NDSEC

NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

Professional Licensed Staff Appraisal

Packet #1
- The Evaluation Process -

NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

Licensed Professional Staff Appraisal Plan

Introduction

The North DuPage Special Education Cooperative (NDSEC) Professional Appraisal Plan assesses licensed professional staff performance based on the four domains of professional skills found in the Danielson "Framework for Teaching: Evaluation Instrument" 2013. Professional staff include all licensed classroom and itinerant teachers, speech-language pathologists, vocational facilitators, social workers, occupational therapists, physical therapists, licensed school nurses, and school psychologists (hereinafter "Staff") employed by the Board.

Four domains and elements within each domain provide the framework for the appraisal process, define the scope of the program, and facilitate the focus on the specific elements of professional practice. Each discipline has a rubric defining each domain and associated elements.

The NDSEC Professional Plan Joint Committee has reviewed the Performance Evaluation Reform Act (PERA 2010), which includes professional practice and student growth. For licensed teachers, including classroom, hearing itinerant, vision itinerant, adaptive PE and vocational, the student growth component is outlined in the *NDSEC Teacher Evaluation Plan Related to Student Growth*.

2015-16 Committee Members include:
Melanie Bogue, Teacher
Abigail Currie, Hearing Itinerant Teacher
Kelly Gould, Private Placement & Related Services Coordinator
Rosemary Nizzi, TLC Principal & ALSP Coordinator
Todd Putnam, Director of Programs & Services
Laura Robinson, School Nurse
Julie Sacco, Teacher
Lisa Sporer, School Social Worker
Karin Stevens, NDSEC Special Education Coordinator
Lori Wissinger, Physical Therapist

Original committee members were: Melanie Bogue, Dr. Lea Anne Frost, Donna LaRocca, Cheryl Riley, Julie Sacco, Karin Stevens, and Angela Tennant.

The NDSEC plan of performance appraisal includes steps for monitoring, assessment and revision. It is assumed the plan must be monitored, assessed and revised after it has been implemented. The Evaluation Committee will meet on an annual basis to review, refine and revise procedures and forms as necessary. Redefinition of performance criteria will be considered as necessary.

Philosophy of Evaluation

The primary purpose of the evaluation process is to enhance quality instruction, encourage professional growth, and improve student achievement for all students of the North DuPage Special Education Cooperative.

Overview

The North DuPage Special Education Cooperative selects professional staff of the highest caliber and holds high expectations for their professional performance. Evaluation of non-tenured and tenured staff is viewed as critical to the success of the individual and the Cooperative in serving students and the community. This system is designed to provide staff with a clear understanding of the Cooperative's performance standards, feedback regarding professional effectiveness, and support for growth.

The performance appraisal system is built around two major concepts: Formative Appraisal and Summative Evaluation.

Formative Appraisal (Observation/Evaluation)

Formative appraisal is intended to improve individual staff performance. Appraisal focuses on identification of strengths and weaknesses, identification of staff development strategies, and resources to address areas in need of improvement. The formative appraisal consists of both informal and formal observations.

Time Lines

Any time lines for the completion of an observation, conference, Formative or Summative Evaluation, Professional Development Plan or Remediation Plan may, at the Evaluator's discretion, be extended if the employee utilizes an FMLA leave or otherwise misses more than five (5) workdays during the pertinent time period. If the Evaluator determines to extend one or more time lines, the affected staff member shall be notified in writing by the Evaluator and the Association President provided with a copy thereof. There is also an exception for staff hired after November 15. The observation time lines will be extended to ensure new staff are not evaluated more than once in a three-week period. Therefore, the Summative Evaluation may be completed after February 28.

Informal Observations

The primary purpose of informal observation is to validate and support effective instruction on a continual basis. In addition, informal observations lend to a more thorough evaluation of staff performance. Informal observation is a natural process, which acknowledges performance beyond the formal observation.

Informal observations include any and all things that reflect overall professional competencies. Informal observation is, as the name implies, informal. It is ongoing and could take place in a variety of professional environments. It may be considered to be part of any or all interactions, between professionals. It may include:

- lesson observations, classroom walk-throughs, and school activities outside the classroom;
- focus on professional behavior in a variety of school settings and/or between a variety of individuals: students, colleagues, parents, administrators or other school staff;
- annual reviews, IEP conferences, parent-teacher conferences

Informal observation may be of any duration and may be conducted as often as the evaluator considers appropriate. At least one (1) informal observation is required for all staff. If data is to be used from an informal observation in the evaluation, staff will receive written notification within 10 days of the observation and be given the opportunity to meet with the evaluator to discuss.

Formal Observation(s)

A formal observation for tenured staff consists of at least one visitation of no less than 45 consecutive minutes, a complete lesson, or an entire class period in a classroom/work setting. All staff who are to be evaluated will be given written notification prior to students' first day of attendance. Each formal observation must be documented by a written observation report completed and reviewed by the evaluator with the staff member within 10 working days.

A minimum of two (2) formal observations and one (1) informal observation are required for non-tenured staff for the first four years. Evaluators may initiate additional formal and informal observations at their discretion.

The first Formative Evaluation for non-tenured staff must be completed by November 15 and the second by January 31.

The Summative Evaluation for tenured and non-tenured staff must be completed no later than February 28.

Pre-Observation Conference

The purpose of a pre-observation conference is for the staff member to provide the evaluator with information regarding the objectives of the lesson to be observed, the prior instruction of students, the learning activities or methods to be used to meet the stated objectives and/or any relevant characteristics of the learning environment. All staff will complete a pre-observation form and submit to the evaluator prior to the pre-conference. The pre-observation form serves as a guide for discussion between the staff member and evaluator. Not all areas on the pre-observation form need to be addressed in each pre-observation conference.

Post-Observation/Formative Evaluation Conference

A post-observation reflection form is required for the staff member to submit to the evaluator within three days following each formal observation. The evaluator will hold the formative evaluation conference with the staff member within 10 working days following completion of the formal observation.

The conference will focus on discussion of the observation and other factors deemed relevant to the performance of responsibilities listed in the position description and standards of professional practice. The evaluator will share with the staff member indicators of performance related to the position description. In addition to the formal observation, data sources may include lesson plans, student work samples, records or other appropriate materials to substantiate performance. Strengths and weaknesses will be discussed and recommendations for growth and/or improvement will be formulated. The staff member may attach additional comments or include a response to the observation report, if desired.

Summative Evaluation

The summative evaluation reflects the overall effectiveness of the staff member. It further provides data to assist personnel decisions and assignment, transfers, promotions and continuing employment. Illinois Ed Reform (Senate Bill 7, P.A. 97-0008) requires teacher performance-based evaluations under the Performance Evaluation Reform Act (PERA). The summative evaluation is utilized for all staff.

Summative Evaluation Conference Report

An annual summative evaluation (biennial for tenured staff) conference will be completed for each licensed professional staff member no later than February 28. The summative evaluation will focus on the staff member's overall performance throughout the year and will include information gained through formal and informal observations, conferences between the evaluator and evaluatee, and other data sources cited as appropriate to substantiate performance. Such other data souces may include lesson plans, student work samples, records, or other materials relevant to performance assessment.

The summative evaluation will consist of an overall evaluative rating: Unsatisfactory, Needs Improvement, Proficient, or Excellent.

The Summative Evaluation Conference Report will be signed by both parties and be included in the staff member's personnel file. The signature of the staff member does not necessarily indicate agreement with the written evaluation, but rather shall indicate that the conference and the discussion have been held and that the staff member is in receipt of a copy of the written evaluation.

Evaluation Requirements

Non-Tenured	Tenured (during evaluation year)
1) **Pre-Observation Form (goal setting)**	1) **Pre-Observation Form (goal setting)**
2) **Minimum one (1) informal evaluation**	2) **Minimum one (1) informal evaluation**
3) **Minimum two (2) formal observations/evaluations and one (1) summative evaluation**	3) **Minimum one (1) formative observation/evaluation and one (1) summative evaluation**
4) **Post-Observation Reflection Form**	4) **Post-Observation Reflection Form**

Professional Development Plan (PDP) for Tenured Professionals

Premise

Non-tenured staff shall be formally evaluated (formative, summative) annually using the same evaluation instrument as tenured staff for the first four years of employment. Non-tenured staff is not entitled to a PDP in the event of a "needs improvement" rating.

