position, but	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential

	is not worth the time and energy required.	without any real commitment to it.	importance of seeking information and reading literature.	nature of seeking information and reading literature. Students appear to have internalized these values.
2c: Establishing and Maintaining Library Procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.
2d: Managing Student Behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing Physical Space to Enable Smooth Flow	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use, in addition, book displays are attractive and inviting.

COMMENTS FOR DOMAIN 2:

OVERALL RATING FOR DOMAIN 2:

**DOMAIN 3:
DELIVERY OF SERVICE**

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
3a: Maintaining and Extending the Library Collection in Accordance with the School's Needs and Within Budget Limitations	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection, thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3b: Collaborating with Teachers in the Design of Instructional Units and Lessons	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3c: Engaging Students in Enjoying Literature and in Learning Information Skills	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
3d: Assisting Students and Teachers in the use of Technology in the Library/media Center	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
3e: Demonstrating Flexibility and Responsiveness	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

COMMENTS FOR DOMAIN 3:

OVERALL RATING FOR
DOMAIN 3:

**DOMAIN 4:
PROFESSIONAL RESPONSIBILITIES**

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
4a: Reflecting on Practice	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: Preparing and Submitting Reports and Budgets	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4c: Communicating with the Larger Community	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
4d: Participating in a Professional Community	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in Professional Development	Library/media specialist does not participate in professional developmental activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as

4f: Showing Professionalism

Library/media specialist displays dishonestly in interactions with colleagues, students, and the public; violates copyright laws.

Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.

Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.

Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

offering workshops to colleagues.

COMMENTS FOR DOMAIN 4:

OVERALL RATING FOR DOMAIN 4:

FINAL EVALUATION SUMMARY COMMENTS:

OVERALL RATING:

SOCIAL WORKER PRE-OBSERVATION FORM

Completed by Social Worker

Upload any documents that pertain to the session.

These will become part of the saved evaluation

Name:

School:

Non-Tenured Year:

Tenured Year:

Evaluator:

Pre-Observation Date:

1. *Briefly describe the group observed, including any difficulties you anticipate*
2. *What are your goals for the group during this session? Why are these goals suitable for this group?*
3. *How do these goals support the groups needs?*
4. *How do you plan to engage the group in the session? What will you do? What strategies will you use? What will the group do?*
5. *What instructional materials or other resources will you use?*
6. *How do you plan to gather data and assess progress toward the goals? How do you plan to make use of the results of the assessment?*
7. *Is there anything additional you would like the evaluator to know before you are observed?*

SOCIAL WORKER POST OBSERVATION FORM

Date of Observation:

Name:

School:

Evaluator:

PROFESSIONAL COMPETENCIES OBSERVED

DOMAIN 1: PLANNING AND PREPARATION

DOMAIN 2: THE CLASSROOM ENVIRONMENT

DOMAIN 3: INSTRUCTION

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION

SOCIAL WORKER POST OBSERVATION REFLECTION FORM

Date of Observation:

Name:

School:

Evaluator:

- 1. In general, how successful was the session?*
- 2. Describe the key components of your session that helped your students' overall engagement.*
- 3. What evidence do you have that student learning targets were met during the session?*
- 4. How did the environment you establish facilitate or hinder student learning?*
- 5. What went well in the session that you will incorporate into future sessions? What did not go well?*
- 6. What did you learn from this session that will help you improve future sessions?*
- 7. What do you hope to be able to share with your colleagues after this session?*

SOCIAL WORKER PROFESSIONAL PRACTICE RATING FORM

Name:

School:

Evaluator:

Date:

