

Formal Observation - Child Study Team/Related Services

Date: _____ **Start Time:** _____ **End Time:** _____
Observee Name: First: _____ Last: _____ **Years Experience:** _____
School: _____ **District:** Franklin Lakes, NJ **Career Status:** _____
Observer Name: First: _____ Last: _____ **Title:** _____
Content Area: _____ **Grade Level:** _____

Standard 1: Special Education Services

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated (comment required)
1-a. Knowledge and Compliance				
<input type="checkbox"/> Demonstrates extensive knowledge of special education laws and procedures. <input type="checkbox"/> Fully understands and complies with all procedural timelines and safeguards.	<input type="checkbox"/> Demonstrates thorough understanding of special education laws and procedures. <input type="checkbox"/> Faithfully adheres to all procedural timelines and safeguards.	<input type="checkbox"/> Demonstrates basic knowledge of special education laws and procedures, but needs support in implementation; does not always follow established timelines and safeguards.	<input type="checkbox"/> Demonstrates little or no knowledge of special education laws and procedures, and/or does not follow established procedures and guidelines.	Or <input type="checkbox"/> Not looked for
1-b. Team meetings				
<input type="checkbox"/> If chairperson, effectively follows guidelines for state mandated meetings. <input type="checkbox"/> If participant, contributes in a meaningful and concise way to annual review mtgs.	<input type="checkbox"/> If chairperson follows state mandated guidelines for annual reviews. <input type="checkbox"/> If participant, adequately contributes to annual review meetings.	<input type="checkbox"/> If chairperson, may not follow mandated guidelines for annual review. <input type="checkbox"/> If participant, may make unfocused or irrelevant contributions to annual review mtgs.	<input type="checkbox"/> If chairperson does not follow state mandated guidelines for annual reviews. <input type="checkbox"/> If participant, does not contribute, or makes irrelevant contributions to annual review mtgs.	Or <input type="checkbox"/> Not looked for

Formal Observation - Child Study Team/Related Services

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated (comment required)
1-c. Responding to CST and written referrals				
<input type="checkbox"/> Proactively responds to referrals and makes highly competent assessments of student needs by choosing suitable assessment procedures to address referral question.	<input type="checkbox"/> Responds to referrals and makes adequate assessments of student needs by choosing suitable assessment procedures to address referral questions.	<input type="checkbox"/> Responds to referrals when pressed but completes inadequate assessments of student needs.	<input type="checkbox"/> Fails to respond to referrals, or makes hasty assessments or student needs.	Or <input type="checkbox"/> Not looked for
1-d. IEP writing				
<input type="checkbox"/> Creates well written, thorough, and concise IEPs that include appropriate and meaningful recommendations to uniquely address student needs.	<input type="checkbox"/> Creates accurate, well-written IEPs that include appropriate recommendations.	<input type="checkbox"/> Creates IEPs that are not always thorough, may be poorly written or are unnecessarily long; recommendations are somewhat appropriate.	<input type="checkbox"/> Creates IEPs that are not thorough, are poorly written and include inappropriate recommendations.	Or <input type="checkbox"/> Not looked for

Comments – Standard 1: Special Education Services

Formal Observation - Child Study Team/Related Services

Additional Comments – Standard 1: Special Education Services

Standard Related Artifacts

Formal Observation - Child Study Team/Related Services

Standard 2: Evaluations

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated (comment required)
2-a. Evaluation design				
<input type="checkbox"/> Administers evaluations from a broad repertoire then chooses the most appropriate to the referral question and conducts thorough record review.	<input type="checkbox"/> Administers appropriate evaluation instruments/processes selected and conducts appropriate record review.	<input type="checkbox"/> May not administer appropriate evaluation instruments/processes and gathers limited historical review.	<input type="checkbox"/> Resists administering evaluations, selects instruments/process inappropriate to the situation, and/or gathers minimal information on history.	Or <input type="checkbox"/> Not looked for
2-b. Qualitative Behavior Analysis				
<input type="checkbox"/> Consistently administers test within standardization guidelines, while integrating information about qualitative responses across tests and adjusting testing accordingly.	<input type="checkbox"/> Administers tests according to testing standards. <input type="checkbox"/> Adjusts testing (without sacrificing standardization) based on qualitative observations in a test (e.g. testing the limits)	<input type="checkbox"/> Able to administer within standardization guidelines, but only limited ability to interpret qualitative behaviors and utilizes those behaviors to inform testing decisions and interpretations.	<input type="checkbox"/> Unable to administer in standardization guidelines and does not interpret qualitative responses.	Or <input type="checkbox"/> Not looked for
2-c. Report writing				
<input type="checkbox"/> Writes reports that are thorough yet concise, well written and include research based, appropriate recommendations.	<input type="checkbox"/> Writes reports that are thorough and well written including appropriate recommendations.	<input type="checkbox"/> Writes reports that are not always thorough, may be poorly written or unnecessarily long. <input type="checkbox"/> Includes somewhat appropriate recommendations.	<input type="checkbox"/> Writes reports that are not thorough or poorly written. <input type="checkbox"/> May not include recommendations or includes recommendations that are inappropriate.	Or <input type="checkbox"/> Not looked for

