NDSEC

NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

Professional Licensed Staff Appraisal

Packet #1
- The Evaluation Process -

NDSEC

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.

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

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: _____

NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

Staff Appraisal

Packet #3
- Evaluation Rubric – Teacher -

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 plans and practice reflect little knowledge of the content, and no understanding of how the concepts relate to one another. Staff member displays little or no understanding of the range of pedagogical approaches suitable for student learning to the content.	Staff member's plans and practice reflect some awareness of the important concepts in the content, but lack awareness of how the concepts relate to one another. Staff member's plans and practice reflect a limited range of pedagogical approaches to the content.	Staff member's plans and practice reflect thorough knowledge of the important concepts in the content and how these relate to one another. Staff member's plans and practice reflect a wide range of pedagogical approaches to the content.	Staff member's plans and practice reflect extensive knowledge of the content and anticipating student misconceptions/ learning needs. Staff member's plans and practice reflect a wide range of effective pedagogical approaches to the content.
1a: Critical Attributes	Staff member is unable to rationalize why one instructional strategy was chosen over another. Staff member is unfamiliar with the content and does not provide explanations of the content. Staff member does not identify where students of same age/grade are functioning and is unaware of deficits related to disability in developing lesson plans.	Staff member can occasionally rationalize why one instructional strategy was chosen over another. Staff member is familiar with the content and inconsistently provides explanations of the content. Staff member inconsistently identifies where students of same age/grade are functioning and has limited awareness of deficits related to disability in developing lesson plans.	Staff member can fully rationalize why one instructional strategy was chosen over another. Staff member consistently provides clear explanations of the content. Staff member can identify where students of same age/grade are functioning and are aware of deficits related to disability in developing lesson plans.	In addition to the characteristics of "proficient", · Staff member cites intra- and inter-disciplinary content relationships · Staff member is proactive in uncovering student misconceptions and addressing them before proceeding - Staff member stays current on theoretical models

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 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 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

Domain 1 – Planning & Preparation – Component 1c: Setting Outcomes/Goals

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1c: Setting Outcomes/Goals	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

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1d: Demonstrating Knowledge of School and Community Resources	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.	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.	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 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.
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	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	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	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

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

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1e: Designing 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 Assessments

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
1f: Designing 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.	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.	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.	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.

	Lesson plans do not indicate possible adjustments based on formative assessment data.	Some lesson plans indicate possible adjustments based on formative assessment data.	Most lesson plans indicate possible adjustments based on formative assessment data.	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, Rapport and Confidentiality

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
2a: Creating an Environment of Respect, Rapport and Confidentiality	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 adult	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: Establishing a Culture for Learning and Social Emotional Well Being

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
2b: Establishing a Culture for Learning and Social Emotional Well Being	Staff member does not convey high expectations or genuine enthusiasm and does not create an environment for students to meet their maximum potential, including intellectual, social, and personal development. There is minimal evidence of attempts to engage students.	At times, staff member conveys high expectations, has genuine enthusiasm, and creates an environment for few students to meet their maximum potential, including intellectual, social, and personal development. Few students are actively engaged in learning.	Staff member often conveys high expectations, has genuine enthusiasm, and creates an environment for most students to meet their maximum potential, including intellectual, social, and personal development. Staff member consistently ensures that most students are actively engaged in learning.	Staff member consistently conveys high expectations, has genuine enthusiasm, and creates an environment for all students to meet their maximum potential, including intellectual, social, and personal development. Staff member consistently ensures that all students are actively engaged in learning.
2b: Critical Attributes	- The staff member conveys that the reasons for the work are external or trivializes the learning goals and assignments - The staff member conveys to at least some students that the work is too challenging for them - Staff member does not match ability levels and expectations	- Staff member's energy/actions demonstrate neither a high level of commitment nor disinterest for learning - The staff member conveys modest expectations for students - Staff member inconsistently matches ability levels and expectations	- The staff member communicates the importance of learning - The staff member demonstrates a clear understanding of each student's abilities - Staff member consistently engages students	In addition to the characteristics of "Proficient," - The staff member demonstrates enthusiasm for the subject. - Staff member encourages students to work to their full potential based on their developmental abilities - Based on staff member interactions with students, there is an obvious enthusiasm for learning