PROFESSIONAL PRACTICE RATING SCALE

- (4) Excellent
- (3) Proficient
- (2) Unsatisfactory
- (1) Needs Improvement

**DOMAIN 1:
PLANNING AND PREPARATION**

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
1a: Demonstrating Knowledge of Social Work Theory and Techniques	Social Worker demonstrates little understanding of social work theory and techniques.	Social Worker demonstrates basic understanding of social work theory and techniques.	Social Worker demonstrates understanding of social work theory and techniques.	Social Worker demonstrates deep and thorough understanding of social work theory and techniques.
1b: Demonstrating Knowledge of Child and Adolescent Development	Social Worker displays little or no knowledge of child and adolescent development.	Social Worker displays partial knowledge of child and adolescent development.	Social Worker displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, Social Worker displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing Goals for the Social Work Program Appropriate to the Setting and the Students Served	Social Worker has no clear goals for the program, or they are inappropriate to either the situation or the age of the students.	Social Worker's goals for the program are rudimentary and are partially suitable to the situation and the age of the students.	Social Worker's goals for the program are clear and appropriate to the situation in the school and to the age of the students.	Social Worker's goals for the program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents and colleagues.
1d: Demonstrating Knowledge of State and Federal Regulations and of Resources Both Within and Beyond	Social Worker demonstrates little or no knowledge of governmental regulations and of resources for students	Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but	Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and	Social Worker's knowledge of governmental regulations and of resources for students is extensive, including those available through

<i>the School and District</i>	available through the school or district.	no knowledge of resources available more broadly.	some familiarity with resources external to the school.	the school or district and in the community.
<i>1e: Planning the Social Work Program, Integrated with the Regular School Program</i>	Social Work program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Social Worker has developed a plan that includes the important aspects of social work in the setting.	Social Worker's plan is highly coherent, and serves to support not only the students individually and in groups, but also the broader educational program.
<i>1f: Developing a Plan to Evaluate the Social Work Program</i>	Social Worker has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Social Worker has a rudimentary plan to evaluate the social work program.	Social Worker's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Social Worker's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

COMMENTS FOR DOMAIN 1:

OVERALL RATING FOR DOMAIN 1:

**DOMAIN 2:
THE ENVIRONMENT**

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
<i>2a: Creating an Environment of Respect and Rapport</i>	Social Worker interactions with students are negative or inappropriate, and the social worker does not promote positive interactions among students.	Social Worker's interactions are a mix of positive and negative; the social worker efforts at encouraging positive interactions among students are partially successful.	Social Worker's interactions with students are positive and respectful, and the social worker actively promotes positive student-student interactions.	Students seek out the social worker reflecting a high degree of comfort and trust in the relationship. Social Worker teaches students how to engage in positive interactions.
<i>2b: Establishing a Culture for Productive Communication</i>	Social Worker makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Social Worker's attempts to promote a culture throughout the school for productive and respectful communication and among students and teachers are partially successful.	Social Worker promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the social worker, is maintained by both teachers and students.
<i>2c: Managing Routines and Procedures</i>	Social Worker's routines for the social work center or classroom work are nonexistent or in disarray.	Social Worker has rudimentary and partially successful routines for the social work center or classroom.	Social Worker's routines for the social work center or classroom work effectively.	Social Worker's routines for the social work center or classroom are seamless, and students assist in maintaining them.

2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School	Social Worker has established no standards of conduct for students during social work sessions and makes no contribution to maintaining an environment of civility in the school.	Social Worker's efforts to establish standards of conduct for social work sessions are partially successful. Social Worker attempts, with limited success, to contribute to the level of civility in the school as a whole.	Social Worker has established clear standards of conduct for social work sessions and makes a significant contribution to the environment of civility in the school.	Social Worker has established clear standards of conduct for social work sessions, and students contribute to maintaining them. Social Worker takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing Physical Space	The physical environment is in disarray or is inappropriate to the planned activities.	Social Worker's attempts to create an inviting and well-organized physical environment.	Social Work center or classroom arrangements are inviting and conducive to the planned activities.	Social work center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

COMMENTS FOR DOMAIN 2:

OVERALL RATING FOR DOMAIN 2:

**DOMAIN 3:
DELIVERY OF SERVICE**

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
3a: Assessing Student Needs	Social Worker does not assess student needs, or the assessments result in inaccurate conclusions.	Social Worker's assessments of student needs are perfunctory.	Social Worker assesses student needs and knows the range of student needs in the school.	Social Worker conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Assisting Students and Teachers in the Formulation of Academic, Personal/Social, based on Knowledge of Student Needs	Social Worker's program is independent of identified student needs.	Social Worker's attempts to help students and teachers formulate academic and personal/social are partially successful.	Social Worker helps students and teachers formulate academic, personal/social plans for groups of students.	Social Worker helps individual students and teachers formulate academic and personal/social plans.
3c: Using Social Work Techniques in Individual and Classroom Programs	Social Worker has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students.	Social Worker displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for interactions with other students.	Social Worker uses a range of counseling techniques to help students acquire skills in decision making and problem solving for interactions with other students.	Social Worker uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for interactions with other students.