Formal Observation - Child Study Team/Related Services

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated (comment required)
2-d. Verbal communications of evaluations				
<input type="checkbox"/> Communicates test results clearly and concisely, including academic and social implications when appropriate; audience understands communication.	<input type="checkbox"/> Communicates test results clearly, including academic and social implications when appropriate; audience usually understands communication.	<input type="checkbox"/> May not clearly or effectively communicate test results, & sometimes misses academic or social implications; may not communicate in an appropriately concise manner.	<input type="checkbox"/> Does not communicate test results effectively; may provide information that is not appropriate.	Or <input type="checkbox"/> Not looked for

Comments – Standard 2: Evaluations

Standard Related Artifacts

Formal Observation - Child Study Team/Related Services

Standard 3: Consultation

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated (comment required)
3-a. Responding to referrals				
<input type="checkbox"/> Consults frequently and/or in a timely manner with colleagues, contributing own insights and tailoring intervention to the presenting issues. <input type="checkbox"/> Anticipates problems and consults before problem arises.	<input type="checkbox"/> Consults frequently and/or in a timely manner with colleagues, and tailors intervention to the presenting issues.	<input type="checkbox"/> Consults on sporadic basis with colleagues. <input type="checkbox"/> Sometimes makes successful attempts to tailor intervention to the presenting issues. <input type="checkbox"/> May not respond in a timely manner.	<input type="checkbox"/> Fails to consult with colleague or to tailor intervention to the presenting issues.	Or <input type="checkbox"/> Not looked for
3-b. Staff and parent consultations				
<input type="checkbox"/> Consistently provides plans that can be implemented by teacher, administrator and/or parent. <input type="checkbox"/> Consistently follows up with teacher, administrator and/or parent on implementation and outcomes.	<input type="checkbox"/> Often provides plans that can be implemented by teacher, administrator and/or parent. <input type="checkbox"/> Often follows up with teacher, administrator and/or parent on implementation and outcomes.	<input type="checkbox"/> Sometimes provides plans that can be implemented by teacher, administrator and/or parent. <input type="checkbox"/> Sometimes follows up with teacher, administrator and/or parent on implementation and outcomes.	<input type="checkbox"/> Does not provide plans that can be implemented by teacher, administrator, or parent. <input type="checkbox"/> Does not follow up with teacher, administrator or parent on implementation and outcomes.	Or <input type="checkbox"/> Not looked for

Formal Observation - Child Study Team/Related Services

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated (comment required)
3-c. Communication				
<input type="checkbox"/> Effectively and consistently communicates with staff administrators or parents in a clear and efficient manner.	<input type="checkbox"/> Communicates with staff, administrators or parents in a clear and efficient manner.	<input type="checkbox"/> Sometimes communicates with staff, administers or parents, but may not be fully clear and efficient (e.g., may provide unnecessary details)	<input type="checkbox"/> Does not communicate with staff, administers or parents, or may confuse the listener (e.g., is off topic)	Or <input type="checkbox"/> Not looked for
3-d. Contributions				
<input type="checkbox"/> Frequently contributes valuable ideas and expertise to teacher teams, meetings and committees to further the school and district's mission.	<input type="checkbox"/> Contributes ideas and expertise to teacher teams, meetings and committees to support the school and district's mission.	<input type="checkbox"/> Is reluctant to contribute to teams, meetings and committees, or contributions are minimally helpful.	<input type="checkbox"/> Does not contribute to teacher teams, meetings or committees.	Or <input type="checkbox"/> Not looked for
3-e. Collaboration				
<input type="checkbox"/> Meets regularly with colleagues to plan and share ideas, resulting in significant improvement in classroom or for student.	<input type="checkbox"/> Collaborates with colleagues to plan and share ideas, resulting in positive impact in classroom or for student.	<input type="checkbox"/> Meets occasionally with colleagues to share ideas about teaching, learning and students, but such conversations do not always impact the classroom or student.	<input type="checkbox"/> Meets infrequently with colleagues, and conversations lack educational substance.	Or <input type="checkbox"/> Not looked for