Within 30 school days of the completion of a summative evaluation rating of a tenured staff member as "needs improvement", the evaluator, in consultation with the staff member, must create a PDP that is directed to the areas of needed improvement. The PDP includes defined areas of professional practice that need to be improved and types of evidence towards progress/achievement of goal. The plan also must describe any support the Cooperative will provide to address any areas identified as needing improvement (PERA 2010).

Purpose

The purpose of the Professional Development Plan for tenured professionals is:

1) To enable an administrator to assist a tenured professional needing assistance in any of the Domains for Professional Practice.
2) To enable a tenured professional the opportunity to seek assistance in any of the Domains for Professional Practice.
3) To provide more specific guidance and assistance for the resolution of concerns identified in the summative evaluation for tenured staff.
4) To provide an opportunity for the staff member to demonstrate performance at a proficient or better rating.

The Professional Development Plan (PDP) for tenured professionals will be discussed at an initial meeting to be held within thirty (30) school days of the final meeting of the summative evaluation. During the PDP phase, intensive supervisory procedures and timelines will be established collaboratively. These procedures will be referred to on the PDP Action Plan Form.

The Professional Development Plan for tenured professionals will include:

1) A statement(s) identifying the concern(s) relative to the Domains for Professional Practice;
2) An identification of individuals involved in the plan;
3) A listing of activities/procedures to be initiated and utilized;
4) A listing of resources to be allocated for plan implementation and completion including but not limited to materials, staff development and budgetary considerations;
5) A timeline indicating implementation dates, final review dates, and meeting dates to review progress on the plan. All PDPs must be scheduled for a minimum of 30 school days and two observations/conferences.

Changes can be made to a PDP that is in process as long as the administrator and staff member agree to such changes.
At the end of a PDP, the evaluator will schedule a formal observation to complete a summative evaluation. If the summative evaluation identifies new areas of concern (rating of "needs improvement"), the PDP process will be initiated for those areas.

If the summative evaluation results in an "unsatisfactory", the remediation process will be initiated.

When a staff member achieves a rating of "proficient" or "excellent" on the summative evaluation following a PDP, they must partake in a minimum of three observations in the following year: two of which must be formal, one informal, and a summative evaluation.

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Remediation Plan

The Remediation Plan is initiated if a tenured staff member receives a rating of "unsatisfactory" on the summative evaluation. Non-tenured staff is not entitled to a remediation plan in the event of an unsatisfactory rating.

1. The Remediation Phase will be discussed at an initial meeting to be held within 5 school days of the summative evaluation conference.

2. The Remediation Plan must be implemented within 30 school days after receipt of an unsatisfactory evaluation.

3. The Remediation Plan must continue for 90 school days.

4. The consulting staff member shall participate in the development of the plan.

5. A "consulting staff member" is defined in the statute as a staff member with reasonable familiarity with the subject area of the staff member under remediation, has been rated "excellent" on his/her most recent evaluation, and has at least 5 years experience. If no one within the cooperative meets these criteria, the statute allows the cooperative to request the regional superintendent to provide a list of such individuals.

6. An open-format form is included to reflect the issues unique to each staff member under remediation.

7. A staff member shall be issued a minimum mid-point and final evaluation using the Professional Practice Rubric while on remediation. The mid-point evaluation must be within 45 school days of the start date of the remediation plan and the final evaluation must be provided within 10 school days after conclusion of the remediation plan. Each evaluation must assess the staff member's performance during the time period since the prior evaluation. The final evaluation shall also include an overall evaluation of the staff member's performance during the remediation period. The evaluator will use the forms provided for the annual evaluation of staff in the cooperative's evaluation plan.

8. If the staff member fails to complete the remediation period with a rating equal to or better than "proficient", he/she must be dismissed per Section 24-12 of the School Code.

9. If a staff member receives a proficient or an excellent rating, the evaluation cycle resumes at year one of the evaluation cycle and a summative evaluation the following year which will include a minimum of 3 observations, two of which must be formal.

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NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

Professional Licensed Staff Appraisal

Packet #2
- Evaluation Process Forms -

NDSEC
SPECIAL EDUCATION CERTIFIED STAFF PRE-OBSERVATION PLANNING RECORD

Staff
Member: _____   Evaluator: _____

Building: _____   Program/
Grade Level: _____   Content
Area: _____

Pre-Observation Date: _____   Observation Date: _____   Post-Observation Date: _____

1. Briefly describe the relevancy of this activity, including any difficulties you anticipate. (This may include, but is not limited to, students, staff, learning environment, etc.)	4. How do you plan to engage participants in the content? What will you do? What will the participants do?
2. What are your goals and objectives for this activity? Why are these goals suitable?	5. What instructional materials or other resources will you use?
3. How do these goals support the standards relevant to your role? (Ex: CCSS, ITPL, SEL, etc.)	6. How do you plan to gather data and assess achievement of the goals? How do you plan to make use of the results of the assessment?

North DuPage Special Education Cooperative
Post-Observation Reflection Form – Completed by Staff

Staff Member: _____ Evaluator: _____

Building: _____ Program/ Grade Level: _____ Content Area: _____

Pre-Observation Date: _____ Observation Date: _____ Post-Observation Date: _____

Please complete questions and return to evaluator (within 3 days of the observations) for discussion at the conference.

1. In general, how successful was the activity? Did the participants learn what you intended for them to learn? How do you know?

2. Did you alter your goals or instructional plan as you led the activity? If so why?

3. Comment on your delivery procedures, participant conduct, and use of physical space. To what extent did those contribute to achieving your objective?

4. If you are able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

Staff are encouraged to bring to the post-conference evidence and artifacts to demonstrate knowledge of which domains may or may not have been observed.

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North DuPage Special Education Cooperative
Professional Development Plan (PDP) Action Plan Form

Staff Member: _____   Date: _____

Evaluator: _____   School/Position: _____

I. Based upon the evidence collected in the Framework for Teaching Evaluation Form, the highlighted area(s) have been identified as "needs improvement."

Standards for Professional Practice			
Domain I	Domain 2	Domain 3	Domain 4
Describe:	**Describe:**	**Describe:**	**Describe:**
Additional Notes:			
Beginning Date:		End Date:	

I acknowledge that I have reviewed and discussed the above concerns with my Evaluator.

_____   _____
Staff Member Signature   Date   Evaluator Signature   Date

II. Professional Development Plan Form

Name: _____   Supervisor/Evaluator: _____

Date of Meeting: _____   Approximate Start Date: _____

                                                                           Approximate End Date: _____

PDP Priorities:

A. Domain / Component	Indicators for Effective Teaching (e.g., Critical Attributes):	
Date of Development	Improvement Strategies/Tasks	Staff Support and Resources:
Date of Updates	Action Plan – Indicators of Success	Staff Support and Resources

B. Domain / Component	Indicators for Effective Teaching (e.g., Critical Attributes):	
Date of Development	Improvement Strategies/Tasks	Staff Support and Resources:
Date of Updates	Action Plan – Indicators of Success	Staff Support and Resources

C. Domain / Component	Indicators for Effective Teaching (e.g., Critical Attributes):	
Date of Development	Improvement Strategies/Tasks	Staff Support and Resources:
Date of Updates	Action Plan – Indicators of Success	Staff Support and Resources

D. Domain / Component	Indicators for Effective Teaching (e.g., Critical Attributes):	
Date of Development	Improvement Strategies/Tasks	Staff Support and Resources:
Date of Updates	Action Plan – Indicators of Success	Staff Support and Resources

III. Signature Section

Duration of the PDP is determined in Section I.

PDP Initial Signatures

Evaluator:		Staff Member:	
Date:		Date:	

PDP Observation/Conference Signatures: (This block may be repeated.)

Evaluator:		Staff Member:	
Date:		Date:	
Comments:			

Administrator's Signature: _____ Date: _____

Staff Member's Signature: _____ Date: _____

Distribution List: Personnel File
Staff Member
Building Administrator/Evaluator

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North DuPage Special Education Cooperative
Remediation Plan

Staff Member: _____ Evaluator/Supervisor: _____

Consulting Staff
Member _____

Date of   Date of Mid-Point   Date of Final
Initiation: _____   Evaluation: _____   Evaluation: _____

Initial Meeting:

Concerns:

Educator Plan:

Follow-Up Date: _____

Staff Member Signature: _____ Evaluator Signature: _____

Follow-Up Meeting: (This block may be repeated.)

Progress:

Continued or additional concerns:

Follow-Up Date: _____

Staff Member Signature: _____ Evaluator Signature: _____

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NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

Staff Appraisal

Packet #3
- Evaluation Rubric – Hearing Itinerants -

Domain 1 – Planning & Preparation

Professional Inquiry:

Does the staff member demonstrate knowledge of:

- Content and content related pedagogy
- Child and adolescent development
- The learning process
- Students' interests
- Students' cultural heritage
- Students' special needs
- Setting an instructional outcome that allows students to develop their understanding of how critical concepts relate to each other
- Establishing instructional outcomes identifying exactly what students will be expected to learn
- How to access materials that align with learning outcomes, that further staff member's professional knowledge and that are at the students' instructional level
- How to design instruction that allows students to progress through the content, is appropriate to the learning and organized to meet the learning needs of the students
- The ability to plan lessons and units that are clear and sequential and that meet the needs of all students
- Utilizing assessments that are aligned with learning expectations/instructional outcomes, are clearly defined and planned as part of the instructional process
- How to utilize assessment data to guide future instructional planning?

Domain 1 – Planning & Preparation – Component 1a: Demonstrating Knowledge of Content and Pedagogy

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1a: Demonstrating Knowledge of Content and Pedagogy	Staff member's planning incorporates little to no knowledge of grade/age level curriculum and development, discipline specific content, and best practice to develop appropriate instruction. Plans include ineffective strategies and limited knowledge of low-incidence disability needs.	Staff member's planning incorporates some knowledge of grade/age level curriculum and development, discipline specific content, and best practice to develop appropriate instruction. Plans include a few effective strategies and incomplete knowledge of low-incidence disability needs.	Staff member's planning incorporates knowledge of grade/age level curriculum and development, discipline specific content, and best practice to develop appropriate instruction. Plans include effective strategies and knowledge of low-incidence disability needs.	Staff member's planning incorporates in-depth knowledge of grade/age level curriculum and development, discipline specific content, and best practice to develop appropriate instruction. Plans include many effective strategies and knowledge of low-incidence disability needs.
1a: Critical Attributes	Staff member cannot identify where other students of same age/grade are functioning. Staff member is unaware of student deficits related to disability. Staff member cannot rationalize why the instructional strategy was chosen Staff member is unfamiliar with skills sequencing and has little to no evidence of planning based on prior skills acquisition Staff member does not ask questions or seek information Staff member does not pick up/fix equipment; no knowledge of hearing anatomy, ALDs, sign language	Staff member identifies some areas where other students of same age/grade level are functioning Staff member is somewhat aware of student deficits related to disability Staff member rationalizes why one instructional strategy was chosen over another Staff member knows some skills sequencing and has some evidence of planning based on prior skills acquisition Staff member can interpret/articulate only basic information from audio reports Staff member can equip students with technology with assistance Staff member is slow to respond to equipment issues Staff member has limited knowledge of hearing anatomy, ALDs, sign language	Staff member can identify where other students of same age/grade are functioning so the itinerant is aware of student deficits related to disability. Staff member can rationalize why one instructional strategy was chosen over another. Staff member knows skills sequencing and has evidence of planning based on prior skills acquisition and future mastery Staff member prepares in-services for staff on students and hearing loss – includes interpretation of hearing report Staff member seeks change in technology when needs are identified and not currently addressed by current technology in use Staff member puts plan in place for equipment use and care Staff member has basic knowledge of hearing anatomy, ALDs, sign language	In addition to the characteristics of "proficient", Staff member allows student to show knowledge of own needs Staff member is proactive in assisting students in preparation of in-services when appropriate Staff member prepares classroom teacher to monitor student use of equipment Staff member provides information to the team related to student's specific type/degree of loss and appropriate expectations in the classroom and its impact on accessing instruction Staff member has thorough knowledge of hearing anatomy, ALDs, sign language, LING sounds

Domain 1 – Planning & Preparation – Component 1b: Demonstrating Knowledge of Students

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1b: Demonstrating Knowledge of Students	Staff member has inadequate understanding of the nature of the student's learning and has little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, special learning needs, specific learning style, and/or medical needs. Staff member rarely applies this knowledge of individual students in their planning and preparation.	Staff member has limited understanding of the nature of the student's learning and has limited knowledge of students' backgrounds, cultures, skills, language proficiency, interests, special learning needs, specific learning style, and/or medical needs. Staff member inconsistently applies this knowledge of individual students in their planning and preparation.	Staff member understands the nature of the student's learning and has thorough knowledge of students' backgrounds, cultures, skills, language proficiency, interests, special learning needs, specific learning style, and/or medical needs. Staff member applies this knowledge of individual students in their planning and preparation.	Staff member understands the nature of the student's learning and actively seeks extensive knowledge of students' backgrounds, cultures, skills, language proficiency, interests, special learning needs, specific learning style, and/or medical needs from a variety of sources. Staff member consistently applies this knowledge of individual students in their planning and preparation.
1b: Critical Attributes	Staff member does not understand child development characteristics and has unrealistic expectations for students Staff member is not aware of student interests or cultural heritages Staff member does not take responsibility to learn about student's interests or special needs Staff member cannot describe relationship of hearing loss to social/academic behaviors	Staff member inconsistently differentiates for individual student learning needs and/or inconsistently incorporates this knowledge in lesson planning Staff member recognizes that children have different cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. Staff member is aware of the range of interests and special needs but rarely draws on their contributions or differentiates materials to accommodate those differences. Staff member can articulate students' current hearing loss but does not incorporate into instructional plans	Staff member differentiates for individual student learning needs and incorporates this knowledge in lesson planning Staff member is aware of the different backgrounds/ cultural groups in the class and incorporates this knowledge in lesson planning Staff member is aware of the range of interests and special needs of students in the class and incorporates this knowledge in lesson planning	In addition to the characteristics of "proficient", · Staff member actively seeks out information about students in order to effectively design instruction · Staff member actively seeks out Information about students' cultural heritage - Staff member picks out impact of hearing impairment versus age typicality - Staff member exposes students to DHH culture

Domain 1 – Planning & Preparation – Component 1c: Setting Instructional Outcomes

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1c: Setting Instructional Outcomes	Outcomes/goals: - represent minimal learning in the discipline - are not written in the form of student learning and do not utilize methods of assessment - reflect a single learning style - are not differentiated for individual students	Outcomes/goals: - represent limited learning in the discipline - are inconsistently written in the form of student learning and utilize limited methods of assessment - reflect few learning styles - demonstrate some differentiation for individual students	Most outcomes/goals: - represent high-level learning in the discipline - are clearly written in the form of student learning and permit viable methods of assessment - reflect several different learning styles - are differentiated for individual students	All outcomes/goals: - represent high-level learning in the discipline - are clearly written in the form of student learning and permit viable methods of assessment - reflect several different learning styles - are differentiated for individual students
1c: Critical Attributes	Outcomes/goals: . are not specific, measurable, attainable, realistic and time sensitive . are not aligned with the State standards . are not differentiated based on the unique needs of individual students	Few outcome/goals: . are specific, measurable, attainable, realistic and time sensitive . are aligned with the State standards . are differentiated based on the unique needs of individual students	Most outcome/goals: . are specific, measurable, attainable, realistic and time sensitive . are aligned with the State standards . are differentiated based on the unique needs of individual students	All outcomes/goals: . are specific, measurable, attainable, realistic and time sensitive . are aligned with the State standards . are differentiated based on the unique needs of individual students

Domain 1 – Planning & Preparation – Component 1d: Demonstrating Knowledge of School and Community Resources/Technology

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1d: Demonstrating Knowledge of School and Community Resources/ Technology	Staff member is unaware of available resources from the Cooperative, professional organizations, the Internet, and the community to enhance one's own knowledge. Staff member does not use the resources with students and/or families. Plans to use technology are limited and not related to student's specific area of need. Plans for lessons do not include consideration of technology.	Staff member is aware of available resources from the Cooperative, professional organizations, the Internet, and the community to enhance one's own knowledge. Staff member inconsistently uses the resources with students and/or families. Plans include available technology and equipment. Consideration of using electronic technology to access instruction is done with prompting. Staff member does not seek out additional or innovative resources involving technology.	Staff member uses available resources from the Cooperative, professional organizations, the Internet, and the community to enhance one's own knowledge. Staff member uses the resources consistently with students and/or families. Staff member plans incorporate general and field specific technology and equipment. Appropriate technology/equipment is selected to support IEP goals and access to educational activities. Staff member consistently seeks out additional and innovative resources and takes responsibility for learning district-specific software and protocols.	Staff member actively seeks out new resources from the Cooperative, professional organizations, the Internet, and the community to enhance one's own knowledge. Staff member uses the resources consistently with students and/or families. Staff member plans incorporate technology and preparations for malfunctions have been made. Data is used to select the most appropriate technology to support IEP goals and increase educational access and independence. Staff member consistently seeks out new technology/equipment and incorporates knowledge into lessons. Staff member is fully knowledgeable of district technology.
1d:¨ Critical Attributes	Staff member: . does not seek out resources available to expand his/her own skills . although aware of some student needs, does not inquire about possible resources - unfamiliar with technology beyond what the student already uses -does not fit FM systems on students when noted in the IEP	Staff member:: . is aware of curriculum and materials but inconsistently differentiates for student needs . uses Cooperative resources only . solely uses resources specific to staff member's discipline · rarely makes resources accessible to students and families -knowledgeable about technology student is using	Staff member:: . uses curriculum and materials that are differentiated based on student needs . uses the various resources listed above . uses multi-disciplinary resources · makes resources accessible to students and families - plans include checking and troubleshooting of personal equipment and technology	In addition to the characteristics of "proficient", . staff member is sought out as a resource by students and families . staff member actively shares/promotes resources -Process of choosing technology is documented -makes arrangements for FM or other equipment trials - works on a data-gathering tool, trains staff, analyzes data

Domain 1 – Planning & Preparation – Component 1e: Designing Coherent Instruction/Interventions

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1e: Designing Coherent Instruction/Interventions	Instruction/interventions do not follow a coherent sequence and are not aligned to instructional goals. Instruction/interventions are not designed to engage students in high - level cognitive activity, nor are they differentiated for individual learners. Instruction/interventions and are not varied and do not allow for student choice.	Some instruction/interventions follow a coherent sequence and are aligned to instructional goals. Some instruction/ interventions are designed to engage students in high-level cognitive activity and are differentiated for individual learners. Some instruction/ interventions are varied and allow for student choice.	Most instruction/interventions follow a coherent sequence and are aligned to instructional goals. Most instruction/interventions are designed to engage students in high-level cognitive activity. Most instruction/interventions are differentiated for individual learners. Most instruction/interventions are varied and allow for student choice.	All instruction/ interventions follow a coherent sequence and are aligned to instructional goals. All instruction/interventions are designed to engage students in high-level cognitive activity and are differentiated for individual learners. All instruction/interventions are varied and allow for student choice.
1e: Critical Attributes	Learning activities are not well aligned to the instructional goals Materials are not engaging or do not meet instructional outcomes Instructional groups do not support learning Lesson plan is poorly organized and lacks reasonable time expectations	Learning activities are moderately aligned to instructional outcomes · Learning resources are suitable, but there is limited variety · Instructional groups are random, or they only partially support learning objectives · The lesson plan lacks organization or reasonable time expectations	Learning activities are aligned to instructional outcomes · Activities provide opportunity for higher-level thinking · Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths · Staff member provides a variety of appropriately challenging materials and resources · Lesson plan is well organized with reasonable time expectations	In addition to the characteristics of "proficient": · Activities permit student choice · Learning experiences connect to other disciplines · Lesson plans differentiate for individual student needs

Domain 1 – Planning & Preparation – Component 1f: Designing Student Assessments

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1f: Designing Student Assessments	Assessments for instructional outcomes: - are not aligned with clear criteria for students - do not allow student contribution in the assessment design - are not well designed and do not allow for accommodations and modifications for individual students - are not used to establish intervention and instruction	Some assessments for instructional outcomes: - are aligned with clear criteria for students - allow student contribution in the assessment design - are well designed and allow for accommodations and modifications for individual students - are used to establish intervention and instruction	Most assessments for instructional outcomes: - are aligned with clear criteria for students - allow student contribution in the assessment design - are well designed and allow for accommodations and modifications for individual students - are used to establish intervention and instruction	All assessments for instructional outcomes: - are aligned with clear criteria for students - allow student contribution in the assessment design - are well designed and allow for accommodations and modifications for individual students - are used to establish intervention and instruction
1f: Critical Attributes	Learning outcomes do not have a method for assessment. Assessment types do not match learning expectations. Plans do not indicate modifications for assessments when they are necessary.. Assessment criteria are not clearly written. Plans do not include formative assessment to use during instruction. Lesson plans do not indicate possible adjustments based on formative assessment data.	Some learning outcomes have a method for assessment. Some assessment types match learning expectations. Some plans indicate modified assessments when they are necessary for some students. Some assessment criteria are clearly written. Some plans include formative assessment to use during instruction. Some lesson plans indicate possible adjustments based on formative assessment data.	Most learning outcomes have a method for assessment. Most assessment types match learning expectations. Most plans indicate modified assessments when they are necessary for some students. Most assessment criteria are clearly written. Most plans include formative assessment to use during instruction. Most lesson plans indicate possible adjustments based on formative assessment data.	All learning outcomes have a method for assessment. All assessment types match learning expectations. All plans indicate modified assessments when they are necessary for some students. All assessment criteria are clearly written. All plans include formative assessment to use during instruction. All lesson plans indicate possible adjustments based on formative assessment data. Staff member-designed assessments are authentic with real world applications as appropriate

Domain 2 – The Classroom Environment

Professional Inquiry:

Does the staff member demonstrate knowledge of:

- Staff member interactions with students
- Student interactions with other students as facilitated by the staff member
- Demonstrates the importance of content
- Clear expectations for learning and achievement are evident
- Staff members ensure that students have pride in their work
- Group instruction is well managed; there is evidence that groups are structured for optimal learning
- Transitions between lessons and classes are well managed
- Materials and supplies are well managed and organized
- Non-instructional duties are done without interruption of instruction
- Appropriate supervision of volunteers and paraprofessionals is evident
- Expectations for student behavior are evident and appropriate
- Monitoring of behavior is consistent for all students
- Responses to behavior are consistent with respect for student dignity and developmental levels
- The class is organized and free of hazards
- Accommodations for students to make learning accessible for all students is evident

Domain 2: The Classroom Environment – Component 2a – Creating an Environment of Respect and Rapport				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
2a: Creating an Environment of Respect and Rapport	Interactions between the staff and the students are negative, inappropriate or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs or conflict. Appropriate interactions between students are not fostered.	Interactions between the staff member and students are generally appropriate and free from conflict. There may be occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. Interactions that are appropriate between students are fostered.	Interactions between the staff member and students are polite and respectful, reflecting general warmth and caring and are appropriate to the cultural and developmental differences among groups of students. Staff member models respect between students and adults.	Interactions between the staff member and students are highly respectful, reflecting genuine warmth, caring and sensitivity to students' cultures and levels of development. Staff member encourages and/or facilitates respect and trust between students and in student-adult interactions.
2a: Critical Attributes	Staff member uses disrespectful language toward students. Student body language may indicate feelings of hurt or insecurity Students use disrespectful language toward each other with no response from the staff member Staff member displays no familiarity with or caring about individual students' interests or personalities	The quality of interactions between staff member and students, or among students, is inconsistent, with occasional disrespect Staff member inconsistently responds to disrespectful behavior among students Staff member makes minimal attempts to connect with individual students	Interactions between staff member and students and among students, are consistently respectful Staff member consistently responds to disrespectful behavior Staff member makes personal connections with individual students The staff member's response to a student respects the student's dignity	In addition to the characteristics of "proficient," - Staff member demonstrates knowledge and caring about individual students' lives beyond school - Students seek out opportunities to work/meet with staff member - Is sought out by colleagues to assist with student(s) because of established rapport

Domain 2 – The Classroom Environment – Component 2b: Managing Instruction and Creating a Technology-Rich Environment				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
2b: Managing instruction and creating a technology-rich environment	Staff member materials are general and not always appropriate to the needs of the learner. Significant amounts of instructional time are lost due to weak transitions between activities. Little evidence that students know and/or follow routines. Electronic technology is not used during instruction. Itinerant is unaware of resources to determine how a student can better access academic content using technology.	Staff member materials are generally appropriate. Some loss of instructional time is evident due to weak transitions between activities. Some evidence that students know and/or follow routines. Pacing is uneven. High and low technology use is limited during instruction. Some technology is used to reinforce or reward behavior but not as an instructional tool.	Staff member materials and supplies are well organized and are appropriate for students or staff. Instructional time is used efficiently and transitions are smooth. Students know and/or follow routines. Non-instructional duties are done with little loss of instructional time. Pacing of the lesson is appropriate. Assistive and electronic technologies are integrated into instruction.	Staff member materials are ready, appropriate and include additional resources and multiple ways to access material. Instructional time is maximized. Students have been involved in establishing routines. Students are engaged with learning while itinerant attends to non-instructional duties. Pacing is appropriate. Technology is integrated into instruction. Itinerant uses multiple tools to provide ways for students to access instruction and to learn and practice new skills.
2b: Critical Attributes	Transitions are disorganized No procedure in place for handling instructional materials Materials are inappropriate for students or content Considerable time off task due to unclear procedures Lessons do not match length of time of the session Student waits for itinerant teacher to find and prepare materials Student folder does not contain necessary items Technology is not used even if available Itinerant does not feel comfortable with technology and does not make an attempt to use it with students	Time between activities is not utilized Inconsistent procedures in place for handling instructional materials Some materials are inappropriate for student or task Some time off task due to unclear procedures Materials are not individualized Organized folders for some students Attempts to integrate technology are basic	Transitions do not interrupt instruction Instructional time is well utilized due to clear procedures/routines Itinerant multi-tasks to keep student engaged in order to complete student related, non-instructional duties. (notes to go home, data collection, equipment check) Moving from one activity to another is smooth Activities change throughout the lesson Student folders are well organized Technology is incorporated throughout the lesson Itinerant attends workshops or other learning opportunities and uses new skills to enhance instruction	In addition to the characteristics of "Proficient," Consistently links student interests to lesson Multiple ways to instruct - use of cell phone, laptop, school-safe technology tools Time between activities is used for informal assessment, re-checking comprehension or extending instruction Instruction is focused not only on access but of independent use by students

Domain 2 – The Classroom Environment – Component 2c: Establishing and Managing Direct Service Delivery				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
2c: Establishing and Managing Direct Service Delivery	The lack of setting clear priorities results in confusion, missed deadlines and conflicting schedules. Equipment issues are mishandled and instructional time is lost. Materials and supplies are unorganized resulting in having to change lessons on site.	Essential activities are carried out but not always in an efficient manner. An unexpected event causes a significant disruption of service. Equipment issues are dealt with as they arise but not systematically. Loss of instructional time occurs due to disorganized materials and supplies.	Service priorities result in clear schedules that allow itinerants to attend to student and/or staff expected and unexpected needs. Equipment issues are handled efficiently. Materials and supplies are organized.	Service priorities result in clear schedules that allow itinerant to attend to staff and student needs. A plan for unexpected additional time is in place. Equipment issues are handled efficiently. The itinerant uses an efficient system to manage materials and supplies.
2c: Critical Attributes	Itinerant is not able to accomplish tasks necessary - seeing students, attending meetings, consulting, attending to equipment emergencies, etc. Supplies and materials are missing or forgotten Students miss multiple days due to failed equipment and no accommodations were put in place Service sessions missed without attempt to make up	Inconsistent weekly schedule No time built in for emergencies Because of schedule, itinerant is unable to reschedule cancellations No proactive plan to check on equipment Students have to wait longer than 3 days for equipment to be picked up or dropped off Minutes are not followed Itinerant appears unprepared because materials and supplies are disorganized and not easily accessible Time to make or adapt materials is not made in schedule	Schedule is designed with some flexibility for emergencies Prioritizes beginning of the year in-services Works unexpected equipment issues into schedule without major disruption of services Itinerant schedule is organized by area and has some additional time built in for emergencies Can find materials and supplies quickly	Willing/able to reschedule cancellations Meets with student teams Utilizes additional time in a professional manner Plans for equipment malfunctions Attends meetings related to student needs outside of low-incidence disability area Unplanned time is used to research or read, complete paperwork, observe a student, meet with peers On-site staff contact itinerant regarding equipment Creates a binder/portfolio for students

Domain 2 – The Classroom Environment – Component 2d: Utilization of Team				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
2d: Utilization of Team	Team members have no clearly defined protocols and procedures and are not being used in an effective manner.	Team members have some defined protocols and procedures related to activities but are not consistently used in an effective manner.	Team members are provided with protocols and procedures that are used in a consistently effective manner.	Team members have clearly defined protocols and procedures. The staff member facilitates and supports the team's contribution to the intervention activities.
2d: Critical Attributes	Staff member does not provide information for team members There are no protocols/interventions or they are not being carried out in the classroom environment.	Staff member provides basic information for team members Team members are unclear on the interventions and protocols for the student	Staff member has clearly defined interventions within the classroom Staff member provides in-service to the team members on appropriate interventions/proto-cols related to individual students	In addition to the characteristics of "proficient," - Team members successfully implement protocols/intervention provided by staff member - Provides supplemental materials and training for staff for successful implementation

Domain 2 – The Classroom Environment – Component 2e: Establishing and Managing Student Behavior				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
2e: Establishing and Managing Student Behavior	No standards for conduct appear to have been established and/or students challenge established standards. Itinerant teacher does not respond to misbehavior and/or responses are disrespectful or inappropriate.	Standards for conduct appear to be established and itinerant is generally aware of student behavior. Attempts to respond to student misbehavior have uneven results.	Standards of conduct are clear to students and itinerant is alert to student behavior at all times. Response to misbehavior is respectful and appropriate behavior is positively reinforced.	Standards of conduct are clear and appear to have been developed with student participation and include behavior plans from students' classrooms. Behavior is managed proactively and planned for. Response to misbehavior is sensitive to student needs and is entirely appropriate.
2e: Critical Attributes	Not aware of school policies/plans regarding student behavior Instructional setting has no clear standards for conduct Itinerant does not monitor student behavior No response to behavior concerns Yells at student Uses inappropriate language Does not incorporate classroom/school rules or individual behavior plans	Itinerant is aware of some school policies/plans regarding student behavior Expectations for behavior in the instructional setting are unclear or inconsistent Occasionally responds to student behavior Inconsistent follow through with rewards or consequences related to student behavior	Incorporates school positive behavior support policies/initiatives into expectations and positive reinforcement to manage behavior Itinerant uses student's personal behavior chart as appropriate, knows skills sequencing and has evidence of planning based on prior skills acquisition and future mastery Student is engaged Consistently responds to behavior concerns Uses a sticker chart for equipment use for appropriate students Taps into RTI or PBS strategies	Incorporates school and classroom positive behavior support policies/initiatives into expectations Includes and utilizes a classroom behavior chart Immediately responds to behavior concerns Shares behavior data with teaching team

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Domain 2 – The Classroom Environment – Component 2f: Organizing the Educational Environment				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
2f: Organizing the Educational Environment	The staff member does not: - adjust the educational environment according to instructional activity for student needs - utilize available equipment, materials, and resources to enhance individual student needs - provide an educational environment that is safe and conducive to learning. - utilize physical resources, including technology	The staff member infrequently: - adjusts the educational environment according to instructional activity and student needs - utilizes available equipment, materials, and resources to enhance individual student needs - makes student access to the educational environment safe and conducive to learning. - utilizes physical resources including technology	The staff member frequently: - adjusts the educational environment according to instructional activity and student needs - utilizes available equipment, materials, and resources to enhance individual student needs - makes student access to the educational environment safe and conducive to learning. - utilizes physical resources including technology	The staff member consistently: - proactively adjusts the educational environment according to instructional activity and student needs - seeks out additional equipment, materials, and resources to enhance individual student needs - ensures student access to the educational environment is safe and maximizes learning. - skillfully utilizes physical resources including technology
2f: Critical Attributes	There are physical hazards in the educational environment endangering student safety The educational environment ignores available technology resources	The educational environment is inaccessible for some students The educational environment does not enhance learning The educational environment is such that available technology is difficult to access and/or use by students	The educational environment is safe and accessible to all students The educational environment is arranged to support the instructional goals and learning activities The educational environment is such that available technology is easily integrated into instruction for group as well as individual access Staff member utilizes space allotted to its maximum potential	In addition to the characteristics of "proficient," Staff member encourages student input for adapting the physical environment to enhance learning Staff member recognizes and adjusts the educational environment according to student need

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Domain 3 – Instruction

Professional Inquiry:

Does the staff member demonstrate knowledge of:

- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language
- Quality of questions
- Discussion techniques
- Student participation
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment/monitoring of progress
- Lesson adjustment
- Response to students
- Persistence

Domain 3 – Instruction - Component 3a - Communicating with Students

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3a: Communicating with Students	Itinerant does not state or post the objective of the session. Itinerant does not explain procedures and directions clearly. Language and vocabulary are consistently unclear, incorrect and inappropriate to the age and interest of the student.	Itinerant inconsistently states or posts the objective of the session. Itinerant's explanations of procedures and directions are unclear. Language and vocabulary are often incorrect and inappropriate to the age and interest of the student.	Itinerant states or posts the objective of the session. Itinerant explains procedures and directions clearly. Language and vocabulary are clear, correct and appropriate to the age and interest of the student.	Itinerant states or posts the objective of the lesson. Itinerant explains procedures and directions clearly. Language and vocabulary are clear, correct and appropriate to the age and interest of the student and student is able to communicate expectation of task/goal.
3a: Critical Attributes	The objective of the lesson is not posted and does not show a relationship to the student's IEP

Explanations are unclear or absent during the lesson

Communications include errors of vocabulary or usage

Vocabulary is inappropriate to the age of the student

No goal for the lesson is shared

Teacher begins the lesson without giving directions

Itinerant makes a serious content error that will affect student's understanding of the lesson | The objective of the lesson is unclear or not posted

Explanation of lesson is vague and non-specific

Explanation of the content consists of a monologue or is purely procedural, with minimal participation by student

Vocabulary is too advanced or too juvenile for the student

There is little connection to background knowledge or previous lessons

Itinerant talks much more than student

No opportunity for student input. Student appears confused. | Clearly states the objective of the lesson

Explanation of content

Itinerant links session to previous lessons and knowledge

An objective is clearly presented to the student

Student verbalizes or demonstrates understanding of the procedure | Uses goals to drive the objectives of the lesson which are posted in the session

Explanation of content is clear and invites student participation and thinking

Students verbalize or demonstrate understanding of objectives and directions

Itinerant links session to previous lessons and knowledge

Uses rich language, offering brief vocabulary lessons where appropriate

Communication with students is varied

Student assists itinerant in clarifying learning goals |

Domain 3 - Instruction - Component 3b – Lesson Content

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3b: Lesson Content	No connection between lesson and IEP goals. The content of the lesson is not appropriate for the student. There is no connection between the lesson and the classroom or grade level materials.	Explicit connection between IEP goals and lesson content is not present. Lesson content may be appropriate for the student's disability. The connection between the lesson and grade level content is unclear.	Content of lesson reflects stated objective. Lesson will assist student to meet IEP benchmarks and goals. Lesson content is related to student's disability and is appropriate for student's age and the learning objective. The lesson is tied to grade level content.	Lesson meets its own objective and is related to IEP goals/benchmarks. Clear relationship between lesson and content standards throughout instruction. Lesson reflects current practice and is related to student's disability. Classroom and school wide initiatives, themes, or activities are included.
3b: Critical Attributes	Lesson stands alone - is out of context to student's IEP No connections to classroom or grade level learning Itinerant is unable to articulate a goal for the lesson The lesson is unrelated to the student's disability Unaware of what the student is learning in the classroom	Connections between lesson and IEP benchmarks is unclear Weak connections between lesson and grade level material Lesson is generally appropriate for student's disability Itinerant is able to articulate goal for the lesson but not how it is related to IEP goals Unable to connect lesson to what student is learning in the classroom	Materials and resources support the learning goals Content is appropriate for student's age, learning objective and disability Lesson demonstrates remediation or acquisition of a specific skill related to student's disability Lesson topic, materials or theme is related to student's classroom activity	Data on IEP goals can be gathered based on lessons taught Knowledge of what student is expected to do in classroom Itinerant verbalizes connections between lessons and skills Connects lesson to classroom

Domain 3 Instruction - Component 3c – Instructional Design/Student Engagement in Learning

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3c: Instructional Design/Student Engagement in Learning	Only one type of instructional strategy is used. Activities are inappropriate for students' age, background, disability or IEP goals. The lesson does not have a structure. Itinerant does not check for understanding.	The lesson relies heavily on one type of instructional strategy or activity. Activities are generally appropriate for the students' age, background, disability or IEP goals. The lesson has a recognizable structure. Questions are used to check for understanding.	The Itinerant engages students in learning by using a variety of instructional strategies. Multiple ways to access content are provided. Activities are appropriate for students' age, background, disability. The lesson has a clearly defined structure that includes goal setting and closure. Questions promote thinking and understanding of content.	A variety of instructional strategies that incorporate student interests are used. Activities are appropriate for students' age, background, disability and consider student's culture and interests. The lesson has a clearly defined structure that includes goal setting, closure and reflection. Questions challenge students to engage in meta-cognition and high level thinking.
3c: Critical Attributes	Activities are not specific to student's needs Lesson is not organized nor sequential Student involvement is low Little to no student participation Materials and resources are not ready and not related to lesson Itinerant does not ask questions during the session	Student does not have the opportunity to ask questions or make choices Insufficient time for student to practice skill One to two instructional activities are completed during the lesson The lesson has an opening and goals are set for the activity Some questions are asked to see if student understands	Lesson provides the student adequate time to practice skills Student has opportunity to make choices, ask questions, and explain responses Itinerant builds upon student responses to questions Questions follow Bloom's Taxonomy Varied activities throughout the lesson High level/open ended questions Connects relevance of lessons to previous understanding	Students contribute ideas for modifying and/or extending the lesson/materials Materials and resources extend student learning and are tied to student interests. Student can demonstrate an understanding of the application of the lesson to their needs Student reflection is a thorough and ongoing part of the lesson Students contribute to their learning by asking questions

Domain 3 - Instruction - Component 3d: Using Assessment in Instruction

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3d: Using Assessment in Instruction	Assessment is not used during the lesson to monitor progress as evidence of student learning. Little to no feedback is given to the student. Student is not involved in any assessment.	Assessment is used inconsistently during the lesson to monitor progress as evidence of student learning. Feedback is unspecific and untimely. Student is unaware of assessment criteria.	Assessment is used regularly by the itinerant during the lesson to monitor progress as evidence of student learning and to guide future instruction. Feedback is accurate and timely and advances learning. Students have opportunities to self-assess.	A variety of assessments are used that are fully integrated into lesson to monitor progress as evidence of student learning and to guide future instruction. Feedback is timely, consistent and extends learning. Student is aware of assessment criteria and itinerant teacher successfully differentiates instruction to address individual student misunderstandings.
3d: Critical Attributes	No assessment is done throughout the lesson Makes no effort to determine whether the student understands the lesson Does not ask the student to evaluate his/her work No feedback is given throughout lesson No assessment of students is given throughout instruction	Assessment is integrated into instruction inconsistently Some checks for understanding/uses assessment to monitor student progress Feedback to students is not specific or constructive Little evidence that the student understands how his/her work will be evaluated	Feedback includes suggestions for future improvement Itinerant adjusts instruction to address individual student misunderstandings Frequent checks for understanding using appropriately leveled questions Itinerant uses a variety of formative and summative assessments Teacher includes student in assessment	Student participates in assessment Frequent checks for understanding using appropriately leveled questions Itinerant differentiates throughout the lesson based on assessments Student self-assesses Goal data is presented on charts, graphs, or other visuals

Domain 3 - Instruction - Component 3e: Demonstrating Flexibility and Responsiveness				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
3e: Demonstrating Flexibility and Responsiveness	No revisions or adjustments are made throughout instruction. Flexibility is not exercised in setting priorities and effectively utilizing additional time or addressing unexpected tasks. Itinerant is not responsive to student instructional needs and ignores questions.	Modest revisions and adjustments are made throughout instruction. Flexibility is inconsistent when setting priorities and itinerant has difficulty effectively utilizing additional time or addressing unexpected tasks. Itinerant teacher attempts to be responsive to student instructional needs, but is only partially successful in promoting intellectual engagement.	Revisions and adjustments are made throughout instruction. Flexibility is exercised in setting priorities and effectively utilizing additional time or addressing unexpected tasks. Itinerant is responsive to student instructional needs.	Itinerant consistently makes revisions and adjustments seeking ways to improve instruction. Itinerant prioritizes and effectively utilizes additional time for addressing unexpected tasks. Itinerant promotes intellectual engagement.
3e: Critical Attributes	Does not address and/or incorporate student interests or needs into learning Does not persist in assisting students having difficulty learning Itinerant teacher handles changes and requests in an unprofessional manner and has difficulty in completing a lesson without the loss of time Itinerant is upset and frustrated with schedule/location changes and is not able to complete a lesson	Inconsistently addresses student questions fully Itinerant teacher handles changes and requests hesitantly and is inconsistently able to complete a lesson with little difficulty or loss of time Itinerant is frustrated with changes to schedule/location but is able to complete a partial lesson	Consistently addresses student questions Itinerant handles changes and requests in a professional manner and is able to complete a lesson with little difficulty or loss of time. Requests for help from team members of student. Itinerant consistently checks the functioning of student equipment. Itinerant handles schedule/location changes in a professional manner and is able to complete a lesson	Consistently incorporates student needs/interests into lesson Itinerant handles requests in a very professional manner and effectively utilizes additional time to extend learning. Consistently utilizes resources and collaborates with team members of student Itinerant takes all changes in stride and seeks opportunity for implementing a lesson that matches new time or place Itinerant and student collaborate to find additional resources when existing resources are insufficient

Domain 4 – Professional Responsibilities

Professional Inquiry:

Does the staff member demonstrate knowledge of:

- Accuracy in reflection
- Reflection includes specific improvement suggestions
- Efficiency with record keeping
- Completion of required paperwork in a timely manner
- Maintaining accurate records of student progress
- Frequent communication to families about instructional program and individual students' progress
- Supportive and cooperative relationships with colleagues
- Service to school
- Participates in a professional community
- Integrity and ethical conduct
- Service to students
- Advocacy
- Compliance with school and Cooperative regulations

Domain 4: Professional Responsibilities – Component 4a – Reflecting on Teaching Performance

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4a: Reflecting on Teaching Performance	Unable to determine whether a lesson was effective or achieved instructional outcomes and/or profoundly misjudges the success of a lesson. Offers no suggestions for how a lesson could be improved.	A generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met is evident. General suggestions are made about how a lesson could be improved.	Accurate reflection on practice and additions or adjustments in instruction and staff support are made. Reflections include specific references to the lesson to determine effectiveness. Specific suggestions about what to try next time are generated.	Reflects consistently on practice and adds to or adjusts instruction and staff support. Reflections include specific examples from the lesson to determine effectiveness. Alternative actions and probably success of different courses of action are evaluated. Implements alternative plans consistently.
4a: Critical Attributes	Does not understand whether a lesson was effective or achieved instructional outcomes Profoundly misjudges the success of a lesson No suggestions for improving lesson No data collection to indicate the success or lack of success for the lesson	All information is generally accurate - feels lesson went well but can't identify specific skills that were developed or enhanced Reports that lesson went well or didn't go well but not specific about details Suggestions for improvement are general and not specific to skill or student need	Ongoing reflection during and after lessons Reflections break down the lesson into specific components and each component is analyzed Suggestions are specific to student and skill areas that are being worked on Data collection, charting, and progress notes Notes to self about what to try next time	Reflections consider itinerant instruction and all over supports that students receive Possible alternatives for instruction are evaluated based on all other support student receives Thoroughly familiar with skills that are being taught to student in classroom or in other related services areas Itinerant goes out of their way to address equipment issues

Domain 4: Professional Responsibilities – Component 4b – Maintaining Accurate Records

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4b: Maintaining Accurate Records	Unprepared for meetings. Reports are general and not always complete and/or accurate. Service minutes are not up to date.	Reports are generally accurate regarding student progress. Itinerant teacher attends meetings, but is often unprepared. Service minutes are generally up to date, but may only be partially accurate or are late.	Itinerant teacher prepares for meetings. IEP Present Levels and goal updates are data driven. Reports accurately convey student current profile. NDSEC required records are accurate.	Preparation for meetings includes extensive evidence from a variety of sources and stakeholders. Reports are thorough and specific, providing extensive data on student progress. Service minutes are accurate. Students contribute information and/or participate in maintaining/tracking records.
4b: Critical Attributes	Deadlines frequently are not met and reminders are often needed Student records are in disarray resulting in errors and confusion No system for maintaining information on student progress Service minutes are rarely accurate or updated Frequent calls from schools asking if itinerant can complete paperwork and provide reports	Student records may be incomplete Deadlines are inconsistently met Frequently attends meetings with minimal information on student progress Reports do not include specific data or evidence of assessment Service minutes are inaccurate Folders are not appropriately purged	Service minutes, computer sheets, requests, student drops and additions are accurate and up to date Surveys of staff, assessment of students, written reports Process of record keeping is efficient and effective Student records are in order, accurate, complete and readily available Attends meetings	Information is shared with students allowing students to reflect on strengths and weaknesses Students contribute to tracking progress and/or maintaining records Implements and proactively shares extensive record-keeping systems for tracking student progress Multiple systems/reports for tracking student progress E-mails from staff that in-service accommodations are being used/implemented Makes additional efforts to track down new/current audios

Domain 4: Professional Responsibilities – Component 4c – Communicating with Families				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
4c: Communicating with Families	Communication with families is sporadic or culturally inappropriate. Unfamiliar with resources to share with families.	Sporadic attempts are made to communicate with families about the instructional program and student progress. Communications are one-way and are not always appropriate to the culture norms of the family.	Itinerant appropriately communicates with families about the instructional program and individual student progress. Relevant resources are shared with families. Itinerant is sensitive to family culture.	Two-way communication with families occurs regularly and includes students' contribution. Resources for families are sought out and shared. Itinerant educates his/herself on family culture and background.
4c: Critical Attributes	Does not respond or responds insensitively to family concerns Makes no attempt to engage families or such efforts are inappropriate Meets families once a year No consideration of second language needs	Inconsistent in responding to the family Infrequent or incomplete information is sent home by itinerant Communication may be inaccessible because of language of the family Everything is provided in one language No evidence that family is a part of planning process IEP updates are only method of communication	Available as needed to respond to family concerns Seeks parent input about the student Share information about workshops, social events, financial assistance, camps, scholarships, adult agencies, housing, transportation, colleges, perks, resources Regular e-mails/contact regarding student progress/resources Translating of letters/information to parents Telephone calls/texts Effort made to learn about cultural heritage is evident	Assignments and activities include a family participation component Itinerant connects families with resources specific to students Communication with families is systemized Newsletters Websites or resource list E-mails or communications with parents Student has a role in communication Workshops/classes or other professional development to learn about different cultures Parent/staff surveys asking for feedback Parent notes/emails/cards

Domain 4: Professional Responsibilities – Component 4d – Participating in a Professional Community/Staff Communication

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4d: Participating in a Professional Community/Staff Communication	Itinerant is unable and/or unwilling to work with colleagues and school teams. Does not consult or collaborate with students' team upon request. Staff training does not occur. Does not respond to requests for assistance from school teams.	Itinerant will find out information at the request of colleagues and school teams. Consults/collaborates with student's team upon request. Staff training is general. Response and availability to school team is uneven.	Itinerant shares knowledge and resources with colleagues and school teams. Regularly consults/collaborates with student teams. Trains staff and provides them information about student and equipment. Response and availability to school team is timely and helpful.	Colleagues and school teams seek out itinerant for professional advice and suggestions. Itinerant is considered a vital member of the student's planning team. Trains staff about students, equipment and what to do in unexpected situations. Response and availability is immediate, reliable and helpful.
4d: Critical Attributes	Purposely avoids becoming involved in projects Relationships with colleagues are negative or self-serving Absent from meetings Unwilling to use colleagues for assistance	Participates in projects when specifically asked Listens to colleagues but does not implement their suggestions	Itinerant collaborates with outside agencies and specialists Itinerant contributes to linkage meetings Promptly communicates information to stakeholders as needed Explanation of student information and technology is "teacher friendly" and understandable Requests copies of medical reports	Contribution of itinerant teacher is valued by team members Itinerant finds answers and information independently and shares with team Itinerant is responsive and sensitive to the needs of the student's team Collects data after implementing suggestions from colleagues Sought out information and/or assistance by staff members

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Domain 4: Professional Responsibilities – Component 4e – Growing and Developing Professionally				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
4e: Growing and Developing Professionally	Itinerant teacher does not work with colleagues to improve and/or enhance practice. Unaware of conferences or relevant workshops. Does not respond to feedback from colleagues or supervisor.	Itinerant teacher participates actively in assisting and working with colleagues to enhance practice. Requests to attend conferences or workshops. Does not respond to feedback from colleagues or supervisor.	Itinerant teacher participates actively in assisting and working with colleagues to enhance practice and contribute to the profession. Shares information with teams. Requests to attend conferences or workshops, shares and applies learned information. Professionally responds to feedback from colleagues or supervisor.	Itinerant teacher participates actively in assisting and working with colleagues to enhance practice and contribute to the profession. Conducts action research and shares information with teams. Requests to attend conferences, or workshops, shares and applies learned information. Seeks out feedback from colleagues and supervisor.
4e: Critical Attributes	Does not attend classes, conferences, or workshops Does not seek help or guidance Resistant to feedback on practice No in-services provided	Attends professional development when required Does not incorporate new strategies/feedback into practice Does not contribute or share information with team or at linkage meetings	Shares at team and linkage meetings Subscribes to professional newsletters and organizations Shares information from professional organizations Attends professional conferences or workshops Meets with team and peers Seeks out new resources Willing to try a new idea or technology and reflect on its success Participates in webinars	Independently creates own growth opportunities that are tied to student growth Willing to try alternative ways to get students to grow Frequently seeks out resources to improve practice Seeks feedback Presents at conferences Attendance to conferences outside of expertise for needs of students Takes courses to increase knowledge Reflects on activities with other team members and itinerants Surveys student team members on effectiveness of services

Domain 4: Professional Responsibilities – Component 4f – Demonstrating Professionalism				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
4f: Demonstrating Professionalism	Itinerant does not display high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and public. Unfamiliar with NDSEC and district regulations and practice. Itinerant does not represent him/herself in a professional manner. Deadlines are not met.	Itinerant displays standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and public. Somewhat knowledgeable about NDSEC and district regulations and practice. Itinerant represents him/herself in a professional manner. Deadlines require frequent reminders.	Itinerant displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and public. Respectful and knowledgeable about NDSEC and district regulations and practice. Itinerant represents him/herself in a professional manner. Deadlines are met with minimal oversight.	Itinerant displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and public. Respectful and knowledgeable about NDSEC and district regulations and practice. Itinerant represents him/herself in a professional manner. Deadlines are met independently and on time.
4f: Critical Attributes	Decisions are questionable Itinerant teacher is dishonest Equipment arrives after school year begins Unaware of IEP process in districts Calls from school or teachers are received that communication about absences or schedule changes did not occur	Lacks understanding that schools have different processes in writing IEPs Informs schools at the last minute of planned schedule changes Student instruction is disrupted due to lack of equipment or training	Schools are informed of changes/conflicts On time to meetings Responds to requests in a timely manner (registration for workshops, projections, caseload updates) Understands the protocols in districts served Has a backup plan if materials are an issue so students can access instruction	Records are kept up to date and completed independently Equipment and materials for students are anticipated and ordered Itinerant is proactive and assumes a leadership role in ensuring highest standards Confidentiality is a priority

NDSEC
NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

Professional Licensed Staff Appraisal

Packet #4
Teacher
- Observation Documents and Ratings -
Summative Evaluation

Name of Staff: _____

Program/Department: _____

Position: _____

Grade Level: _____

Location: _____

Evaluator: _____

Summative Conference Date: _____

Summative Rating: _____

Date	Purpose	Evaluatee Signature	Evaluator Signature
	Pre-Conference		
	Formal Conference 1		
	Pre-Conference		
	Formal Conference 2		
	Informal Observation		
	Informal Observation		
	Informal Observation		

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Domain 1: Planning and Preparation
          Descriptor Rating

Observation Notes, Comments, Evidence of Strengths and Weaknesses for Domain 1:

Below to be completed as part of the Summative Evaluation:

Domain 1 Rating

        a: _____

        b: _____

        c: _____

        d: _____

        e: _____

        f: _____

Descriptor rating for Domain 1

☐   **Unsatisfactory**

☐   **Needs Improvement**

☐   **Proficient**

☐   **Excellent**

Domain 2: The Classroom Environment
        Descriptor Rating

Observation Notes, Comments, Evidence of Strengths and Weaknesses for Domain 2:

Below to be completed as part of the Summative Evaluation:

Domain 2 Rating

        a: _____

        b: _____

        c: _____

        d: _____

        e: _____

        f: _____

Descriptor rating for Domain 2

☐   **Unsatisfactory**

☐   **Needs Improvement**

☐   **Proficient**

☐   **Excellent**

Domain 3: Instruction Component
      Descriptor Rating

Observation Notes, Comments, Evidence of Strengths and Weaknesses for Domain 3:

Below to be completed as part of the Summative Evaluation:

Domain 3 Rating	Descriptor rating for Domain 3
a: _____	☐ **Unsatisfactory**
b: _____	
c: _____	☐ **Needs Improvement**
d: _____	
e: _____	☐ **Proficient**
	☐ **Excellent**

Domain 4: Professional Responsibilities
        Descriptor Rating

Observation Notes, Comments, Evidence of Strengths and Weaknesses for Domain 4:

Below to be completed as part of the Summative Evaluation:

Domain 4 Rating   **Descriptor rating for Domain 4**

       a: _____   ☐ **Unsatisfactory**

       b: _____

       c: _____   ☐ **Needs Improvement**

       d: _____

       e: _____   ☐ **Proficient**

       f: _____

                                      ☐ **Excellent**

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NDSEC
NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

TEACHER SUMMATIVE EVALUATION

Evaluatee: **Location:**   **Date:**

Evaluator: **Assignment:**   **Days Absent:**   **Days Tardy:**

Attach pre & post conference forms.

Observation date(s) forming the basis of this evaluation: _____

Informal observation dates: _____

Domain 1 – Planning and Preparation	**Descriptor:** _____
Domain 2 – Classroom Environment	**Descriptor:** _____
Domain 3 – Instruction	**Descriptor:** _____
Domain 4 – Professional Responsibilities	**Descriptor:** _____
Professional Practice Rating	**Descriptor:** _____

Professional Practice Rating
Excellent = *Excellent* ratings in at least 3 domains, with the remaining domain rated *Proficient.*
Proficient = All domains rated as *Proficient* or higher.
Needs Improvement = 1 or more domains rated *Needs Improvement.*
Unsatisfactory = Any domain rated *Unsatisfactory.*

Domain Ratings (Based on Domain Rubric)

• **Excellent:** *Excellent* ratings in the majority of the components of the domain, with the remaining components rated no lower than *Proficient*

   o For Excellent rating, a majority of the components shall be defined as

   1) Domain 1: 4 of 6 rated excellent
   2) Domain 2: 4 of 6 rated excellent
   3) Domain 3: 3 of 5 rated excellent
   4) Domain 4: 4 of 6 rated excellent
   All) All remaining components in Domain rated no lower than Proficient

• **Proficient:**
   o Domains 1, 2, & 4 earn a rating of *Proficient* if no more than 2 components are rated as *Needs Improvement.*
   o Domain 3 earns a rating of *Proficient* if no more than 1 component is rated *Needs Improvement.*
   o The remaining components must be rated at *Proficient* or higher.

• **Needs Improvement:**
   o Domains 1, 2, & 4 earn a rating of *Needs Improvement* if 3 or more components are rated *Needs Improvement.*
   o Domain 3 earns a rating of *Needs Improvement* if 2 or more components are rated *Needs Improvement.*

• **Unsatisfactory:** **Any** component rated as *Unsatisfactory.*

STUDENT GROWTH COMPONENT	
Section 50.310 Student Growth Components **Defining Student Growth Performance Levels:**	**Student Growth Rating Scale:**
• **Excellent** – 75%-100% of students met the indicated growth targets	4.00 (Excellent)
• **Proficient** – 50%-74% of students met the indicated growth targets	3.00 (Proficient)
• **Needs Improvement** -25%-49% of students met the indicated growth targets	2.00 (Needs Improvement)
• **Unsatisfactory** – Less than 25% of students met the indicated growth targets	1.00 (Unsatisfactory)

Student Growth Model and Professional Practice Rating - 2016-17 & 2017-18

Element	Student Growth Ratings		
25% Student Growth Rating:	Student Growth 1 (12.5%):	_____ x .125 = _____ +	**Overall Rating:**
	Student Growth 2 (12.5%):	_____ x .125 = _____ +	
75% Professional Practice Rating:	Professional Practice (75%)	_____ x .75 = _____ =	

Excellent = 3.5 - 4.0

Proficient = 2.5 - 3.49

Needs Improvement = 1.5 - 2.49

Unsatisfactory = 1.0 - 1.49

Summative Rating	_____
Additional Comments:	

We have conducted a conversation on the rubrics. The staff member has the right to attach written comments within (10) school days of completion of this form for inclusion in his/her personnel file.

Staff Member Signature: _____   Conference Date: _____

*The signature of the staff member does not necessarily indicate agreement with the evaluation, but rather that the evaluation conference has been held and that the staff member has received a copy of the written evaluation.

Evaluator Signature: _____   Conference Date: _____

Additional Comments Attached: ☐ Yes   ☐ No

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