3d: Brokering Resources to Meet Needs	Social Worker does not make connections with other programs in order to meet student needs.	Social Worker's efforts to broker services with other programs in the school are partially successful.	Social Worker brokers with other programs within the school or district to meet student needs.	Social Worker brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: Demonstrating Flexibility and Responsiveness	Social Worker adheres to the plan or program, in spite of evidence of its inadequacy.	Social Worker makes modest changes in the counseling program when confronted with evidence of the need for change.	Social Worker makes revisions in the counseling program when they are needed.	Social Worker is continually seeking ways to improve the counseling program and makes changes as need in response to student, parent or teacher input.

COMMENTS FOR DOMAIN 3:

OVERALL RATING FOR DOMAIN 3:

**DOMAIN 4:
PROFESSIONAL RESPONSIBILITIES**

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
4a: Reflecting on Practice	Social Worker does not reflect on practice, or the reflections are inaccurate or self-serving.	Social Worker's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Social Worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Social Worker makes some specific suggestions as to how the counseling program might be improved.	Social Worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Social Worker draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining Records and Submitting in a Timely Manner	Social Worker's reports, records and documentation are missing, late or inaccurate, resulting in confusion.	Social Worker's reports, records and documentation are generally accurate but are occasionally late.	Social Worker's reports, records and documentation are accurate and are submitted in a timely manner.	Social Worker's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with Families	Social Worker provides no information to families, either about the counseling program as a whole or about individual students.	Social Worker provides limited though accurate information to families about the counseling program as a whole and about individual students.	Social Worker provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Social Worker is proactive in providing information to families about the counseling program and about individual students through a variety of means.
4d: Participate in a Professional Community	Social Worker's relationships with colleagues are negative or self-serving, and social	Social Worker's relationships with colleagues are cordial, and social worker participates in school	Social Worker participates actively in school and district events and projects and maintains positive	Social Worker makes a substantial contribution to school and district events and projects and assumes

worker avoids being involved in school and district events and projects.

and district events and projects when specifically requested.

and productive relationships with colleagues.

leadership with colleagues.

4e: Engaging in Professional Development

Social Worker does not participate in professional development activities even when such activities are clearly needed for the development of social work skills.

Social Worker's participation in professional development activities is limited to those that are convenient or are required.

Social Worker seeks out opportunities for professional development based on an individual assessment of need.

Social Workers actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4d: Showing Professionalism

Social Worker displays dishonestly in interactions with colleagues, students and the public; violates principles of confidentiality.

Social Worker is honest in interactions with colleagues, students and the public; does not violate confidentiality.

Social Worker displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public; advocates for students when needed.

Social Worker can be counted on to hold the highest standards of honesty, integrity and confidentiality and to advocate for students, taking a leadership role with colleagues.

COMMENTS FOR DOMAIN 4:

OVERALL RATING FOR DOMAIN 4:

FINAL EVALUATION SUMMARY COMMENTS:

OVERALL RATING:

SPEECH LANGUAGE PATHOLOGIST PRE-OBSERVATION FORM

Completed by Speech Language Pathologist

Upload any documents that pertain to the session.
These will become part of the saved evaluation

Name:

School:

Non-Tenured Year:

Tenured Year:

Evaluator:

Pre-Observation Date:

1. Briefly describe the student(s) in this session, including any difficulties you anticipate.
2. What are your goals and objectives for this session?
3. To which IEP or intervention plan goal does the session relate?
4. What is your plan for grouping students during the session? Will they work individually, in small groups or as a large group? What are your reasons?
5. How will you differentiate instruction for different individuals in the group?
6. How do you plan to engage students in the content? What will you do? What will the students do?
7. What instructional materials or other resources will you use?
8. How do you plan to gather data and assess student achievement of the goals? How do you plan to make use of the results of the assessment?