Domain 2 – The Classroom Environment – Component 2c: Establishing and Maintaining Clear Procedures

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
2c: Establishing and Maintaining Clear Procedures	Routines, transitions, handling of supplies and performance of non-instructional duties are either non-existent, chaotic, or inefficient resulting in the loss of much instructional time.	Routines, transitions, handling of supplies and performance of non-instructional duties have been established but function inconsistently, with some loss of instructional time.	Routines, transitions, handling of supplies and performance of non-instructional duties have been established and function smoothly, with little loss of instructional time.	Routines, transitions, handling of supplies and performance of non-instructional duties are seamless in their operation resulting in maximized instructional time.
2c: Critical Attributes	- Because procedures are not established, students are disruptive to the class - There are no established procedures for distributing and/or collecting materials - Procedures for other activities are confusing or chaotic resulting in loss of much instructional time	- Procedures for transitions, and distribution/collection of materials, seem to have been established, but is inconsistent - Classroom routines function unevenly leading to some loss of instructional time	- Transitions within the classroom function smoothly - Routines for distribution and collection of materials and supplies work efficiently - Classroom routines function smoothly	In addition to the characteristics of "proficient," - Transitions between activities are seamless in all environments; students demonstrate understanding of expectations - Students take initiative in obtaining their own materials where appropriate - Develops contingency plans - Develops procedures to maintain a safe environment

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's expectations are unclear ● Team members are idle within the classroom	● Staff member has defined some duties for team members ● Team members are not consistently engaged in school routines	● Staff member has established clearly defined expectations for the team members ● Team members are consistently engaged in student routines	In addition to the characteristics of "proficient," ● Team members move seamlessly throughout the environment without the need for direction by the staff member

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	Staff member does not implement the Cooperative/program positive behavior support system by: - maintaining behavior expectations - addressing student behavior using a number of techniques - processing student behavior - responding to behavior in a sensitive manner to meet individual student needs - participating in the development of behavior plans	Staff member implements the Cooperative/program positive behavior support system by: - inconsistently maintaining behavior expectations - addressing student behavior using a limited number of techniques - sporadically processing student behavior - inconsistently responding to behavior in a sensitive manner to meet individual student needs - infrequently participating in the development of behavior plans	Staff member implements the Cooperative/program positive behavior support system by: - maintaining clear behavior expectations with student participation - addressing student behavior using a variety of techniques - processing student behavior - responding to behavior in a sensitive manner to meet individual student needs - participating in the development of behavior plans that are monitored and utilized consistently	Staff member acts as a model for the implementation of the Cooperative/program positive behavior support system by: - developing clear behavior expectations with student participation -proactively addressing student behavior using a variety of techniques - facilitating processing of student behavior - responding to behavior in a highly effective and sensitive manner to meet individual student needs - participating in the development of behavior plans that are monitored and utilized consistently

2e: Critical Attributes	● The environment is chaotic, with no apparent standards of conduct ● The staff member does not monitor student behavior ● Some students violate rules, without apparent staff member awareness ● When the staff member notices student behavior, there is no implementation of Cooperative/program positive behavior support system	● Staff member attempts to maintain order with individual students or the environment but with inconsistent results; standards of conduct are not evident ● The staff member's response to student misbehavior is inconsistent ● There is little evidence of use of Cooperative/ program positive behavior support system	● Standards of conduct have been established ● The staff member monitors student behavior ● Staff member's response to student misbehavior is effective ● Behavior intervention plans are easily identified and consistently used ● Staff member consistently implements Cooperative/program positive behavior support system	In addition to the characteristics of "proficient," ● The staff member monitors student behavior subtly and proactively ● Staff member serves as a model for the implementation of the Cooperative/program positive behavior support system

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	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

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	The staff member's instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The staff member's explanation of the content contains major errors. The staff member's spoken or written language contains errors of grammar or syntax. The staff member's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The staff member's explanation of the instructional purpose has only limited success. Directions and procedures must be clarified after initial student confusion. The staff member's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The staff member's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The staff member rarely takes opportunities to explain academic vocabulary.	The staff member clearly communicates the instructional purpose of the lesson to students. Directions and procedures are explained clearly and may be modeled. The staff member's explanation of content is scaffolded, clear, accurate, and connects with students' knowledge and experience. The staff member's spoken and written language is clear and correct and is suitable to students' ages and interests. The staff member's use of academic vocabulary is precise and serves to extend student understanding.	The staff member links the instructional purpose of the lesson to the larger curriculum. The directions and procedures are clear and anticipate possible student misunderstanding. Staff member develops conceptual understanding through clear scaffolding and connecting with students' interests. The staff member's spoken and written language is expressive, and the staff member finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

3a: Critical Attributes	● At no time during the lesson does the staff member convey to the students what they will be learning ● The staff member makes a serious content error that will affect students' understanding of the lesson ● Students indicate that they are confused about the learning task ● The staff member's communications include errors of vocabulary or usage or imprecise use of academic language ● The staff member's vocabulary is inappropriate to the age or culture of the students	● The staff member provides little elaboration or explanation about what the students will be learning ● The staff member's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students ● The staff member makes no serious content errors but may make minor ones ● The staff member must clarify the learning task so students can complete it ● The staff member's vocabulary and usage are correct but not appropriate to students' ages and levels of development ● The staff member inconsistently explains academic vocabulary	● The staff member clearly states what the students will be learning ● The staff member's explanation of content is clear and invites student participation and thinking ● The staff member makes no content errors ● Students engage with the learning task, indicating that they understand what they are to do ● The staff member models the process to be followed in the task ● The staff member's vocabulary and usage are correct and entirely suited to the lesson, including explanations of academic vocabulary ● The staff member's vocabulary is appropriate to students' ages and levels of development	● If asked and appropriate to students' cognitive levels, students are able to explain what they are learning and where it fits into the larger curriculum context ● The staff member explains content clearly and in a way that is relevant to the student. ● The staff member points out possible areas for misunderstanding ● The staff member uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline ● Students use academic language correctly

Domain 3 - Instruction - Component 3b - Using Questioning/Prompts and Discussion to Maximize Student Success

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
3b: Using Questioning/ Prompts and Discussion to Maximize Student Success	Staff member use of questioning and discussion techniques is unsuccessful. Questions are of poor quality, without challenge or inappropriate to students' developmental levels. Wait time is not adequate for student responses. There is minimal student participation in the discussion	Staff member use of questioning and discussion techniques is inconsistently appropriate. Overall, questions lack depth, are often without challenge to students, or are inappropriate to students' developmental levels. Inconsistent wait time is provided for student responses. Staff member attempts to engage students in the discussion with limited techniques and success	Staff member use of questioning and discussion techniques is appropriate and successful. Most questions are of high quality and appropriate to students' developmental levels with adequate response time allowed. Students are engaged in the discussion, through staff member use of varied, appropriate techniques	Staff member use of questioning and discussion techniques is excellent. Questions are consistently of high quality, and promote higher level thinking with adequate response time allowed. Student answers and contribution to the discussion appropriately reflect their developmental levels
3b: Critical Attributes	● Staff member questioning does not challenge students at their developmental level ● Staff member does not provide adequate wait time for student responses ● Discussion techniques do not invite student involvement into the lesson	● Staff member does not use varied questioning techniques appropriate to students' developmental level ● Staff member provides inconsistent wait time for student responses ● Discussion techniques allow for minimal student involvement	● Staff member uses closed and open ended questioning techniques that are appropriate to student developmental levels and promote participation ● Students are provided adequate wait time to respond ● Students add to the discussion without prompting	In addition to the characteristics of "proficient": ● Staff member questions invite students to extend the discussion ● Students are motivated to participate and express appropriate opinions related to the content ● The staff member utilizes multiple strategies to elicit student responses

Domain 3 Instruction - Component 3c - Engaging Students in Learning				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
3c: Engaging Students in Learning	The learning activities, materials, resources and technology align poorly with curriculum, prescribed curricular tools, and/or the students' developmental levels. The lessons have no clearly-defined structure. The pace of the lesson is too slow or rushed and only a few students are intellectually engaged or interested	The learning activities, materials, resources and technology are partially aligned with curriculum, prescribed curricular tools and/or students' developmental levels. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime"	The learning activities, materials, resources and technology are aligned with curriculum, prescribed curricular tools and students' developmental levels. Most outside resources are linked to curriculum and/or curricular tools and enhance the overall instruction. The lesson structure is sequential and scaffolded. It supports student engagement and challenges student thinking. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged	The learning activities, materials, resources and technology are aligned with curriculum, prescribed curricular tools and students' developmental levels. All outside resources are linked to prescribed curricular tools and enhance the overall instruction. The lesson structure is sequential and skillfully scaffolded to challenge student thinking/metacognition. There is evidence of some student inquiry about the content. The pacing of the lesson provides all students to be intellectually engaged and reflect upon their learning

3c: Critical Attributes	• Staff member lesson presentation is poorly structured and not engaging to students • Staff member does not follow the curriculum or use prescribed curricular tools • Staff member has limited technology skills • Students have no choice in how they complete tasks.	• Staff member lesson presentation has a structure but does not consider student developmental levels to adequately engage them • Staff member attempts to follow the curriculum and use prescribed curricular tools with limited success • Staff member attempts to utilize technology within the lesson but is not completely successful • The pacing of the lesson is uneven – suitable in parts but rushed or dragging in others • Students have some choice in how they complete tasks.	• Staff member lesson presentation is well structured and paced allowing for appropriate student engagement • Staff member follows the curriculum and uses prescribed curricular tools successfully • Staff member actively utilizes technology with students • Students have choice in how they complete tasks.	In addition to the characteristics of "proficient", • The staff member utilizes additional resources that are aligned to content to further enhance instruction and learning • Staff member's use of technology enhances instruction and promotes greater student engagement

Domain 3 - Instruction - Component 3d: Using Assessment in Instruction				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
3d: Using Assessment in Instruction	Staff member has little or no evidence of data collection, use of Cooperative assessment tools, and/or monitoring of student learning. No feedback is provided to students and no attempt is made to include students in the assessment process. Staff member does not use assessment data in making instructional/ treatment decisions or planning individual programs.	Staff member has inconsistent evidence of data collection, use of Cooperative assessment tools, and/or monitoring of student learning. General feedback is provided to students and inconsistent attempts are made to include students in the assessment process. Staff member inconsistently uses assessment data in making instructional/ treatment decisions or planning individual programs.	Staff member has consistent evidence of data collection, use of Cooperative assessment tools, and monitoring of student learning. Specific feedback is provided to students and consistent attempts are made to include students in the assessment process. Staff member uses assessment data consistently in making instructional/treatment decisions or planning individual programs.	Staff member has the ability to serve as a model for others by demonstrating full integration of consistent data collection, use of Cooperative assessment tools, and monitoring of student learning. Specific feedback is provided to students and consistent attempts are made to include students in the assessment process. Staff member uses assessment data consistently in making instructional/treatment decisions or planning individual programs.
3d: Critical Attributes	- Lack of data collection - Staff member does not provide feedback to students - Staff member does not provide instruction to students regarding the assessment process - Staff member gives no indication of what high quality work looks like. Staff member makes no effort to determine whether students understand the lesson - Feedback is only global	- Data is inconsistently collected, with limited analysis for planning and decision-making - Staff member only provides general feedback - Staff member provides limited instruction to students regarding the assessment process - There is little evidence that the students understand how their work will be evaluated.	- Data is consistently collected with appropriate analysis - Staff member provides specific and meaningful feedback to students to extend their learning - Staff member consistently involves students in the assessment process - Students indicate that they clearly understand the characteristics of work completion	In addition to characteristics of "proficient", - Staff member is able to model and teach colleagues appropriate data collection and usage - There is evidence that students have contributed to the evaluation criteria - Staff member monitoring of student understanding is sophisticated and continuous: the staff member is constantly "taking the pulse" of the class. - Staff member makes frequent use of strategies to elicit information about individual student understanding

• Staff member does not ask students to evaluate their own or classmates' work	• Staff member monitors understanding through a single method, or without eliciting evidence of understanding from all students. • Staff member requests global indications of student understanding • Feedback to students is not uniformly specific, not oriented towards future improvement of work • Staff member makes only minor attempts to engage students in self- or peer-assessment	• Staff member elicits evidence of student understanding during the lesson • Staff member supports students in awareness of peer-assessment • Feedback includes specific and timely guidance for students • Staff member attempts to engage students in self-assessment • Individuals complete instructional level tasks independently • Staff member has system in place to help students gain independence	• Feedback to students is specific and timely, and is provided from any sources, including other students • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the staff member

Domain 3 - Instruction - Component 3e: Demonstrating Flexibility and Responsiveness				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
3e: Demonstrating Flexibility and Responsiveness	Staff member is unaware of the need to change an instructional plan to improve student's understanding of the lesson. Staff member ignores student questions. When students experience difficulty, the staff member does not accept responsibility for student's failure to understand but instead blames other factors.	Staff member attempts to modify the lesson when needed and responds to student questions and interests with moderate success. Staff member accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Staff member promotes the successful learning of all students, makes adjustments as needed to instructional plans and accommodates student questions, needs and interests. The staff member persists in seeking approaches for students not meeting lesson objectives, drawing upon a broad repertoire of strategies.	Staff member seizes an opportunity to enhance learning by building on a spontaneous event or student interest. Staff member successfully adjusts and differentiates instruction to address individual needs. Staff member persists in seeking effective approaches for students not meeting lesson objectives, using an extensive repertoire of strategies and soliciting additional resources from the school or community.
3e: Critical Attributes	• Staff member does not react to student response which indicates a need to change the instructional approach for greater student understanding • Staff member does not take ownership for the lack of student success • Staff member makes no attempt to incorporate student interests and questions into the lesson	• Staff member recognizes student responses and modifies the lesson with limited success • Staff member has a basic repertoire of strategies to ensure student success • Staff member makes minimal attempts to incorporate student questions and interests into the lesson	• Staff member adjusts instruction as necessary based upon student response to ensure all students are learning • Staff member has a large repertoire of strategies and persists to ensure student success • Staff member incorporates students' interests and questions into the heart of the lesson	• In addition to the characteristics of "proficient", • Staff member recognizes unplanned "teachable moments" and is able to integrate them into instruction • Staff member has an extensive repertoire of strategies and seeks out additional means to enhance instruction

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

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4a: Reflecting on Teaching	Staff member does not accurately assess the effectiveness of the lesson, and has no idea about how the lesson could be improved.	Staff member provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Staff member makes only general suggestions as to how the lesson might be improved.	Staff member provides an accurate and objective description of the lesson by citing specific evidence. Staff member makes specific suggestions as to how the lesson might be improved.	Staff member's reflection on the lesson is thoughtful and accurate, citing specific evidence. Staff member draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
4a: Critical Attributes	• Staff member considers the lesson but draws incorrect conclusions about its effectiveness • Staff member makes no suggestions for improvement	• Staff member has a general sense of whether or not instructional practices were effective • Staff member offers general modifications for future instruction	• Staff member accurately assesses the effectiveness of instructional activities used • Staff member identifies specific ways in which a lesson might be improved	In addition to the characteristics of "proficient," • Staff member's assessment of the lesson includes specific evidence of effectiveness • Staff member's suggestions for improvement draw on an extensive repertoire

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

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4b: Maintaining Accurate Records	Staff member's system for maintaining both instructional and non-instructional records are either non-existent or unorganized, resulting in errors and confusion.	Staff member's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Staff member's systems for maintaining both instructional and non-instructional records are accurate and accessible.	Staff member's systems for maintaining both instructional and non-instructional records are accurate, accessible, efficient and successful. Collected records assist in making instructional decisions.
4b: Critical Attributes	• Absence of a system for either instructional or non-instructional records • Recordkeeping systems are unorganized leading to inaccurate or confusing information • Required paperwork (e.g., IEPs, behavior plans) is not complete	• The staff member is inconsistent in recording student work completion and progress. • The staff member has a process for tracking some non-instructional information, but not all, it may contain errors • Required paperwork (e.g., IEPs, behavior plans) may be inconsistently completed, contain errors, or meet established timelines	• The staff member's recordkeeping process is efficient and effective • Required paperwork (e.g., IEPs, behavior plans) is completed efficiently and timelines are met consistently • Recordkeeping process is utilized by the staff member to provide feedback to students regarding progress	In addition to the characteristics of "proficient," • The staff member process for recording student work completion is accurate, accessible, efficient and successful • The staff member makes instructional decisions based on collected records

Domain 4: Professional Responsibilities – Component 4c – Communicating with Families

	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
4c: Communicating with Families	Staff member communication with families about the instructional program or individual student is inconsistent or culturally inappropriate. Staff member makes no attempt to engage families in the instructional program.	Staff member adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. Communications are not always appropriate to the cultures of those families.	Staff member provides information to families about the instructional program and individual students on a regular basis. Staff member makes consistent attempts to engage families in the instructional program. Communication is appropriate to the cultures of those families.	Staff member provides information to families frequently on student progress. Response to family concerns is handled with great professional and cultural sensitivity. Staff member's effort to engage families in the instructional program is frequent and varied.
4c: Critical Attributes	• Staff member provides little or no information regarding instructional program to the parents • Families are unaware of their child's progress • Staff member lack of notification to families regarding school activities • Staff member engages in culturally inappropriate communication	• Only school or Cooperative-created materials about the instructional program are sent home • Infrequent or incomplete information is sent home by the staff member about the instructional program • Staff member maintains student growth data but does little else to inform families about student progress • Staff member communications are sometimes inappropriate to families' cultural norms	• Information about the instructional program is available on a regular basis • The staff member sends information about student progress home on a regular basis • Staff member develops activities designed to successfully engage families in their child's learning as appropriate • Staff member communications are appropriate to families' cultural norms	In addition to the characteristics of "proficient," • Information about the instructional program is available and updated • Staff member uses creative and varied ways to enhance communication between school and home

Domain 4: Professional Responsibilities – Component 4d – Participating in a Professional Community				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
4d: Participating in a Professional Community	Staff member avoids participating in a professional community or in school events and projects; relationships with colleagues are negative or self-serving.	Staff member becomes involved in the professional community and in school events and projects when specifically asked; relationships with colleagues are cordial.	Staff member participates actively in the professional community, school events and projects. Staff member maintains positive and productive relationships with colleagues.	Staff member makes a substantial contribution to the professional community, school events and projects, and assumes a leadership role.
4d: Critical Attributes	• Staff member's relationship with colleagues is characterized as unprofessional or negative • The staff member avoids contributing to activities promoting professional inquiry • The staff member avoids involvement in school activities and school Cooperative/community projects	• The staff member has pleasant relationships with colleagues • The staff member participates in activities related to professional inquiry when invited • The staff member participates in school activities and school Cooperative /community projects when asked	• The staff member has supportive and collaborative relationships with colleagues • The staff member regularly participates in activities related to professional inquiry • The staff member frequently volunteers to participate in school events and school Cooperative/community projects	In addition to the characteristics of "proficient," • The staff member takes on a leadership role in promoting activities related to professional inquiry • The staff member substantially contributes to and/or leads events that positively impact school life • The staff member substantially contributes to and/or leads significant school Cooperative/community projects •