Formal Observation - Child Study Team/Related Services

Comments – Standard 3: Consultation

Standard Related Artifacts

Formal Observation - Child Study Team/Related Services

Standard 4: Counseling

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated (comment required)
4-a. Relationships				
<input type="checkbox"/> Shows respect, empathy and fairness to students; diverse backgrounds, identities, strengths and challenges; and builds strong relationships.	<input type="checkbox"/> Is fair and respectful towards student differences and build positive relationships with most students.	<input type="checkbox"/> Is fair and respectful towards most students and builds positive relationships with some students.	<input type="checkbox"/> Can be unfair and disrespectful to students; plays favorites.	Or <input type="checkbox"/> Not looked for
4-b. Awareness of self in counseling process				
<input type="checkbox"/> Exhibits consistent awareness of own thought, feelings, verbal behaviors and nonverbal behaviors in the counseling relationship and of how these impact the counselee and counseling process.	<input type="checkbox"/> Exhibits awareness of key thoughts, feelings, verbal behaviors and nonverbal behaviors in the counseling relationship and how these impact the counselee and counseling process.	<input type="checkbox"/> Exhibits variable awareness of own thoughts, feelings, verbal behaviors and nonverbal behaviors in the counseling relationship and of how these impact the counselee and counseling process.	<input type="checkbox"/> Exhibits limited awareness of own thought, feelings, verbal behaviors and nonverbal behaviors in the counseling relationship and of how these impact the counselee and counseling process.	Or <input type="checkbox"/> Not looked for
4-c. Feedback				
<input type="checkbox"/> Diligently assists students in developing self-awareness and in processing the impact of their behavior on others.	<input type="checkbox"/> Consistently assists students in developing self-awareness and in processing the impact of their behavior on others.	<input type="checkbox"/> Inconsistently attempts to address student behavior and provide feedback about the impact of their behavior on others.	<input type="checkbox"/> Ignores student behavior and does not provide feedback about the impact of their behavior.	Or <input type="checkbox"/> Not looked for

Formal Observation - Child Study Team/Related Services

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated (comment required)
4-d. Interventions				
<input type="checkbox"/> Develops comprehensive plans for students, finding creative ways to meet student needs and incorporate many relevant elements.	<input type="checkbox"/> Develops suitable plans for students that are aligned with identified needs.	<input type="checkbox"/> Develops plans for students that are partially suitable or are sporadically aligned with identified needs.	<input type="checkbox"/> Fails to plan interventions suitable to students, interventions are mismatched with the finding of the assessments.	Or <input type="checkbox"/> Not looked for
4-e. Goals				
<input type="checkbox"/> Sets goals for the treatment program that are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with student, parents and colleagues.	<input type="checkbox"/> Sets goals for the treatment program that are clear and appropriate to the situation in the school and to the age of the students.	<input type="checkbox"/> Sets goals for the treatment program that are rudimentary and partially suitable to the situation in the school and to the age of the students.	<input type="checkbox"/> Has no clear goals for the treatment program, or they are inappropriate to either the situation in the school or to the age of the students.	Or <input type="checkbox"/> Not looked for
4-f. Flexibility				
<input type="checkbox"/> Deftly adapts counseling sessions to maximize teachable moments and correct misunderstandings.	<input type="checkbox"/> Is flexible about modifying counseling sessions to take advantage of teachable moments.	<input type="checkbox"/> Is focused on implementing counseling session plans and sometimes misses teachable moments.	<input type="checkbox"/> Is rigid and inflexible with counseling sessions and rarely takes advantage of teachable moments.	Or <input type="checkbox"/> Not looked for

Formal Observation - Child Study Team/Related Services

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated (comment required)
4-g. Monitoring progress				
<input type="checkbox"/> Effectively gathers information to accurately measure progress.	<input type="checkbox"/> Gathers information to accurately measure progress.	<input type="checkbox"/> Gathers information that may not accurately measure progress.	<input type="checkbox"/> Does not gather information to monitor progress.	Or <input type="checkbox"/> Not looked for

Comments – Standard 4: Counseling

Standard Related Artifacts

Formal Observation - Child Study Team/Related Services

Standard 5: Family and Community Outreach

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated (comment required)
5-a. Respect				
<input type="checkbox"/> Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	<input type="checkbox"/> Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	<input type="checkbox"/> Is sometimes insensitive to family and community values and beliefs.	<input type="checkbox"/> Is insensitive to family and community values and beliefs.	Or <input type="checkbox"/> Not looked for
5-b. Belief				
<input type="checkbox"/> Gives parents clear, accessible expectations for student learning and behavior, and demonstrates a strong belief that students will meet or exceed standards.	<input type="checkbox"/> Gives parents clear expectations for student learning and behavior, and demonstrates belief that students will reach standards.	<input type="checkbox"/> Sends home a syllabus and list of classroom rules for learning and/or behavior.	<input type="checkbox"/> Does not communicate learning or behavior expectations to parents.	Or <input type="checkbox"/> Not looked for
5-c. Communication with families				
<input type="checkbox"/> Secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Reaches out to families to enhance trust, incl. those hard to reach.	<input type="checkbox"/> Communicates with families to secure necessary permission and does so in a manner sensitive to cultural and linguistic traditions.	<input type="checkbox"/> Is partially successful in communicating with families; obtains permission, but there are occasional insensitivities to cultural and linguistic traditions.	<input type="checkbox"/> Fails to secure necessary permission for evaluations, or communicates in an insensitive manner.	Or <input type="checkbox"/> Not looked for

Formal Observation - Child Study Team/Related Services

5-d. Sharing progress with families				
<input type="checkbox"/> Makes sure parents hear positive news about students first and immediately flags any problems. <input type="checkbox"/> In conferences, meetings, & informal talks, gives parents appropriately detailed helpful feedback on student progress.	<input type="checkbox"/> Promptly informs parents of behavior and learning problems; updates parents on good news. <input type="checkbox"/> Uses meetings and conferences to give parents feedback on student progress.	<input type="checkbox"/> Lets parents know about problem areas their children are having but rarely mentions positive news. <input type="checkbox"/> Does not consistently discuss student progress.	<input type="checkbox"/> Fails to communicate with families or communicated in an insensitive manner. <input type="checkbox"/> In conferences provides information that is not appropriate.	Or <input type="checkbox"/> Not looked for
5-e. Responsiveness				
<input type="checkbox"/> Deals immediately and successfully with parent concerns and makes parents feel welcome.	<input type="checkbox"/> Responds successfully to parent concerns and makes parents feel welcome.	<input type="checkbox"/> Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	<input type="checkbox"/> Does not respond to parent concerns and makes parents feel unwelcome.	Or <input type="checkbox"/> Not looked for
5-f. Release of information				
<input type="checkbox"/> Always secures necessary permission to communicate with other providers outside of schools.	<input type="checkbox"/> Secures necessary permission to communicate with other providers outside of schools.	<input type="checkbox"/> Sometimes secures necessary permission to communicate with other providers outside of schools.	<input type="checkbox"/> Does not secure necessary permission to communicate with other providers outside of schools.	Or <input type="checkbox"/> Not looked for
5-g. Community Health				
<input type="checkbox"/> Maintains ongoing contact with physicians and community mental health service providers	<input type="checkbox"/> Maintains ongoing contact with physicians and community mental health service providers.	<input type="checkbox"/> Contacts physicians and community mental health service providers only when necessary.	<input type="checkbox"/> Declines to maintain contact with physicians and community mental health service providers.	Or <input type="checkbox"/> Not looked for

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Formal Observation - Child Study Team/Related Services

Comments – Standard 5: Family and Community Outreach

Standard Related Artifacts

Formal Observation - Child Study Team/Related Services

Standard 6: Professional Responsibilities

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated (comment required)
6-a. Attendance				
<input type="checkbox"/> Has perfect or near-perfect attendance (98-100%).	<input type="checkbox"/> Has very good attendance (95-97%).	<input type="checkbox"/> Has moderate absences (6-10%). Describe extenuating circumstances below.	<input type="checkbox"/> Has many absences (11%+). Describe extenuating circumstances below.	Or <input type="checkbox"/> Not looked for
6-b. Reliability				
<input type="checkbox"/> Carries out paperwork, duties and assignments conscientiously and punctually; prioritizes tasks; keeps meticulous records.	<input type="checkbox"/> Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records.	<input type="checkbox"/> Occasionally skips or is late with paperwork, duties and/or assignments; sometimes makes errors in records.	<input type="checkbox"/> Frequently skips and is late with paperwork, duties and assignments; makes errors in records.	Or <input type="checkbox"/> Not looked for
6-c. Professionalism				
<input type="checkbox"/> Presents as a consummate professional in words, action and appearance.	<input type="checkbox"/> Usually demonstrates professional demeanor in words, action & appearance.	<input type="checkbox"/> Is occasionally and/or slightly unprofessional in words, action and/or appearance.	<input type="checkbox"/> Is unprofessional in words, action and appearance.	Or <input type="checkbox"/> Not looked for
6-d. Judgment				
<input type="checkbox"/> Integrates various models (e.g., ethics, legal) and discusses complex or conflicting situations with appropriate colleagues and administrator. <input type="checkbox"/> Maintains confidentiality with student records.	<input type="checkbox"/> Behaves within legal and ethical guidelines. <input type="checkbox"/> Maintains confidentiality with student records.	<input type="checkbox"/> May occasionally apply questionable judgment. <input type="checkbox"/> May not act within legal or ethical guidelines but is open to input. Only occasionally discloses student information.	<input type="checkbox"/> Acts in an unethical or illegal manner, uses poor judgment, and/or discusses student information and violates confidentiality.	Or <input type="checkbox"/> Not looked for

Formal Observation - Child Study Team/Related Services

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated (comment required)
6-e. Communication				
<input type="checkbox"/> Proactively informs the administration of any concerns and reaches out for help and suggestions.	<input type="checkbox"/> Keeps the administration informed about concerns and asks for help when it is needed.	<input type="checkbox"/> Is reluctant to share concerns with the administration or to ask for help.	<input type="checkbox"/> Does not share concerns or constantly complains, and is not open to help.	Or <input type="checkbox"/> Not looked for
6-f. Reflecting on practice				
<input type="checkbox"/> Makes perceptive and accurate reflections on practice, citing specific examples of what was not successful for at least some students, then draws on extensive repertoire to suggest alternative strategies for instruction.	<input type="checkbox"/> Provides accurate and objective reflections on practice, citing specific positive and negative characteristics. <input type="checkbox"/> Makes some specific suggestions as to how instruction might be improved.	<input type="checkbox"/> Is moderately accurate and objective in reflections on practice without citing specific examples. <input type="checkbox"/> Only makes global suggestions as to how instruction might be improved.	<input type="checkbox"/> Does not reflect on practice, or the reflections are inaccurate or self-serving.	Or <input type="checkbox"/> Not looked for
6-g. Openness				
<input type="checkbox"/> Actively seeks out feedback and suggestions, and uses them to improve performance.	<input type="checkbox"/> Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	<input type="checkbox"/> Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	<input type="checkbox"/> Is very defensive about criticism; refuses to listen to feedback or suggestions; is resistant to change.	Or <input type="checkbox"/> Not looked for

Formal Observation - Child Study Team/Related Services

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated (comment required)
6-h. Professional Development				
<input type="checkbox"/> Integrates best practices from supervisors, colleagues, workshops, readings and other sources.	<input type="checkbox"/> Utilizes effective teaching ideas from supervisors, colleagues, workshops, readings and other sources.	<input type="checkbox"/> Considers new ideas for improving teaching and learning.	<input type="checkbox"/> Is not open to ideas for improving teaching and learning.	Or <input type="checkbox"/> Not looked for
6-i. Professional Community				
<input type="checkbox"/> Makes substantial contribution to school/district events and projects and assumes leadership with colleagues incl. Crisis Intervention Teams, CST, etc. <input type="checkbox"/> Initiates and maintains positive, productive relationships with colleagues.	<input type="checkbox"/> Participates actively in school/district events, projects and committees including Crisis Intervention Team, CST, etc. <input type="checkbox"/> Maintains positive and productive relationships with colleagues.	<input type="checkbox"/> Participates in school and district events, projects and committees only when specifically requested. <input type="checkbox"/> Maintains cordial relationships with colleagues.	<input type="checkbox"/> Avoids involvement in school and district events, projects and committees. <input type="checkbox"/> Creates negative or self-serving relationships with colleagues.	Or <input type="checkbox"/> Not looked for
6-j. Legal				
<input type="checkbox"/> Always adheres to legal requirements and government reg.; educates others. <input type="checkbox"/> Always keeps records that are appropriate, accurate, legible, well organized and stored in a secure location.	<input type="checkbox"/> Consistently adheres to legal requirements and government reg. <input type="checkbox"/> Generally keeps records that are appropriate, accurate, legible, well organized and stored in a secure location.	<input type="checkbox"/> Occasionally adheres to legal requirements and government regulations. <input type="checkbox"/> Inconsistently keeps records that are appropriate, accurate, legible and/or stored in a secure location.	<input type="checkbox"/> Does not adhere to legal requirements. <input type="checkbox"/> Does not keep records well; records may be missing, inappropriate, illegible and/or stored in an insecure location.	Or <input type="checkbox"/> Not looked for

Formal Observation - Child Study Team/Related Services

Comments – Standard 6: Professional Responsibilities

Standard Related Artifacts

Observer Signature _____ **Date:** _____

Observee Signature _____ **Date:** _____