SPEECH LANGUAGE PATHOLOGIST POST OBSERVATION FORM

Date of Observation:

Name:

School:

Evaluator:

PROFESSIONAL COMPETENCIES OBSERVED

DOMAIN 1: PLANNING AND PREPARATION

DOMAIN 2: THE CLASSROOM ENVIRONMENT

DOMAIN 3: INSTRUCTION

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION

SPEECH LANGUAGE PATHOLOGIST POST OBSERVATION REFLECTION FORM

Date of Observation:

Name:

School:

Evaluator:

- 1. In general, how successful was the session? Did you meet the goals in terms of meeting objectives, student engagement and lesson delivery?*
- 2. Did you depart from your original activity plan? If so, in what way did you feel the need to depart from the original plan??*
- 3. Comment on different aspects of your instructional delivery (eg. activities, grouping of students, materials and resources). To what extent were they effective?*
- 4. To what extent were students productively engaged? How did you assess student achievement?*
- 5. How did you communicate effectively with students, families and colleagues?*
- 6. How did you meet the ethical and professional responsibilities as an educator? Please include information regarding your efforts to follow district, state and national policies and regulations.*

SPEECH LANGUAGE PATHOLOGIST PROFESSIONAL PRACTICE RATING FORM

Name:

School:

Evaluator:

Date:

PROFESSIONAL PRACTICE RATING SCALE

- (4) Excellent
- (3) Proficient
- (2) Unsatisfactory
- (1) Needs Improvement

DOMAIN 1:

PLANNING AND PREPARATION

*Demonstrating Knowledge of Students

*Developing IEP Goals, Objectives and Therapy Programs

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
1a: Knowledge of Developmental Characteristics and Disability Impact	SLP displays minimal knowledge of developmental characteristics of age group and the impact of the disability on student performance.	SLP displays generally accurate knowledge of developmental characteristics of age group and the impact of the disability on student performance.	SLP displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns and the impact of the disability on student performance.	SLP displays knowledge of typical developmental characteristics of age group, the impact of the disability on student performance, exceptions to the patterns, and the extent to which each student follows patterns.
1b: Knowledge of Students' Interests & Cultural Heritage	SLP displays no knowledge of students' interests or cultural heritage.	SLP displays little knowledge of the interests or cultural heritage of each student.	SLP displays knowledge of the interests or cultural heritage of each student and respects diversity.	SLP displays knowledge of the interests or cultural heritage of each student, respects diversity and infuses cultural awareness in the therapy session.
1c: Knowledge of Students' Goals and Objectives	SLP is unaware of students' goals and objectives.	SLP has a general understanding of students' goals and objectives.	SLP has a solid understanding of students' goals and objectives and how to incorporate them into instruction.	SLP has a solid understanding of students' goals and objectives as they apply to the therapy session and sought to correct any deficiencies.
1d: Developing IEP Goals, Objectives and Therapy Program	Goals are not individualized and represent low expectations or no conceptual understanding of the	Goals are moderately individualized in either their expectations or conceptual understanding of the student and in the	Goals are individualized in their level of expectations, conceptual understanding, and the importance of learning.	Not only are the goals individualized but SLP can also clearly articulate how goals establish high expectations and relate