Domain 4: Professional Responsibilities – Component 4e – Growing and Developing Professionally				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
4e: Growing and Developing Professionally	Staff member does not participate in professional development activities and makes no effort to share knowledge with colleagues. Staff member is resistant to feedback from supervisors or colleagues.	Staff member participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Staff member accepts, with some reluctance, feedback from supervisors and colleagues.	Staff member seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Professional development reflects current and best practices. Staff member welcomes feedback from supervisors and colleagues.	Staff member actively pursues professional development opportunities that are current and reflect best practices. Staff member initiates activities to contribute to the profession and seeks out feedback from supervisors and colleagues.
4e: Critical Attributes	- The staff member is not involved in any activity that might enhance knowledge or skill - The staff member resists discussing performance with supervisors or colleagues - The staff member ignores invitations to join professional development activities	- The staff member participates in professional activities when required or provided by the school Cooperative - The staff member reluctantly accepts feedback from supervisors or colleagues - The staff member contributes in a limited fashion to educational professional development activities	- The staff member seeks regular opportunities for continued professional development - The staff member welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback - The staff member actively participates in professional development activities designed to contribute to the profession	In addition to the characteristics of "proficient," - The staff member actively seeks feedback from supervisors and colleagues - The staff member takes a role in professional organizations in order to contribute to the teaching profession

Domain 4: Professional Responsibilities – Component 4f – Demonstrating Professionalism				
	Unsatisfactory (1)	**Needs Improvement (2)**	**Proficient (3)**	**Excellent (4)**
4f: Demonstrating Professionalism	Staff member shows a lack of ethics and professionalism, and engages in practices that are self-serving. Staff member fails to comply with coop/school Cooperative regulations and timelines. Staff member is not responsive to student needs. Staff member does not maintain confidentiality.	Staff member is honest and well-intentioned in serving students and contributing to decisions in the school. Staff member's attempts to serve students are inconsistent. Staff member complies with school and Cooperative regulations by doing the minimum. maintains confidentiality.	Staff member displays a high level of ethics and professionalism in dealing with students, families, and colleagues, and complies fully with school and Cooperative regulations. Staff member maintains confidentiality.	Staff member is highly proactive in serving students and seeking out resources when needed. Staff member makes a concerted effort to challenge colleagues' negative attitudes or practices. Staff member takes on a leadership role in team or department decision-making and complies fully and voluntarily with school and Cooperative regulations. Staff member maintains confidentiality.

4f: Critical Attributes	• Staff member is dishonest • Staff member does not notice the needs of students • The staff member engages in practices that are self-serving • The staff member rejects school Cooperative regulations • Paraprofessional evaluations are not completed • Absences are excessive • Tardiness is excessive	• Staff member is honest • Staff member notices the needs of students, but is inconsistent in addressing them • Staff member makes decisions professionally, but on a limited basis • Staff member complies minimally with school Cooperative regulations • Paraprofessional evaluations are completed, but do not address areas of concern and/or are not within specific timelines • Absences are frequent • Tardiness is frequent	• Staff member is honest and known for having high standards of integrity • Staff member actively addresses student needs • Staff member actively works to provide opportunities for student success • Staff member willingly participates in team and departmental decision-making • Staff member complies with school Cooperative regulations • Paraprofessional evaluations are completed timely and address areas of concern	In addition to the characteristics of "proficient," • Staff member is considered a leader in terms of honesty, integrity, and confidentiality • Staff member is highly proactive in serving students • Staff member makes a concerted effort to ensure opportunities are available for all students to be successful • Staff member takes a leadership role in team and departmental decision-making

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   **Descriptor rating for Domain 1**

          a: _____   ☐   **Unsatisfactory**
          b: _____
          c: _____   ☐   **Needs Improvement**
          d: _____
          e: _____   ☐   **Proficient**
          f: _____

                                              ☐   **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

    a: _____

    b: _____

    c: _____

    d: _____

    e: _____

Descriptor rating for Domain 3

☐   **Unsatisfactory**

☐   **Needs Improvement**

☐   **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

    a: _____

    b: _____

    c: _____

    d: _____

    e: _____

    f: _____

Descriptor rating for Domain 4

☐ **Unsatisfactory**

☐ **Needs Improvement**

☐ **Proficient**

☐ **Excellent**

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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:**	**Excellent = 3.5 - 4.0** **Proficient = 2.5 - 3.49** **Needs Improvement = 1.5 - 2.49** **Unsatisfactory = 1.0 - 1.49**
	Student Growth 2 (12.5%):	_____ x .125 = _____ +		
75% Professional Practice Rating:	Professional Practice (75%)	_____ x .75 = _____ =		
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