	students. Goals do not reflect the importance of learning, and are not grounded in common core standards.	importance of learning. Common core standards are minimally reflected in the goals.	Common core standards are embedded in the goals.	to common core standards.
1e: Specific and Measureable	Goals are either not specific or reasonable. Goals do not permit viable methods of assessment.	Goals are only moderately specific/measurable. Some goals do not permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and include viable methods of assessment.	All the goals are clear, written in form of student learning, and include viable methods of assessment, with data collection systems developed prior to implementation.
1f: Attainable	Goals are not attainable for the diversity, age, developmental level, disability, prior knowledge, or background of the student.	Most of the goals are attainable for the student.	All goals take into account the varying learning needs of the student and are attainable.	Goals take into account the varying learning needs of the student, reflect collaboration across disciplines and are attainable.
1g: Using Present Levels of Performance	No present levels of performance are available or present levels are determined by unsubstantiated methods of measurement.	Annual present levels of performance are assessed using standardized assessments only. There is no discussion regarding progress on current goals and objectives.	Annual present levels of performance are documented based on progress on current measurable goals and objectives. Standardized assessments may be provided. There is discussion on how these levels of impact the student's performance in the learning environment.	Annual present levels of performance are documented in relation to measurable goals and objectives and reflect collaboration across disciplines and/or related services. Discussion is provided on how these levels impact the student's performance in the learning environment.
1h: Establishing Goals for the Therapy Program	SLP has not established clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. the SLP does not confer with instructional teams as a part of establishing goals for the program.	SLP goals for the therapy program are limited, and are only partially suitable to the situation and the age of the students. The SLP inconsistently confers with instructional teams as a part of establishing goals for the program.	SLP goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. The SLP purposefully seeks knowledge from teams as a part of establishing goals for the program.	SLP goals for the therapy program are diagnostically aligned to the situation in the learning environment and to the age of the students, and have been developed collaboratively with all relevant school teachers, special education staff, related service personnel and administration.
1i: Developing a Plan to Appraise Therapy Services	SLP lacks a recognition that the provision of service delivery may need to change based on eligibility and student enrollment. SLP resists	SLP anticipates the needs for revision. The SLP requires assistance in making adjustments and guidance in revising the plan.	SLP anticipates the needs for revision and makes those adjustments. The SLP's plan is organized around clear goals, is evidence-	SLP plans to appraise the therapeutic services of the school-based program diagnostically aligned to the students being served. The SLP

suggestions that such revisions may be indicated.

based, and correlates to the goals of the students being served. utilizes multiple sources of evidence, and establishes a clear path toward improving the service delivery on an ongoing basis based upon the needs of the student in the learning environment.

COMMENTS FOR DOMAIN 1:

OVERALL RATING FOR DOMAIN 1:

**DOMAIN 2:
THE ENVIRONMENT**

- *Organizing Physical Space
- *Managing Student Behavior
- *Managing Therapeutic Procedures
- *Creating an Environment of Respect & Rapport

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
2a: Establishing Rapport with Students	Interactions between the SLP and the students are negative or inappropriate; students' affect and participation in therapy indicate discomfort with the therapist, SLP is insensitive to students' ages, cultural backgrounds, and developmental levels.	Interactions between the SLP and the students are generally appropriate, but include occasional inconsistencies and disregard for students' ages, cultures, and developmental levels. Students appear to be moderately comfortable in the therapy setting.	Interactions between the SLP and the students are positive and respectful, and reflect genuine caring and empathy for the needs of the students. Students' affect and participation indicate their receptivity to the provision of therapy.	Interactions between the SLP and the students are positive, respectful, and incorporate individual needs as appropriate. Students demonstrate behavior aligned with the expectations that have been established within the therapeutic setting. The students are fully engaged in the evaluation and therapy activities as evidenced by at least one of the following behaviors: coming to scheduled therapy sessions independently, cooperating during expected tasks, and/or implementing acquired skills.
2b: Management of Therapeutic Group(s)	Therapy activities and groupings of students are inappropriate to meet the goals set for the students involved in therapeutic services resulting in little to no student engagement.	Therapy activities and groupings of students are moderately appropriate to achieve the goals set for the students involved in therapeutic services resulting in moderate student engagement.	Therapy activities and groupings of students are fully appropriate to achieve the goals set for the student(s) involved in therapy. Students are fully engaged and the therapy sessions illustrate a level of challenge to achieve	Therapy activities and grouping of students are highly engaging and effective in achieving the goals set for the students involved in therapy. As applicable, the students are able to demonstrate independence in the

			the intended performance from the students.	execution of the therapeutic activities resulting in improved performance from students.
2c: Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, students assuming some responsibility for efficient operation.
2d: Management of Materials, Supplies and Equipment	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
2e: Establishing Expectations	No standards of conduct appear to have been established and/or students are unaware of the expectations.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to students and staff.	Standards of conduct are clear to all students and staff and are clearly evidenced through multiple mediums.
2f: Monitoring of Student Behavior	Student behavior is not monitored, and the SLP is unaware of what students are doing.	SLP is generally aware of student behavior but may miss the behavior of some students.	Monitoring by SLP is subtle and proactive.	SLP is alert to student behavior at all times and employ strategies that maintain student attention or momentum.
2g: Response to Student Behavior	SLP does not respond to behavior.	SLP responds inconsistently to student behavior.	SLP responds to behavior appropriately.	SLP responds to behavior appropriately, respects the students' dignity and is sensitive to students' individual needs.
2h: Organization and Use of Space	The available therapy space is disorganized and/or unsafe. The SLP makes no attempt to modify available space or to find alternative space.	The available space is fairly organized. The SLP makes some attempt to modify the available space or to find an alternative space.	The available space is organized. The SLP adapts or modifies the available space to meet the needs of the students receiving therapeutic services or finds an alternative space.	The available space is very well organized and well suited to the planned therapeutic activities. The SLP effectively adapts/modifies the available space to meet the needs of students or find alternative space.

COMMENTS FOR DOMAIN 2:

OVERALL RATING FOR DOMAIN 2:

DOMAIN 3:

DELIVERY OF SERVICE

*Demonstrating Knowledge of Content

*Communication

*Therapy Session

*Assessing Student Performance

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
3a: Demonstrating Knowledge and Skill in School-Based Therapy	SLP's plan and practice demonstrates little or no knowledge and skill in the application of speech pathology within a school-based program. Plans reflect a narrow range of therapeutic approaches suitable to address the development of appropriate communication skills.	SLP's plan and practice demonstrate basic knowledge and skill in the application of speech therapy within a school-based program. The plans display limited understanding of the range of therapeutic approaches suitable to address the development of appropriate communication skills.	SLP's plan and practice demonstrates thorough knowledge and skill in the application of speech therapy within a school-based program. The therapists's plans reflect familiarity within a wide range of therapeutic approaches suitable to address the development of communication skills. The plans are specific to the identified needs of the student(s) receiving services.	SLP's plan and practice demonstrates extensive knowledge and skill in the therapeutic services within a school-based program. The therapeutic practices/ interventions build upon knowledge of best practices. The therapist's plans and practice illustrates familiarity with a wide range of therapeutic approaches and anticipating student difficulty, and proactively incorporates supports to address those difficulties.
3b: Directions and Procedures	SLP directions and procedures are confusing to students or are presented at an inappropriate level.	SLP directions and procedures are clarified after initial student confusion or are excessively detailed.	SLP directions and procedures are clear and concise to students and contain an appropriate level of detail.	SLP directions and procedures are clear and concise to students and anticipate possible student misunderstandings.
3c: Language Usage	SLP language is unclear. Language contains grammar and syntax errors. Vocabulary is inappropriate, vague, or used incorrectly.	SLP language is clear. Vocabulary is correct but limited or is not appropriate to students' age/ instructional level.	SLP language is clear and correct. Vocabulary is appropriate to student age/instructional level.	SLP language is correct and expressive, with well-chosen vocabulary that enriches the lesson and is appropriate to student age/ instructional level.
3d: Feedback	Feedback to students is not provided in a timely manner or is of poor quality.	Feedback to students is inconsistent in quality, timeliness and does not take into account age/ instructional level.	Feedback is consistently provided in a timely manner and takes into account age/ instructional level.	Feedback to students is consistently high quality, timely and takes into account age/ instructional level.
3e: Use of Adaptations	The SLP adaptations are not appropriate for student's functioning levels, resulting in limited or no student participation.	The SLP adaptations are basic and do not target all students. Minimal student participation.	The SLP adaptations have been targeted to extend student performance. Student participation in the session has been extended to attain educational objectives and encourage independent performance as appropriate.	The SLP adaptations have been targeted to extend student performance and allow time for student's differentiated response. Student participation in the session has been extended to attain educational objectives and encourage independent

				performance as appropriate. Adaptations are culturally and developmentally appropriate.
3f: Maintaining Student Equipment	Student equipment is lacking or inappropriate. SLP does not respond to staff requests to service equipment. SLP fails to train staff on use of equipment.	SLP occasionally recommends equipment but it is sometimes inappropriate or does not support student needs. SLP is able to identify when equipment needs service, but cannot make appropriate repairs or adjustments. SLP provides some rudimentary training for staff on equipment.	SLP consistently recommends equipment that supports student's needs. SLP consistently responds to staff requests to service equipment and can make minor repairs and adjustments as needed. SLP provides thorough training for staff on equipment use. SLP works with outside vendor(s) to evaluate student needs.	SLP has an extensive knowledge of a variety of equipment. SLP consistently recommends equipment that supports student needs. SLP consistently responds to staff requests to service equipment and make all repairs/adjustments as needed. SLP anticipates future needs for equipment and advocates for students by leading the team (including outside vendors) on equipment selection.
3g: Planning Therapy Services	The plans for therapy services consist of a random collection of unrelated activities. The plans lack relevant clinical rationale, coherence, and are unrelated to the students' curriculum and/or demands of the learning environment.	The plan for therapy services is based on relevant clinical rationale, but does not fully address the students' needs to participate in the curriculum and/or access the learning environment.	The plans for coherent therapy services are based on relevant clinical rationale, include diagnostically relevant activities, and are related to the students' ability to access the curriculum across learning environments.	SLP plans are coherent, allow for student choice, and service to support students' skill acquisition. The plans facilitate generalization across settings.
3h: Structure and Pacing	The therapy has no clear defined structure, or the pacing of the session is inappropriate.	The therapy has a recognizable structure, although it is not uniformly maintained throughout the session. Pacing of the session is inappropriate.	The therapy has a clearly defined structure around which the activities are organized. Pacing of the session is appropriate.	The therapy's structure is highly coherent, allowing for reflection and closure. Pacing of the session is appropriate and adapted, if needed, by students.
3i: Demonstrating Flexibility and Responsiveness	SLP adheres to the therapy in spite of evidence of poor student understanding or lack of interest.	SLP makes minimal adjustments to the therapy session. The flow of the session is interrupted.	SLP makes adjustments to the therapy session. The flow of the therapy is not interrupted.	SLP is highly responsive to students' interests and questions, making adjustments to the therapy session, and persists in ensuring the success of all students.
3j: Criteria and Standards	The SLP's proposed assessment does not	Assessment criteria minimally take into	Assessment criteria are clear, reflect	Assessment criteria are clear, reflect

	consider the progress as per IEP goals.	account progress on IEP goals and are not clear or have not been communicated to students/staff, if appropriate.	progress as stated in the IEP goals and have been communicated to students/staff.	progress as stated in the IEP goals and have been clearly communicated to students/staff. Students may contribute to assessment through self-monitoring or self-assessment.
3k: Use for Planning	The assessment results only minimally affect planning for these students.	SLP uses assessment results to plan for therapy/activity.	SLP uses assessment results to plan for individuals and groups of students to work towards therapeutic and IEP goals.	SLP uses assessment results to plan for individuals and groups of students and reflects collaboration across discipline and/or related services. Students are aware of how they are meeting the established therapeutic and IEP goals and participate in planning the next steps, when appropriate.
3l: Using Goals and Objectives	Progress is not documented or reported to school district and/or parent.	Progress is documented, but not reported to parent.	Progress is documented and reported to parent.	Progress towards goals is reflected in lesson plans. Data is collected and effectively reported to school district and/or parent.

COMMENTS FOR DOMAIN 3:

OVERALL RATING FOR DOMAIN 3:

DOMAIN 4:

PROFESSIONAL RESPONSIBILITIES

***Maintaining Accurate Records and Organization**

***Communicating with Families and Staff**

***Contributing to the School and District**

***Professional Growth**

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Excellent</i>
4a: Data Collection	SLP has no system for maintaining information on student progress, the system is in disarray, or is inaccurate.	SLP system for maintaining information on student progress is rudimentary and partially effective.	SLP system for maintaining information on student progress is effective, and can be easily and accurately reported to students and parents.	SLP system for maintaining information on student progress is effective and can be easily and accurately reported to students and parents. Support personnel are able to access and utilize the system.

4b: Timelines	SLP does not meet deadlines.	SLP is often unaware of approaching deadlines and takes excessive time from instruction for task completion. SLP meets some deadlines.	SLP meets all deadlines.	SLP meets all deadlines in advance of due date.
4c: Organizing Time Effectively	SLP lacks time-management skills. This results in confusion, missed deadlines for evaluations and meetings, an inconsistent therapy schedule, or not completing paperwork in a timely manner. SLP does not communicate with teachers regarding deliberate schedule changes.	SLP time-management skills are moderately well developed. The SLP meets deadlines for evaluations and meetings, sees some students for therapy based on set schedule, and completes some paperwork in a timely manner. SLP is inconsistent in communicating with teachers regarding deliberate schedule changes.	SLP time-management skills are effective. The SLP has clearly defined schedules for student therapy, meets deadlines for paperwork and completes the preparations necessary for student meetings in an effective manner. SLP communicates with teachers regarding deliberate schedule changes as necessary.	SLP demonstrates excellent time-management skills. The SLP completes all timelines for evaluating students, prepares effectively for student meetings, provides therapy for students for his/her caseload, and establishes a cohesive schedule that is executed in both an efficient and dependable manner. SLP utilizes time for consultations with staff and/or preparation of adaptive materials that will assist in fulfilling the needs of students. SLP is proactive in communicating with teachers regarding all schedule changes.
4d: Parent Communication	SLP provides no information to parents and does not respond or responds insensitively to parent concerns about students.	SLP provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	SLP frequently provides information to parents on both positive and negative aspects of student information.	SLP frequently provides information to parents on both positive and negative aspects of student information. Response to parent concerns is handled with great sensitivity.
4e: Communication During the IEP Process	SLP does not provide information in the IEP of current levels of function that apply to educational concerns. The educational relevance is unclear from the written IEP and the discussions during the IEP process.	SLP communicates oral and written information in the IEP process, but it is unclear to IEP team members.	SLP communicates oral and written information effectively in the IEP process. Abbreviations and jargon are avoided or explained.	SLP effectively communicates oral and written information during the IEP process. SLP provides the IEP team members with information regarding student performance from a variety of sources.
4f: Response to General Education and/or Other Professionals	SLP fails to respond to concerns and questions of general education teachers and/or other professionals. SLP	SLP responds to concerns and questions, but fails to respond promptly or to address all issues. SLP only informs or trains	SLP responds to concerns and questions in a timely manner, seeking answers when not readily available. SLP	SLP anticipates concerns and questions from team members and initiates contact.

	does not provide information or training to other team members.	team members upon request.	Provides team members with appropriate information and training.	
4g: Relationships with Colleagues	SLP relationships with colleagues are negative or self-serving.	SLP maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. SLP takes initiative in assuming leadership among the faculty.
4h: Participation in School and Cooperative Projects	SLP avoids becoming involved in school and cooperative activities.	SLP participates in school and cooperative activities when specifically asked.	SLP volunteers to participate in school and cooperative activities, making a contribution.	SLP volunteers to participate in school and cooperative activities making a substantial contribution, and/or assumes a leadership role in a major school or cooperative activity.
4i: Enhancing Professional Knowledge and Skills	SLP does not participate in professional activities to enhance knowledge or skills.	SLP participates in some professional development activities to enhance knowledge and skills.	SLP seeks out opportunities for professional development to enhance knowledge and skills.	SLP seeks out opportunities for professional development and shares information with others.

COMMENTS FOR DOMAIN 4:

OVERALL RATING FOR DOMAIN 4:

FINAL EVALUATION SUMMARY COMMENTS:

OVERALL RATING: