Milton Town School District

Faculty Supervision and Evaluation Plan

**(Revised: May 2015)**

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**Milton Town School District**

**Differentiated Faculty Supervision and Evaluation System**

## Introduction:

It was widely recognized by faculty members and administrators that the Faculty Evaluation System in use needed to be updated to reflect the different needs of our faculty and to promote professional dialog. In the fall of 2013, a committee comprised of faculty members, district office staff, administrators and the superintendent was established. Over the course of a two year period, the following individuals participated (either fully or in part) in the revisions to the MTSD Faculty Evaluation System: John Barone, Barbara Burrington, Suzy Diner, Jana FabriSbardellati, Stephanie Hurley, Amy Johnson, Cheryl King, Deborah King, Lynne Manley, Troy Nolan-Watkins, Terry Mazza, Mattie Scheidt, Kerry Sewell, Maryjane Stinson, Lauren Talbot, As a result, a revised supervision and evaluation process was developed.

This revised process, *Differentiated Supervision and Evaluation System*, is based on the work of Charlotte Danielson (Enhancing Professional Practice: A Framework for Teaching, ASCD, 1996) The goal is to have the system fully implemented without a transition timeline in the fall of 2015. The entire process will be refined based upon feedback received from faculty members and administrators at the end of 2015-2016 school year.

**The Components of Professional Practice** are included in four domains. Within each domain are specific components:

**Classroom Faculty Members:**

DOMAIN 1: Planning and Preparation DOMAIN 2: The Classroom Environment

1a. Demonstrating Knowledge of Content and Pedagogy 2a. Creating an Environment of Respect & Rapport

1b. Demonstrating Knowledge of Students 2b. Establishing a Culture for Learning

1c. Selecting Instructional Goals 2c. Managing Classroom Procedures

1d. Demonstrating Knowledge of Resources 2d. Managing Student Behavior

1e. Designing Coherent Instruction 2e. Organizing Physical Space

1f. Assessing Student Learning

DOMAIN 3: Instruction DOMAIN 4: Professional Responsibilities

3a. Communicating Clearly and Accurately 4a. Reflecting on Teaching

3b. Using Questioning and Discussion Techniques 4b. Maintaining Accurate Records

3c. Engaging Students in Learning 4c. Communicating with Families

3d. Providing Feedback to Students 4d. Contributing to the School and District

3e. Demonstrating Flexibility and Responsiveness 4e. Growing and Developing Professionally

4f. Showing Professionalism

**Library/Media Specialists**

DOMAIN 1: Administration & Management DOMAIN 2: Instruction

1a. Recognizes the critical role of information 2a. Promotes literacy and the enjoyment of

Literacy within the overall curriculum literature.

1b. Maintains a physical environment that allows 2b. Provides support services and materials for

for intellectual growth and effective use of faculty members.

the resources of the LMC. 2c. Exercises leadership and serves as a catalyst

1c. Develops and maintains a collection that meets in the instructional program, providing varied

curricular and personal needs of the school services to students and staff.

community.

1d. Organizes and provides materials for maximum

accessibility.

1e. Prepares and administers budget according to

the needs and objectives of the LMC.

DOMAIN 3: Communication & Outreach DOMAIN 4: Professional Growth & Responsibilities

3a. Works cooperatively with members of the 4a. Demonstrates professional growth.

school community. 4b. Supports full access to information.

3b. Promotes the resources and programs of

the LMC in the school and larger

communities.

**School Counselors**

DOMAIN 1: Consultation & Coordination Skills DOMAIN 2: Counseling & Interpersonal Skills

1a. Fosters constructive and respectful climate 2a. Demonstrates the knowledge and use of various

within the school. Counseling theories, techniques and procedures.

1b. Works constructively with school personnel, 2b. Adheres to standards of practice regarding

parents, and area resources in planning and confidentiality and ethical standards.

developing programs that meet the needs of 2c. Provides information to promote student self-

students. understanding and growth in individual, group &

1c. Makes appropriate referrals. classroom settings.

1d. Coordinates counseling and guidance services 2d. Assists parents and students in making

with other curricular and instructional programs. appropriate educational plans and life decisions.

2e. Understands the principles of human growth and

development.

2f. Understands and applies knowledge of diversity

issues.

2g. Uses communication and conflict resolution

skills effectively.

DOMAIN 3: Information & Program Management DOMAIN 4: Professional Responsibilities

3a. Maintains and uses relevant data following 4a. Participates actively in school meetings.

FERPA regulations. 4b. Demonstrates professionalism.

3b. Maintains and distributes to students and 4c. Promotes positive relations between/within the

parents information concerning curriculum school and community.

offerings and other activities. 4d. Reflects on practice and sets appropriate

3c. Maintains skills to access and process pertinent professional goals.

computer information regarding students. 4e. Contributes to the school, district and profession

3d. Understands the basic concepts and principles through service and participation in tasks and

of measurement and evaluation. committees.

3e. Promotes and participates in aligning the 4f. Develops professionally through enhancement of

Guidance Program with the mission of the content knowledge and pedagogical skills.

school.

3f. Determines guidance priorities based on needs

and plans tasks and activities accordingly.

**School Nurses**

DOMAIN 1: Planning and Preparation DOMAIN 2: Health Services Environment

1a. Demonstrating Knowledge of Content and Pedagogy 2a. Creating an Environment of Respect

1b. Demonstrating High Quality of Care 2b. Managing School Health Services

1c. Demonstrating Knowledge of Students 2c. Organizing Physical Space

1d. Demonstrating Knowledge of Resources 2d. Managing Procedures for Health Office

1e. Demonstrating Current Education/Competency

DOMAIN 3: Instruction – Health Education DOMAIN 4: Professional Responsibilities

3a. Communicating Clearly and Accurately 4a. Collaborating with Others

3b. Providing Forman and Information Health Education 4b. Communicating with Families

3c. Demonstrating Flexibility and Responsiveness 4c. Demonstrating Collegiality

3d. Demonstrating Health Promotion 4d. Showing Professionalism

3e. Engaging Students in Learning

**Special Educators**

DOMAIN 1: Comprehensive Evaluation/IEP Development

1a: Demonstrates knowledge of local, state, and federal policies and regulations.

1b: Demonstrates knowledge of characteristics of students with exceptionalities.

1c: Demonstrates knowledge of assessment instruments and tools.

1d: Communicates information regarding eligibility, program, policy and procedures.

1e: Identifies and analyzes learning environments.

1f: Applies an inter-disciplinary approach to evaluation and IEP development.

1g: Demonstrates the use of multiple resources in the development of IEPs (e.g. standards).

1h: Demonstrates knowledge of various models for transitions.

DOMAIN 2: Collaborative Consultation

2a: Collaborates with students, parents and professionals.

2b: Demonstrates knowledge of collaborative consultation skills and creative problem solving.

2c: Applies principles of interactive communication, group process and team building. 2d: Establish and maintain parent/ professional relationships.

DOMAIN 3: Instruction, Supports and Adaptation

3a: Use effective, research-based instructional strategies and practices to meet the needs of individuals with

SPECIFIC disabilities in academic and non-academic areas.

3b: Evaluate, select, develop and adapt curriculum materials, supports and technology.

3c: Plan, organize and implement educational programs to develop independent and active learners.

3d: Structure the educational environment to provide optimal learning opportunities.

3e: Develop and implement behavior support plans.

DOMAIN 4: Professional Responsibilities

4a: Reflecting on professional practice.

4b: Maintain accurate records.

4c: Growing and developing professionally.

4d: Supervision and evaluation of instructional assistants.

4e: Contributing to school and district.

4f: Showing professionalism.

## Differentiated Faculty Member Supervision and Evaluation System

**Rationale**: To promote continuous professional growth with the purpose of improving student learning.

Faculty members in Milton Town School District will be supervised and evaluated on the components for professional practice which are included in four domains:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

**Evaluation Cycles:**

Milton Town School District’s differentiated supervision and evaluation system recognizes that individual faculty members have different needs in addressing their professional growth and development. The following components are included in the supervision and evaluation system:

1. **New to the District – Level I and/or Provisional License (Probationary)**

For faculty members in their first two years of employment in the Milton Town School District (including those on a one year teaching contract) who hold a Level I Probationary License or a Provisional License. This two year evaluation process, with an optional year three, is designed to provide focused feed-back to faculty within their first two years of employment in the district.

During this evaluation process, faculty members will participate in:

Year One: Mentoring, Goal Setting, Walk Through Observations, and two formal Administrative Observations.

Year Two: Mentoring, Goal Setting, Walk Through Observations and two formal Administrative

Observations.

Year Three: This is optional and to be determined by the faculty member and his/her

administrator/evaluator.

After successful completion of this level and/or upon receipt of a Level II Professional License, the faculty member will move into the *Veteran Faculty* category.

1. **New to the District – Level II Professional License (Probationary)**

For faculty members in their first two years of employment in the Milton Town School District (including those on a one year contract) who hold a Level II Professional License. This two year evaluation process is designed to provide focused feed-back to experienced faculty within their first two years of employment in the district, while differentiating between the needs of a brand new (non-experienced) or veteran faculty member. During this evaluation process, faculty members will participate in:

Year One: Goal Setting, Mentoring, Walk Through Observations, and two formal

Administrative Observations.

Year Two: Goal Setting, Mentoring (to be determined by the faculty member and his/her

administrator/evaluator), Walk Through Observations, select from the Menu of Options available under the *Veteran Faculty* category.

After successful completion of this level the faculty member will move into the *Veteran Faculty* category.

1. **Veteran Faculty**

For faculty members who are past their first two (Probationary) years in the Milton Town School District and/or hold a Level II Professional License. This evaluation process includes yearly goal setting and walk through observations. Goals will be established collaboratively by the faculty member and administrator/evaluator. Refer to the *Goal Setting* section of this document for specifics. Once every five (5) years, a veteran faculty member will participate in a formal Administrative Observation process. This will include two formal observations/evaluations (including pre and post observation conferences – as outlined in the *Administrative Observations/Evaluation* section of this document. During the years when a veteran faculty member is not involved in an Administrative Observation/Evaluation; as evidence to demonstrate progress towards meeting approved goals, a faculty member, in collaboration with his/her supervisory/administrator, may select from one or more of the following: Colleague/team/grade level consultation); Action Research; Self Directed/Self Designed, Peer Walk Through Observations, Walk Through Observations with feedback linked to established goals. Applicable selection(s) will be noted on the faculty member’s Goal Setting form and reviewed with his/her supervisory/administrator.

1. **Veteran Faculty – New to Assignment/Endorsement**

For faculty members who are new to their assignment, outside of their current grade clusters; Grades PreK – 2; Grades 3-5; Grades 6-8; Grades 9-12; and/or faculty who are working under a new or different endorsement area from their current assignment. For example, a teacher who moves from teaching grade 2 during the current school year to teaching grade 4 during the next school year. For example, a teacher who has been working as a Special Education/Consulting Teacher during the current school year, but, will be teaching high school mathematics during the next school year. During this evaluation process, faculty members will participate in: Goal Setting, walk through observations, and two (2) formal Administrative Observations. See the *Administrative Observation* section of this document for specifics. Participation in the Milton Town School District’s Mentoring Program will be optional for veteran faculty who are new to his/her assignment/endorsement. However, the administration does have the right to require participation.

1. **Focused Plan of Assistance**

For faculty members who have documented deficiencies in one or more areas of the faculty evaluation system. Deficiencies must be evidenced based (for example, but not limited to, Walk Through Observations, an Administrative Observation). It is the sole discretion of the administrator/evaluator to place a faculty member on a Focused Plan of Assistance. Such placement can occur at any time during the school year and/or during the supervision and evaluation process. The goal of a Focused Plan of Assistance is to address area(s) of deficiency and to provide an opportunity and support for growth/improvement. Evidenced based need/deficiency will result in a minimum of one (1) Administrative Observation (to include a pre-observation conference and a post-observation conference. As a result of the Administrative Observation and prior documentation, it is the sole discretion of the administrator/evaluator to move the faculty member to a formal Focused Plan of Assistance.

Meetings to review your progress will be held with the expectation that you provide documentation and/or evidence, demonstrating your progress toward meeting each of the required actions outlined. Focused Plans of Assistance which are only partially met, will continue into the following school year. Failure to comply with one or more of the requirements in this plan may result in immediate disciplinary action up to and including notice of non-renewal or, recommendation for termination of employment.

Additionally, administration may perform unscheduled observations and walk-throughs. Sometimes these observations and walk-throughs could include the Principal, Dean of Students, Superintendent, the Director of Curriculum Instruction and Technology and/or the Director of Student Support Services.

**Goal Setting**

All faculty members will participate in annual goal setting. Goals will be established collaboratively by the faculty member and administrator/evaluator. Faculty members will set a minimum of two (2) goals and a maximum of three (3) goals per year. One goal may be administrative directed. One goal, other than the administratively directed goal, may be a personal development goal.

Goals should relate to:

* The School’s Action Plan
* The District Strategic Action Plan
* Improvement of Student Learning/Improve Student Performance

Professional Goals are due into your administrator/evaluator by September 30th. Goals are to be submitted using the **FACULTY PROFESSIONAL DEVELOPMENT GOAL(S) TEMPLATE**. It is recommended that this template be completed and submitted electronically. At an Approval Meeting, both the faculty member and administrator/evaluator will sign off at the bottom of the template indicating approval of the goal(s) set. An End of the Year Conference will be held between the faculty member and administrator/evaluator at which time the **FACULTY PROFESSIONAL DEVELOPMENT GOAL(S) END OF THE YEAR – SUMMARY OF GOAL ATTAINMENT** template will be reviewed. During this end of the year meeting the administrator/evaluator will indicate if each goal was achieved, not achieved, to be continued into the next school year. This end of the year template along with supporting evidence will be collected by the administrator/evaluator (along with documentation from the applicable evaluation component) and be submitted to the Superintendent of Schools by June 30th for his/her review and signature. Once reviewed and signed by the Superintendent, said materials will be placed in the faculty member’s personnel file in the District Office.

**Evaluation Components:**

**Walk Through Observations:**

Providing effective instructional leadership is one challenge that every principal faces. In addition to managing schedules, hosting assemblies, and disciplining students, principals are expected to possess the knowledge and skill to make a positive impact on the teaching and learning process. Recent research shows that high-performing school districts actively seek to establish a clear expectation that the principal will be the instructional leader and the primary architect of instructional improvement at the school. (Tongneri & Anderson, 2007).

A strategy used by many principals to gather classroom information and frame that interaction is the classroom walk-through. The walk-through is defined as a **brief, structured**, observation that is followed by a dialogue between the observer and the faculty member about what was observed. Used well, the walk-through can provided both the observer and the teacher with valuable information about the status of the school’s instructional program.

**The walk-through can serve many purposes:**

1. It gets principals/administrators into classrooms. – ensures that the

principal/administrator will see teachers teaching more often than the formal

observation process.

1. It gives principals/administrators a first-hand view of instructional practices

happening within the school..

1. Provides data for determining professional development needs.

(4) It provides a structure for dialogue between the principal/administrator and teacher/faculty

member about what goes on in the classroom and/or in the school.

**Essential Elements of a Walk-Through**

* **Brevity** – The walk-through is designed to increase the number of classrooms that principals/administrators visit, so brevity is a must. In the Milton Town School District, the typical walk-through may last 10 to 20 minutes.
* **Focus** – Teachers and principals/administrators are on the same page in terms of expectations; a common understanding of, “look fors” and “listen fors”, asking students what they are *learning* as opposed to what they are *doing*.
* **Dialogue** – A walk-through needs to include a conversation between the teacher and the principal/administrator to reflect and discuss the observation. Receive feed-back, ask clarifying questions, etc.

**In the Milton Town School District**

* Walk Through Observations are unannounced and do not require a formal Pre-Conference or formal Post-Conference meeting. Reflective and/or follow up questions will be asked of the faculty member. Faculty members are expected to respond to any questions, through Teach-Point, within 72 hours of receipt of the Walk Through Observation.
* The teacher will receive timely (within 72 hours) feedback through the use of Teach-Point.
* Walk Through Observations will be placed in a teacher’s personnel file as part of the End of the Year Summative Documentation collected by the administrator/evaluator and given to the Superintendent for review.
* Walk Through Observations are not designed to be used as “I got you.” They are used to celebrate and recognize successful teaching/learning, to acknowledge areas of needed growth and put supports in place to improve teaching/learning, and to focus on the educational leadership for our administrative team.
* On average, the duration of a Walk Through Observation is 10 to 20 minutes.
* Only the use of MTSD approved Walk Through Forms will be allowed.

**Administrative Observations:**

For faculty members who are participating in an Administrative Observation; she/he will schedule, with his/her administrator/evaluator two (2) formal Administrative Observations. One Administrative Observation must occur during a session of direct instruction to students. The second observation may be in a context other than direct instruction to students. The faculty member and administrator/evaluator will agree upon a date and time for the Observation. The Administrator/Evaluator has the right to determine/direct one of the two Observations.

Administrative Observations will be preceded by a Pre-Observation Conference. Pre-Observation Conferences are to be scheduled no more than three (3) school days prior to the Observation. Pre-Observation Conferences are to be scheduled at the convenience of both the faculty member and administrator/evaluator.

In preparation for the Pre-Observation Conference, the faculty member is to complete the district’s **PRE OBSERVATION PLANNING FORM**. In addition, the faculty member will provide to his/her administrator/evaluator a copy of the lesson plan/agenda for the activity to be observed, copies of any applicable materials which will be distributed/used during the observation, and a copy of any formative and/or summative assessment tool(s) to be used either during the observation or directly thereafter to assess the overall impact of the lesson/session observed.

The administrator/evaluator will arrive a few minutes prior to the start of the session to be observed. The administrator/evaluator will conduct the formal observation for the full duration of the session to be observed.

Unless mutually agreed upon by the faculty member and administrator/evaluator, the first Administrative Observation must be completed on or before October 30th and the second Administrative Observation must be completed on or before February 15th.

A Post-Observation Conference will be scheduled and conducted within 72 hours of the completion of each Administrative Observation.

A written summary of each Administrative Observation will be provided to the faculty member no more than twelve (12) school days after the post observation conference. The format of the written summary will be consistent among and between schools and the administration and follow the template/format contained within this document.

**Menu of Options:**

For faculty members who are past their first two (Probationary) years in the Milton Town School District and/or hold a Level II Professional License. As evidence to demonstrate progress towards meeting approved goals, a faculty member, in collaboration with his/her supervisory/administrator, may select from one or more of the following: Colleague/team/grade level consultation); Action Research; Self Directed/Self Designed, Peer Walk Through Observations, Walk Through Observations with feedback linked to established goals. A Menu Option Proposal Form is to be completed by the faculty member and submitted to his/her administrator/evaluator for review and approval. This form will be updated throughout the course of the school year.

**Action Research**

Action research is a form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision-making and the development of more effective classroom strategies. Parsons and Brown (2002)

Action research is a natural part of teaching. Teachers are continually observing students, collecting data and changing practices to improve student learning and the classroom and school environment. Action research provides a framework that guides the energies of teachers toward a better understanding of why, when, and how students become better learners. A. Christine Miller (2007)

Six Phases of Action Research

1. Selecting an area of focus (Identifying an area of interest; Focus on students ; Look at both

immediate and cumulative effects)

1. Collecting data (Collect existing archival data; Use additional multiple data sources; Collect data

regularly; Promote collective ownership of data; Monitor data collection)

1. Organizing data (Count instances, events, and artifacts; Display data in tables and charts; Arrange

data by classroom, grade level, and school; Organize for analysis)

1. Analyzing and interpreting data (Analyze and question the data as a professional collective; Decide what can be celebrated and what needs attention; ) Determine priority area(s) for action)
2. Studying the professional literature (Identify professional literature that relates to or matches the interest; Gather research reports, research syntheses, articles, videotapes, etc.; Analyze and interpret these materials for understanding and action; Determine the most promising actions)
3. Taking action (Combine data analysis with that from professional literature; Select best options for action; Craft short- and long-term action plans; Implement some actions immediately)

**Colleague/Team/Grade Level Consultation**

Two or more teachers mutually agree to share responsibility for achieving defined goals. Participants will focus their consultations on identified goals to promote individual growth; school based goals, and/or district wide goals/initiatives.

**Self-Directed/Self Designed**

The Self Directedcomponent is intended to address the needs of teachers who wish to enhance their personal and professional development by focusing on areas of interest and engaging in several highly reflective individualized activities.

**Peer Walk Through Observations**

A faculty member who elects this option, will identify a minimum of one (1) colleague and a maximum of three (3) colleagues to complete Peer Walk Through Observations. The colleague(s) who will be completing the Walk Through Observation will use one or more of the MTSD approved Walk Through Forms available through TeachPoint. As part of the Menu of Options Proposal Form, the faculty member will identify the colleague(s) to complete the walk through observations.

**Walk Through Observations with feedback linked to established goals**

A faculty member who elects this option, will receive, in accordance with the *Walk Through* section of this document and in accordance with the dates outlined in the *Evaluation/Supervision Timeline* section of this document, three (3) Walk Through Observations which will focus specifically on one or more of the faculty member’s established and approved professional development goals. Such Walk Throughs will be completed by the faculty member’s assigned administrator. However, upon mutual agreement, the faculty member may elect to have a colleague participate in one (1) or more of these Walk Through Observations.

***Student Feedback*** – In Grades K-12, faculty members will collect student feedback at the end of every course. Student feedback will be an element of the Evaluation year process but will not be included in the Summative Evaluation Report. Teachers will use the feedback gleaned from the students to inform goal setting for the following academic year. Students will anonymously complete the standard form either in hard copy or electronically (as determined by the faculty member). Forms will be collected and kept by the faculty members. Administrators can request to see the forms from faculty members at any time.

**End of the Year Documentation:**

It is the responsibility of each faculty member to work in consultation with his/her administrator/evaluator to ensure that the proper documentation is forwarded to the Superintendent of Schools for his/her review and to ensure that said documentation is then filed in the faculty member’s personnel file in the District Office. Each administrator/evaluator will complete an **END OF THE YEAR SUMMATIVE COVER SHEET** and work with faculty members to ensure that the correct forms and applicable documentation are received, signed, and forwarded to the Superintendent of School. Faculty members and administrators/evaluators will select from the following:

□ Completed Faculty Professional Development Goal(s) Template

□ Completed Faculty Professional Development Goal(s) – End of the Year – Summary of Goal Attainment

□ Walk Through Observation(s)

□ Administrative Observation Signed Summaries

□ Focus Plan of Assistance

□ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Milton Town School District

**Faculty Evaluation Flow Chart**

**Year Two (2)**

* Goal Setting
* Walk Throughs
* Mentoring (To be determined by Administrator and/or faculty member)
* Menu of Options (To be determined by Administrator and/or faculty member)

**Year One (1)**

* Goal Setting
* Mentoring
* Walk Throughs
* 2 Formal Observations

**Year Two (2)**

* Mentoring
* Goal Setting
* Walk Throughs
* 2 Formal Observations

**New To the District**

**(Optional) Year Three (3)**

* To Be Determined if needed by Administrator and/or faculty member.

**Level II License**

**First Two (2) Years**

**Level I License**

**Provisional License**

**First Two (2) Years**

**Year One (1)**

* Goal Setting
* Mentoring
* Walk Throughs
* 2 Formal Observations

# Milton Town School District

**Faculty Evaluation Flow Chart**

Veteran Faculty

To Be Included **EACH YEAR** of the Evaluation Process:

* Goal Setting
* Walk Through Observations
* Every five (5) years – Participate in two (2) formal observations/evaluations.
* When not participating in a formal observation, select from the Menu of Options.

Menu of Options

* Options to include as evidence to document completion and/or progress towards completing approved goal(s).
* To be mutually agreed upon between the faculty member and his/her administrator/supervisor.
* **Menu of Options**:

**- Action Research**

**- Colleague/Team/Grade Level**

**Consultation**

- **Self Directed/Self Designed**

**- Peer Walk Through Observations**

**- Administrative Walk Through**

**Observations with Feedback specific**

**to established goal(s).**

# Milton Town School District

**Faculty Evaluation Flow Chart**

**Focus Plan of Assistance**

* Length of time to be determined by Administrator.
* Focus on identified/deficient area(s).
* Contain clear goals and due dates.
* Goal of a Focus Plan of Assistance is to provide opportunity and support for growth/improvement.

Evidenced based need results in a minimum of one Administrative Observation (to include a pre and post conference).

Administrator (with input from the faculty member) to determine “class” to be observed.

* Need must be evidenced based.
* Evidences to be determined and collected by administrator.

**Focused Plan of Assistance**

* Goal Setting
* Participate in Mentoring Program (Optional)
* Walk Through Observations
* Participate in two (2) formal observations/evaluations
* New to assignment outside of grade cluster (PreK-2, 3-5, 6-8, 9-12)
* New or Change of Endorsement/Teaching

**Veteran Faculty**

**New to Assignment/Endorsement**

## Evaluation/Supervision Timeline

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **New to the District – Level I and/or Provisional License (Probationary)** | **New to the District – Level II Professional License (Probationary)** | **Veteran Faculty** | **Veteran Faculty**  **New to Assignment/Endorsement** |
| Goal Setting:  Faculty Member Completes and Submits: FACULTY PROFESSIONAL DEVELOPMENT GOAL(S) TEMPLATE | Due September 30th | Due September 30th | Due September 30th | Due September 30th |
| Formal Observation #1 | Due by October 30th | Due by October 30th | Due by October 30th | Due by October 30th |
| Formal Observation #2 | Due by February 15th | Due by February 15th | Due by February 15th | Due by February 15th |
| Student Feed Back Forms. | Due to the teacher at the end of each course. | Due to the teacher at the end of each course. | Due to the teacher at the end of each course. | Due to the teacher at the end of each course. |
| FACULTY PROFESSIONAL DEVELOPMENT GOAL(S)  END OF THE YEAR – SUMMARY OF GOAL ATTAINMENT | Due from each faculty member to his/her administrator prior to the last faculty day of the school year. | Due from each faculty member to his/her administrator prior to the last faculty day of the school year. | Due from each faculty member to his/her administrator prior to the last faculty day of the school year. | Due from each faculty member to his/her administrator prior to the last faculty day of the school year. |
| END OF THE YEAR SUMMATIVE COVER SHEET | Due from the faculty member’s administrator to the Superintendent of Schools by June 30th | Due from the faculty member’s administrator to the Superintendent of Schools by June 30th | Due from the faculty member’s administrator to the Superintendent of Schools by June 30th | Due from the faculty member’s administrator to the Superintendent of Schools by June 30th |

# COMPONENTS OF PROFESSIONAL PRACTICE

## Classroom Faculty Members

|  |  |  |
| --- | --- | --- |
| **DOMAIN 1:**  **Planning and Preparation** |  | **DOMAIN 2:**  **The Classroom Environment** |
| **1a: Demonstrating Knowledge of Content and Pedagogy**  Knowledge of content  Knowledge of prerequisite relationships  Knowledge of content-related pedagogy  **1b: Demonstrating Knowledge of Students**  Knowledge of characteristics of age group  Knowledge of students’ varied approaches to learning  Knowledge of students’ skills and knowledge  Knowledge of students’ interests and cultural heritage  **1c: Selecting Instructional Goals**  Value  Clarity  Suitability for diverse students  Balance  **1d: Demonstrating Knowledge of Resources**  Resources for teaching  Resources for students  **1e: Designing Coherent Instruction**  Learning activities  Instructional materials and resources  Instructional groups  Lesson and unit structure  **1f: Assessing Student Learning**  Congruence with instructional goals  Criteria and standards  Use for planning | **2a: Creating an Environment of Respect and Rapport**  Faculty member interaction with students  Student interaction  **2b: Establishing a Culture for Learning**  Importance of content  Student pride in work  Expectations for learning and achievement  **2c: Managing Classroom Procedures**  Management of instructional groups  Management of transitions  Management of materials and supplies  Performance of non-instructional duties  Supervision of volunteers and paraprofessionals  **2d: Managing Student Behavior**  Expectations  Monitoring of student behavior  Response to Student misbehavior  **2e: Organizing Physical Space**  Safety and arrangement of furniture  Accessibility to learning and use of physical resources |
|  | | |
| **DOMAIN 4:**  **Professional Responsibilities** |  | **DOMAIN 3:**  **Instruction** |
| **4a: Reflecting on Teaching**  Accuracy  Use in future teaching  **4b: Maintaining Accurate Records**  Student completion of assignments  Student progress in learning  Noninstructional records  **4c: Communicating with Families**  Information about the instructional program  Information about individual students  Engagement of families in the instructional program  **4d: Contributing to the School and District**  Relationships with colleagues  Service to the school  Preparation in school and district projects  **4e: Growing and Developing Professionally**  Enhancement of content knowledge and pedagogical skill  Service to the profession  **4f: Showing Professionalism**  Service to students  Advocacy  Decision making | **3a: Communicating Clearly and Accurately**  Directions and procedures  Oral and written language  **3b: Using Questioning and Discussion Techniques**  Quality of questions  Discussion techniques  Student participation  **3c: Engaging Students in Learning**  Representation of content  Activities and assignments  Grouping of students  Instructional materials and resources  Structure and pacing  **3d: Providing Feedback to Students**  Quality: accurate, substantive, constructive and specific  Timeliness  **3e: Demonstrating Flexibility and Responsiveness**  Lesson adjustment  Response to Students  Persistence |

*Enhancing Professional Practice: A Framework For Teaching, Charlotte Danielson, ASCD, 1996*

**Feedback Form** **- Classroom Faculty Member**

**Teacher: Observer:**

**Grade level: Subject: Date:**

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| **Domain 1: Planning and Preparation** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1a;**  **Knowledge of Content an Pedagogy** | Faculty member displays little understanding of subject or structure of the discipline, or of content-related pedagogy. | Faculty member’s content and pedagogical understanding represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions. | Faculty member demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Faculty member’s instructional practices reflect current pedagogical knowledge. | Faculty member’s knowledge of the content and pedagogy are extensive, showing evidence of a continuing search for improved practice. Faculty member actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |
| **1b:**  **Demonstrating Knowledge of students** | Faculty member makes little or no attempt to acquire knowledge of students’ backgrounds, skills, or interests, and does not use such information in planning. | Faculty member demonstrates partial knowledge of students’ backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole. | Faculty members demonstrates through knowledge of student’ backgrounds, skills, and interests and uses this knowledge to plan for groups of students. | Faculty member demonstrates thorough knowledge of students’ backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning. |
| **1c:**  **Selecting Instructional Goals** | Faculty member’s goals represent trivial learning, are unsuitable for students or are stated only as instructional activities, and do not permit viable methods of assessment. | Faculty member’s goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment. | Faculty member’s goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment. | Faculty member’s goals represent high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment. |
| **1d:**  **Demonstrating knowledge of Resources** | Faculty member is unaware of school or district resources available either for teaching of for students who need them. | Faculty member displays limited awareness of school or district resources available either for teaching or for students who need them. | Faculty member is fully aware of school and district resources available for teaching and knows how to gain access to school and district resources for students who need them. | Faculty member seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for student who need them, in the school, district, and the larger community. |
| **1e. Designing Coherent Instruction** | The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has no defined structure. | Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Faculty member’s lesson or unit has a recognizable structure. | Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure. | All elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Faculty member’s lesson or unit is highly coherent and has a clear structure. |
| **1f:**  **Assessing Student Learning** | Faculty member’s approach to assessing student learning contains no clear criteria or standards, and lacks congruence with instructional goals. Faculty member has no plans to use assessment results in designing future instruction. | Faculty member’s plan for student assessment is partially aligned with instructional goals and includes criteria and standards that are not entirely clear or understood by students. Faculty member uses assessment to plan for future instructions for the class as a whole. | Faculty member’s plan for student assessment is aligned with instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Faculty member uses assessment to plan for groups of students or individuals. | Faculty member’s plan for student assessment is fully aligned with instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Faculty member’s students monitor their own progress in achieving goals. |

**Feedback Form - Classroom Faculty Member**

**Teacher: Observer:**

**Grade level: Subject: Date:**

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| Domain 2: The Classroom Environment | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2a:**  **Creating and Environment of Respect & Rapport** | Classroom interactions, both between the faculty member and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict. | Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity. | Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students. | Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class. |
| **2b:**  **Establishing a Culture for Learning** | The classroom does not represent a culture of learning and is characterized by low faculty member commitment to the subject, low expectations for student achievement, and little pride in student work. | The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little faculty member commitment to the subject, and little student pride in work. Both faculty member and students are performing at a minimal level to “get by.” | The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of faculty member and students, high expectations for student achievement, and student pride in work. | Students assume much of the responsibility for establishing a culture of learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Faculty member demonstrates a passionate commitment to the subject. |
| **2c:**  **Managing classroom procedures** | Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time. | Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time. | Classroom routines and procedures have been established and function smoothly for the most part, with little loss on instruction time. | Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning. |
| **2d:**  **Managing Student Behavior** | Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior. | Faculty member makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful. | Faculty member is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students. | Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Faculty member’s monitoring of student behavior is subtle and preventive, and faculty member’s response to student misbehavior is sensitive to individual needs. |
| **2e:**  **Organizing Physical Space** | Faculty member makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between furniture arrangement and lesson activities. | Faculty member’s classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports learning activities. | Faculty member’s classroom is safe, and learning is accessible to all students; faculty member uses physical resources well and ensures that the arrangement of furniture supports the learning activities. | The classroom is safe, and students contribute to ensuring that the physical environment supports the learning of students. |

**Feedback Form - Classroom Faculty Member**

**Teacher: Observer:**

**Grade level: Subject: Date:**

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| **Domain 3: Instruction** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3a:**  **Communicating Clearly and Accurately** | Faculty member’s oral and written communication contains errors or is unclear or inappropriate to students. | Faculty member’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. | Faculty member communicates clearly and accurately to students, both orally and in writing. | Faculty member’s oral and written communication is clear and expressive, anticipating possible student misconceptions. |
| **3b:**  **Using Questioning and Discussion Techniques** | Faculty member makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion. | Faculty member’s use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion and moderate student discussion. | Faculty member’s use of questioning and discussion techniques reflects high-level questions, true discussion and full participation by all students. | Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion. |
| **3c: Engaging Students In Learning** | Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure. | Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content or uneven structure or pacing. | Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content and suitable structure and pacing of the lesson. | Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure. |
| **3d: Providing Feedback to Students** | Faculty member’s feedback to students is of poor quality and is not given in a timely manner. | Faculty member’s feedback to students is uneven, and its timeliness is inconsistent. | Faculty member’s feedback to students is timely and of consistently high quality. | Faculty member’s feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. |
| **3e: Demonstrating Flexibility and Responsiveness** | Faculty member adheres to the instructional plan, in spite of poor student understanding or students’ lack of interest, and fails to respond to student questions; faculty member assumes no responsibility for students’ failures to understand. | Faculty member demonstrates moderate flexibility and responsiveness to students’ needs and interests during a lesson, and seeks to ensure the success of all students. | Faculty member seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions. | Faculty member is highly responsive to students’ interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students. . |

**Feedback Form - Classroom Faculty Member**

**Teacher: Observer:**

**Grade level: Subject: Date:**

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| **Domain 4: Professional Responsibilities** | | | | |
| **C** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **4a:**  **Reflecting on Teaching** | Faculty member does not reflect accurately on the lesson or propose ideas as to how it might be improved. | Faculty member’s reflection on the lesson is generally accurate, and faculty member makes global suggestions as to how it might be improved. | Faculty member reelects accurately on the lesson, citing general characteristics. Faculty member makes some specific suggestions about how it might be improved. | Faculty member’s reflection on the lesson is highly accurate and perceptive, citing specific examples. Faculty member draws on an extensive repertoire to suggest alternative strategies. |
| **4b:**  **Maintaining Accurate Records** | Faculty member has no system for maintaining accurate records, resulting in errors and confusion. | Faculty member’s system for maintaining accurate records is rudimentary and only partially effective. | Faculty member’s system for maintaining accurate records is efficient and effective. | Faculty member’s system for maintaining accurate records is efficient and effective, and students contribute to its maintenance. |
| **4c:**  **Communicating with Families** | Faculty member provides little or no information to families and makes no attempt to engage them in the instructional program. | Faculty member complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. | Faculty member communicates frequently with families and successfully engages them in the instructional program. | Faculty member communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families. |
| **4d: Professional Responsibilities** | Faculty member’s relationships with colleagues are negative or self-serving, and faculty member avoids being involved in school and district projects. | Faculty member’s relationships with colleagues are cordial, and faculty member participates in school and district events and projects when specifically requested. | Faculty member participates actively in school and district projects, and maintains positive relationships with colleagues. | Faculty member makes a substantial contribution to school and district events and projects, assuming leadership with colleagues. |
| **4e: Growing and Developing Professionally** | Faculty member does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills. | Faculty member participation in professional development activities limited to those that are convenient. | Faculty member participates actively in professional development activities and contributes to the profession. | Faculty member makes a substantial contribution to the profession through such activities as action research and mentoring new faculty members, and actively pursues professional development. |
| **4f: Showing Professionalism** | Faculty member’s sense of professionalism is low, and faculty member contributes to practices that are self-serving or harmful to students. | Faculty member’s attempts to serve students based on information are genuine but inconsistent. | Faculty member makes genuine and successful efforts to ensure that all students are well served by the school. | Faculty member assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in school. |

**Components of Professional Practice**

## Library/Media Specialists

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| **DOMAIN 1:**  **Administration and Management** |  | **DOMAIN 2:**  **Instruction** |
| **1: Recognizes the critical role of information literacy within the overall curriculum.**  - Develops short and long-range goals.  - Provides for and encourages the integration of technology for information gathering in all curricular areas by all members of the school community.  - Facilitates access to resources beyond the library (i.e. consulting with experts, etc.)  **2: Maintains a physical environment that allows for intellectual growth and effective use of the resources of the LMC.**  - Plans and arranges LMC facilities for maximum use.  - Provides signage and displays as needed to enhance use of the library.  **3: Develops and maintains a collection that meets curricular and personal needs of the school community.**  - Selects materials according to the district Library Materials Selection Policy.  - Oversees and participates in the development and periodic revision of policies related to the collection (i.e. Materials Selection Policy, Acceptable Use Policy).  - Develops a collection according to professional standards.  - Ensures that the collection is well maintained, orderly, attractive, and current, with outdated materials weeded regularly.  Includes a variety of formats in the collection to support different learning styles and curricula.  **4: Organizes and provides materials for maximum accessibility.**  - Maintains accurate and up-to-date catalogs and records  - Catalogs and organizes the collection according to professional standards.  - Completes a periodic inventory.  - Develops and implements circulation policies and procedures for library resources.  **5: Prepares and administers budget according to the needs and objectives of the LMC.**  - Makes administrators aware of the needs of the LMC through reports, budget proposals, and statistics.  - Appropriates allotted funds to meet identified needs and faculty member requests.  - Demonstrates understanding of and compliance with budgeting procedures as established by the administration.  - Maintains records of all transactions. | **1: Promotes literacy and the enjoyment of literature.**  - Develops activities that promote reading (i.e. book talks, book lists, read-alouds, story times, Red Clover and Dorothy Canfield Fisher programs, etc.)  - Provides appropriate reading guidance to students.  - Communicates with faculty members regarding students' reading, as needed.  - Demonstrates knowledge of literature appropriate for students.  **2: Provides support services and materials for faculty members.**  - Meets requests for assistance and materials.  - Collaborates with faculty members to identify materials and strategies appropriate for the curriculum standards and the students' needs.  - Collaborates with faculty members to plan the use of the LMC materials in instruction.  - Assists faculty members and students in the use of technology, audio-visual hardware and software, and other equipment, as appropriate.  **3: Exercises leadership and serves as a catalyst in the instructional program, providing varied services to students and staff.**  - Develops students’ ability to use the LMC independently.  - Provides reference services, guiding users in the selection and use of appropriate resources.  - Serves as an instructional consultant to the faculty and administration.  - Assists staff in individualizing instructional programs.  - Responds to the needs of the staff.  - Encourages staff to use new instructional technology and services. |
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| **DOMAIN 4:**  **Professional Growth and Responsibilities** |  | **DOMAIN 3:**  **Communication and Outreach** |
| 1: Demonstrates professional growth.  - Participates in professional associations, attending conferences and workshops.  - Acquires and demonstrates knowledge of current trends in library, education, and information professions.  - Supports school and district goals and takes proactive roles to carry out action plans (i.e. involvement in school Technology Committee, district Curriculum Committees, etc.)  - Provides staff development, as needed, on library-related issues such as intellectual freedom, the ethical use of information technologies, etc.).  2: Supports full access to information.  - Demonstrates and shares knowledge of copyright law as it applies to the LMC.  - Provides materials through the LMC without bias in accordance with school policy, the Library Bill of Rights, and the First Amendment to the constitution of the United States.  - Provides equal access to resources for all users.  - Adheres to the American Library Association Code of Ethics.  - Uses scheduling of the LMC to ensure access. | **1: Works cooperatively with members of the school community.**  - Plans with other librarians within the district and region to achieve program goals.  - Links to other libraries regionally and nationally to advance program goals.  2: Promotes the resources and programs of the LMC in the school and larger communities.  - Engages in community relation’s activities to advocate for the school library program.  - Contributes to the professional growth of the school community by providing opportunities for exploring new materials, techniques, and technologies. |

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| **Feedback Form – Library Media Specialist**  **Teacher: Observer:**  **Grade level: Subject: Date:** | | | | |
| Domain 1 | **Administration and Management** | | | |
| **Components** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1. Recognizes the critical role of information literacy within the overall curriculum.** | Submits no goal. Lacks involvement with information technology planning or information gathering. Provides no access to resources outside the library. | Submits annual goals.  Plans the integration of technology into the library program. Provides access to materials via the other district libraries. | Submits annual goals. Helps plan the integration of technology for information gathering, into the curriculum for the school community. | Develops building-specific goals. Collaborates with other librarians in the district to formulate and promote goals K-12. Helps plan the integration of technology for information gathering into the curriculum on school and district levels. |
| **2. Maintains a physical environment that allows for intellectual growth and effective use of the resources of the LMC.** | Does not plan or arrange LMC facilities for maximum use nor provide signage or displays to enhance library usage. Computers are not available for student research. | Adheres to the standard of seating for 10% of the school. Does not provide accessible shelving or adequate computer access for research. Material is difficult to locate due to lack of signage and shelving guides. Displays are inadequate. | Plans for seating for 10% of the school, accessible shelving, & adequate access to computers. Signs and shelving guides are evident where needed to locate material. Displays promote the collection. | Anticipates future needs while maintaining maximum use of the existing facility. Creative signs, shelving guides and displays are an informative and visually pleasing part of the library environment. |
| **3. Develops and maintains a collection that meets curricular and personal needs of the school community.** | Does not adhere to the objectives of the district’s Materials Selection Policy nor provide input into other district policies, e.g. Acceptable Use Policy. Does not use standard bibliographies, professional journals, and other review sources to select. Never weeds the collection. Collection reflects very little material to support varying learning styles and curriculum areas. | Adheres to the district’s policies, but does not provide input. Selects materials, using standard bibliographic sources and lists that provide a balanced collection for curriculum support, information, & recreational reading. Occasionally weeds the collection. Collection reflects some material to support varying learning styles and curriculum areas. | Adheres to the district’s policies and works in collaboration with the other district librarians to review and update existing policies. Selects materials, using standard bibliographic sources that provide a balanced collection for curriculum support, information, & recreational reading. Weeds the collection and replaces items with more current sources, as needed. Collection includes a variety of formats – audio, video, etc., as well as a mix of reading levels for nonfiction and fiction books. | Initiates work on district’s policies when revision is deemed necessary. Selects materials that represent a diversity of cultures and experiences. Provides a balanced collection for curriculum support, information, & recreational reading. Weeds material and orders replacements. Meets expectations for collection development and goes beyond them by working with staff to develop curricula that support different leaning styles, abilities and needs. |

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| **Feedback Form – Library Media Specialist**  **Teacher: Observer:**  **Grade level: Subject: Date:** | | | | |
| **Domain 1** | **Administration and Management** | | | |
| **Components** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **4. Organizes and provides materials for maximum accessibility** | Does not catalog material in a timely manner; items cannot be readily located. Does not generate MARC records using the Follett system nor assign accurate call numbers with the Dewey Decimal System. Never inventories the collection. Does not have policies and procedures for circulating material. | Catalogs material in a timely manner; items usually can be located. Does not generate MARC records using the Follett system nor assign accurate call numbers with the Dewey Decimal System. Seldom inventories the collection. Develops circulation policies and procedures according to the needs of the various users. | Catalogs new acquisitions and maintains a system so that they may be located while in process. Uses the MARC records and catalogs other material not found there with the templates provided; call numbers reflect an understanding of the Dewey Decimal System and the library’s unique collection. Conducts a periodic inventory. Develops circulation policies and procedures according to the needs of the various users – students, faculty members, parents – and the demand for each category of the collection. | Annually inventories the collection. Uses the computer system to implement the policies and procedures but maintains the ability to address special needs, e.g. for reference material or Faculty member’s Reserve. |
| **5. Prepares and administers a budget according to the needs and objectives of the LMC.** | Never presents budget requests. Disregards faculty member requests and curricular needs when using funds. Does not follow the procedures for signed purchase orders and encumbered funds. Does not keep copies of purchase orders or ledger statements from Breen. | Participates annually, in the budget process to insure adequate funding for the library. Does not take into account the needs of the curriculum. Meets the district expectations regarding budgeting procedures. Records all purchase orders. | Participates annually, in the budget process to insure adequate funding for the library. Is aware of the needs of the various curricular areas when purchasing materials and is responsive to faculty member requests. Meets the district expectations regarding budgeting procedures. Records all purchase orders and maintains records of expenditures and funds still available. Follows through with any purchase orders not received or not complete when shipped. | Documents through professional journals the rising cost of books and materials and the effect of these costs upon the library budget. Anticipates needs by being aware of changes in the curriculum. Provides support for new initiatives. Meets the district expectations regarding budgeting procedures. Reconciles expenditures regularly for an up-to-date balance, which can be checked with the Business Office. |

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| **Feedback Form – Library Media Specialist**  **Teacher: Observer:**  **Grade level: Subject: Date:** | | | | |
| **Domain 2** | **Instruction** | | | |
| **Components** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1. Promotes literacy and the enjoyment of literature.** | Is not involved in any way with the promotion of the enjoyment of literature. | Occasionally presents programs to encourage the enjoyment of literature and provides reading guidance as requested. | Is actively involved in determining student interests and providing materials. Communicates with faculty members on a regular basis. Is well versed in many types of literature. | Has a well-developed plan to promote the enjoyment of literacy and literature, which includes presenting appropriate award-winning books and authors. Has a thorough knowledge of the appropriate literature. |
| **2. Provides support services and materials for faculty members.** | Does not provide any support for faculty members. | Provides support for faculty members as requested. | Is cognizant of the curriculum and purchases and provides materials in a timely manner. Collaborates with faculty members to identify materials and strategies. Assists faculty members and students in the use of technology. | Anticipates the needs of faculty members and suggests new materials and technologies to further the educational goals of the students. Assists faculty members and students in the use of technology. |
| **3. Exercises leadership and serves as a catalyst in the instructional program, providing varied services to students and staff.** | Does not provide services to students or staff. | Develops students’ abilities to use the LMC independently. Provides services as requested. | Develops students’ abilities to use the LMC independently. Provides reference services, guiding the students and staff in the selection and use of appropriate resources. Assists staff and administration in individualizing instructional programs. Responds to the needs of staff. | Develops students’ abilities to use the LMC independently. Provides reference services, guiding the students and staff in the selection and use of appropriate resources. Anticipates the needs of the staff. Encourages the staff to use new instructional technology and services. |

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| **Feedback Form – Library Media Specialist**  **Teacher: Observer:**  **Grade level: Subject: Date:** | | | | |
| **Domain 3** | **Communication and Outreach** | | | |
| **Components** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1. Works cooperatively with members of the school community.** | Does not work with members of the school community. | Plans with district, and regional librarians in a limited capacity. | Plans with other librarians within the district and state to achieve program goals. Seeks out, participates in, and promotes active involvement in diverse professional development activities at local, regional and state levels. | Plans with other librarians within the district and state to achieve program goals. Seeks out, participates in, and promotes active involvement in diverse professional development activities at local, regional and state levels. Utilizes the resources of national professional organizations to enhance program goals. |
| **2. Promotes the resources & programs of the LMC in the school and larger communities.** | Does nothing to promote the LMC. | Occasionally informs the school staff of LCM programs and presents new materials. | Informs the school staff and the community of new programs and materials on a regular basis. | Informs the school staff and the community of new programs and materials on a regular basis. Contributes to the professional growth of the school community by providing opportunities for exploring new materials and technologies. |
| **Domain 4** | **Professional Growth and Responsibilities** | | | |
| **1. Demonstrates professional growth.** | Does not participate in professional associations or attend conferences and workshops. Does not read professional literature. Shows little interest in school and district goals. Never informs staff of library-related issues. | Does not participate in professional associations. Occasionally attends conferences and workshops. Reads professional literature. Supports school and district goals and follows action plans. Occasionally provides information on library-related issues. | Participates in professional associations. Attends conferences and workshops. Acquires and demonstrates knowledge of current trends in library, education and information professions. Supports school and district goals and takes proactive role to carry out action plans. Provides information on library-related issues, e.g. fair use, plagiarism, etc. | Participates in professional associations, serves on committees and attends conferences and workshops. Acquires and demonstrates knowledge of current trends in library, education and information professions. Supports school and district goals. Takes a proactive role to carry out action plans. Is involved in school and district committees e.g. Technology Committee. Provides staff development, as needed, on library-related issues. |
| **2. Supports full access to information.** | Ignores copyright issues in the LMC. Limits access to information on controversial issues. Unfamiliar with American Library Code of Ethics. Limits access to resources and facilities of the LMC. | Adheres to copyright in the LMC. Provides materials through the LMC without bias. Unfamiliar with American Library Code of Ethics. Scheduling practices do not provide full access to resources or facilities of the LMC. | Demonstrates and shares knowledge of copyright law as it applies to the LMC. Provides materials through the LMC without bias. Adheres to the American Library Code of Ethics. Provides full access to resources and facilities of the LMC. | Demonstrates and shares knowledge of copyright law as it applies to the LMC. Provides materials through the LMC without bias in accordance with school policy, the Library Bill of Rights, and the First Amendment to the Constitution. Adheres to the American Library Code of Ethics. Provides and encourages full access to resources and facilities of the LMC. |

COMPONENTS OF PROFESSIONAL PRACTICE

## School Counselors

**DOMAIN 1:**

**CONSULTATION AND COORDINATION SKILLS**

1a. Fosters constructive and respectful climate within the school.

1b. Works constructively with school personnel, parents and area resources in planning and developing programs that meet the needs of students.

1c. Makes appropriate referrals.

1d. Coordinates counseling and guidance services with other curricular and instructional programs.

1e. Assists students with educational transitions.

**DOMAIN 2:**

**COUNSELING AND INTERPERSONAL SKILLS**

2a. Demonstrates the knowledge and use of various counseling theories, techniques and procedures.

2b. Adheres to standards of practice regarding confidentiality and ethical standards.

2c. Provides information to promote student self-understanding and growth in individual, group and classroom settings.

2d. Assists parents and students in making appropriate educational plans and life decisions.

2e. Understands the principles of human growth and development.

2f. Understands and applies knowledge of diversity issues.

2g. Uses communication and conflict resolution skills effectively.

**DOMAIN 4:**

**PROFESSIONAL RESPONSIBILITIES**

4a. Participates actively in school meetings.

4b. Demonstrates professionalism.

4c. Promotes positive relations between/within the school and the community.

4d. Reflects on practice and sets appropriate professional goals.

4e. Contributes to the school, district and profession through service and participation in tasks and committees.

4f. Develops professionally through enhancement of content knowledge and pedagogical skills.

**DOMAIN 3**

**INFORMATION AND PROGRAM MANAGEMENT**

3a. Maintains and uses relevant data following FERPA regulations around confidentiality to meet student needs and assist others with the use of this data.

3b. Maintains and distributes to students and parents information concerning curriculum offerings and other appropriate activities.

3c. Maintains skills to access and process pertinent computer information regarding students.

3d. Understands the basic concepts and principles of measurement and evaluation.

3e. Promotes and participates in aligning the guidance program with the mission of the school.

3f. Determines guidance priorities based on needs and plans tasks and activities accordingly.

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| **Feedback Form – School Counselors**  **Teacher: Observer:**  **Grade level: Subject: Date:** | | | | |
| Domain 1 | Consultation and Coordination Skills | | | |
| **Components** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| Fosters Constructive and respectful climate within the school. | Counselor demonstrates a pattern of harmful interactions with staff and students. | Counselor is inconsistently involved in enhancing school climate and is unaware  of the ways in which he/she is negatively impacting climate. | Counselor is positively engaged in enhancing school climate and is aware of his/her impact on the school’s climate. | Counselor consistently models a positive attitude and takes on a leadership role in  creating opportunities to enhance school climate. |
| Works constructively with other school personnel, parents and area resources in planning and  developing programs that meet the needs of the student. | Counselor is conceptually unaware of and unable to articulate the needs of the student. | Counselor is moderately aware of and successful at advocating for students. | Counselor works effectively with others in developing resources for students. | Counselor initiates programs that address the needs of students. |
| Makes appropriate referrals. | Counselor fails to make referrals when appropriate. Unaware of potential referrals and resources. | Counselor makes appropriate referrals inconsistently. Is aware of and uses district referral list. | Counselor referrals reflect sound judgment and knowledge of resources. Maintains  and uses an up-to-date listing of community referral services. | Counselor acts as a resource for colleagues making referrals and acts as a liaison to community referral sources. |
| Coordinates counseling and guidance services with other curricular and instructional  programs. | Counselor is ineffective in coordinating programs. | Counselor is inconsistent in coordinating programs. | Counselor works cooperatively to ensure that all students have access to guidance  Programs and services. | Counselor initiates, monitors, and adjusts the delivery of guidance services to respond  to the needs of students and staff. |
| Assists students and staff with educational transitions. | Counselor is ineffective in setting up and executing transition tasks. | Counselor completes some transition tasks. | Counselor establishes a well-organized, publicized, and executed transition program. | Counselor annually reflects upon and plans ways to constructively improve the  process. |

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| **Feedback Form – School Counselors**  **Teacher: Observer:**  **Grade level: Subject: Date:** | | | | |
| Domain 2 | **Counseling and Interpersonal Skills** | | | |
| **Components** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| Demonstrates the knowledge and use of various counseling theories, techniques and practices. | Counselor displays little knowledge of counseling theories, techniques, and practices. | Counselor displays basic knowledge but cannot make connections between theories, techniques, and practices. | Counselor’s work reflects understanding of counseling theories, techniques, and practices. | Counselor demonstrates extensive content knowledge with evidence of continuing pursuit of such knowledge. |
| Adheres to standards of practice regarding confidentiality and ethical conduct. | Counselor is unaware of guidelines and violates confidentiality and ethical standards unnecessarily. | Counselor follows guidelines inconsistently. | Counselor communicates guidelines to students, families, and staff and follows them consistently. | Counselor serves as a resource for colleagues in matters regarding confidentiality maintains a high level of current knowledge of standards and best practice. |
| Provides information to students that promotes growth and self-understanding through  individual, group, and classroom settings. | Counselor’s presentation is poorly organized and/or not developmentally appropriate. | Counselor’s presentation is somewhat organized and developmentally appropriate. | Counselor presents information/material that is developmentally suitable and supports the instructional goal of having students be meaningfully engaged in learning. | Counselor’s presentation encourages students to gain self-understanding based on their individual needs. |
| Assists parents and students in making appropriate educational plans and life decisions. | Counselor provides minimal information to parents and students and/or fails to respond sensitively to their needs. | Counselor makes modest and inconsistent attempts to engage parents and students. | Counselor’s efforts to engage parents and students are frequent and successful. | Counselor responds frequently and successfully to parent and student concerns with great sensitivity. |
| Understands and applies the principles of human growth and development. | Counselor displays minimal knowledge of the developmental characteristics of students. | Counselor applies basic knowledge of the developmental characteristics of students. | Counselor’s knowledge of developmental characteristics enhances the student well being. | Counselor demonstrates of understanding of developmental characteristics as well as  acknowledgement of student uniqueness, and exceptions to patterns. |
| Understands and applies knowledge of diversity issues. | Counselor displays little knowledge of diversity issues and does not indicate that such knowledge is valuable. | Counselor recognizes the value of diversity issues but displays this knowledge inconsistently. | Counselor is consistently sensitive to issues of diversity. | Counselor raises an awareness of diversity issues in a variety of settings. |
| Uses the group setting to facilitate behavior change and self-understanding. | Counselor’s lack of knowledge and skill in group dynamics does not facilitate cooperation and personal growth. | Counselor inconsistently applies knowledge of group dynamics and students exhibit minimal respect for counselor and group members. | Counselor and group member interactions are friendly and respectful. Counselor’s knowledge of group dynamics is evident in the skill development and behavior change in the group. | Counselor’s efforts result in group members exhibiting desired behavior change and/or  self-understanding and they are able to transfer this to other settings. |
| Uses communication and conflict resolution skills effectively. | Counselor’s failing to use constructive communication and conflict resolution skills. | Counselor inconsistently uses some communication and conflict resolution skills. | Counselor consistently and effectively deescalates conflict situations and improves group dynamic through the use of communication skills. | Counselor is viewed as an example by colleagues and administrators for his/her effective use of communication and conflict resolution skills. |

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| **Feedback Form – School Counselors**  **Teacher: Observer:**  **Grade level: Subject: Date:** | | | | |
| Domain 3 | **Information and Program management** | | | |
| **Components** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| Maintains and uses relevant data following FERPA regulations around confidentiality  to meet student needs and assist others with the use of this data. | Counselor’s system of maintaining and using student data is in disarray and counselor is unaware of FERPA regulations. | Counselor’s system is rudimentary and poorly organized and FERPA is not followed consistently. | Counselor’s system is fully effective and follows FERPA. | Counselor’s system serves as a model for record keeping. |
| Maintains and distributes to students and families information concerning curricular offerings and other appropriate activities. | Counselor is unaware of curricular offerings/resources. | Counselor makes inconsistent attempts to inform families and students. | Counselor is knowledgeable and responsive to needs for information. | Counselor remains current, anticipates needs, and provides relevant information to all concerned. |
| Maintains skills to access and process pertinent computer information regarding students’ records. | Counselor has minimal computer skills and does not access district technology  support. | Counselor has adequate computer skills and accesses some district technology support. | Counselor demonstrates proficient computer skills and uses district technology support to further skill development. | Counselor uses skills to train others. |
| Understands the basic concepts and principles of measurement and evaluation. | Counselor lacks understanding of basic concepts and principles of measurement and evaluation. | Counselor has a basic understanding but has some difficulty explaining the significance of data. | Counselor has a working knowledge of and is able to accurately convey significance of data. | Counselor serves as a resource to colleagues and uses data to help in assessing school needs. |
| Promotes and participates in aligning the guidance program with the mission of the school. | Counselor avoids dialogue and reflection regarding the guidance program’s alignment with the school’s mission. | Counselor participates in dialogue and reflection if specifically asked. | Counselor promotes and participates in the dialogue and reflection necessary to align the guidance program with the school’s mission. | Counselor routinely initiates dialogue and reflection with school staff to align the guidance program with the school mission. |
| Determines guidance priorities based on needs and plans tasks and activities accordingly. | Counselor fails to identify priorities; tasks and activities are unrelated. | Counselor erratically considers needs in planning tasks and activities. | Counselor consistently prioritizes and connects activities with demonstrated needs. | Counselor is aware of and prioritizes emerging building needs and assists in developing a proactive plan. (to further the school’s vision). |

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| **Feedback Form – School Counselors**  **Teacher: Observer:**  **Grade level: Subject: Date:** | | | | |
| Domain 4 | **Professional Responsibilities** | | | |
| **Components** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| Participates actively in school meetings. | Counselor avoids being involved in school meetings. | Counselor participates in school meetings when specifically asked. | Counselor volunteers to actively participate in school meetings. | Counselor volunteers to participate, makes a substantial contribution, and assumes a leadership role. |
| Demonstrates professionalism. | Counselor makes decisions based on self-serving interests or lets personal issues affect job  performance resulting in unmet student needs. | Counselor demonstrates inconsistent but well-meaning consideration of student, family, and staff needs. | Counselor works as part of a team to ensure that student needs are met. | Counselor plays a leadership role in team decision-making to ensure that decisions are based on the highest professional standards and consistently result in student needs being met. |
| Promotes positive relations between/within the school and the community. | Counselor relationships with colleagues and community are negative or self-serving. | Counselor maintains cordial relationships with colleagues and community members. | Counselor’s relationships are characterized by support and cooperation. | Counselor is sought out by members of school and community as valued resource. |
| Reflects on practice and sets appropriate professional goals. | Counselor is unaware of best practice and does not set appropriate professional goals. | Counselor shows general awareness of best practice and sets minimally appropriate professional goals. | Counselor is aware of and reflects on best practice and sets appropriate professional goals to further development. | Counselor thoughtfully reflects on best practice and engages with colleagues in setting appropriate professional goals that serve as a model. |
| Contributes to the school, district and profession through service and participation in committees/teams. | Counselor avoids becoming involved. | Counselor participates when specifically asked. | Counselor volunteers and makes a contribution. | Counselor volunteers, participates, makes a significant contribution, and assumes a leadership role. |
| Develops professionally through enhancement of content knowledge and pedagogical skills. | Counselor does not engage in professional development. | Counselor participates in professional activities to a limited extent when they are convenient. | Counselor seeks out opportunities for professional development and systematically  incorporates that knowledge into practice. | Counselor seeks out opportunities for professional development, systematically  incorporates that knowledge into practice and creates opportunities to share knowledge with colleagues. |

COMPONENTS OF PROFESSIONAL PRACTICE

## School Nurses

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| **DOMAIN 1:**  **Planning and Preparation** |  | **DOMAIN 2:**  **Health Services Environment** |
| **1a: Demonstrating Knowledge of Content and Pedagogy**  Knowledge of content  Knowledge of clinical component  Knowledge of nursing decision-making process  **1b: Demonstrating High Quality of Care**  Knowledge of evaluating quality of practice  Knowledge of effective school health programs  **1c: Demonstrating Knowledge of Students**  Knowledge of characteristics of age group  Knowledge of students’ skills and knowledge  Knowledge of students’ cultural heritage  **1d: Demonstrating Knowledge of Resources**  Resources for faculty members  Resources for students  Resources for families  **1e: Demonstrating Current Education/Competency**  Acquires and maintains current knowledge  Participates in continuing education activities | **2a: Creating an Environment of Respect**  Interaction with students  Interaction with families  Interaction with school community  **2b: Managing School Health Services**  Knowledge of components  Conducts needs assessment  Implements programs  Knowledge of policies and procedures  Knowledge of current trends  **2c: Organizing Physical Space**  Knowledge of safety issues  Knowledge of confidentiality issues  **2d: Managing Procedures for Health Office**  Management of materials, supplies  Supervision of paraprofessionals, volunteers |
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| **DOMAIN 4:**  **Professional Responsibilities** |  | **DOMAIN 3:**  **Instruction – Health Education** |
| **4a: Collaborating With Others**  Interactions with students and families  Interactions with school staff  Interactions with other agencies providing care  **4b: Communicating with Families**  Information about individual students  Engagement of family in follow up  **4c: Demonstrating Collegiality**  Participates in professional organizations  Shares knowledge and skills with team  Works with interdisciplinary team  **4d: Showing Professionalism**  Service to students  Advocacy for students  Acts in ethical manner on behalf of students | **3a: Communicating Clearly and Accurately**  Student interactions  Family interactions  Interactions with school personnel  **3b: Providing Formal and Informal Health Education**  Age appropriate classroom instruction  Individual student needs addressed  Collaborative efforts with student/family/school  **3c: Demonstrating Flexibility and Responsiveness**  Response to students  Response to families  Response to school community members  **3d: Demonstrating Health Promotion**  Resource for school and community  **3e: Engaging Students in Learning**  Instruction materials and resources  Activities and assignments  Representation of content |

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| **Feedback Form – School Nurses**  **Teacher: Observer:**  **Grade level: Subject: Date:** | | | | | |
| Domain 1: Planning and Preparation | | | | |  |
|  | **Components** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| 1a | Knowledge of  content and  pedagogy | lacks current medical information  and logical approach to nursing  practice; single approach to  teaching | uses current information and a  systemic approach to problem-  solving in nursing practice;  variety of teaching techniques | possesses current knowledge  and uses nursing process,  including outcome identification,  planning, implementing and  evaluation as appropriate; sets  yearly goals; aware of current  educational trends | consistently implements  knowledge using current  educational trends |
| 1b | High quality of  care | addresses some portion of the  11 components of a quality  health program as specified in  Standards of Practice: School  Health Services Manual | addresses the 11 components  of a quality school health  program in some manner | systematically delivers quality  school nursing practice | consistently evaluates the  effectiveness of school  nurse practice using  data-driven evidence |
| 1c | Knowledge of  students | limited knowledge of develop-  mental level of population served | knowledgeable of developmental  levels of population served  including expected skills and  developmental tasks | knowledge of growth and develop-  ment of population served with  special attention to diversity and  cultural heritage issues | consistently implements  knowledge of all appropriate  issues regarding growth  and development of  population served |
| 1d | Knowledge of  resources | limited knowledge of resources  available in the community | aware of local resources that  faculty members, students and families  may request | Utilizes local resources  available within the community | anticipates preventative  and proactive resources  for utilization |
| 1e | Current  education and  competency | occasionally participates in  continuing education activities | regularly attends continuing  educational activities appropriate  to the medical, developmental  and psychosocial needs of the  population served | acquires and maintains current  knowledge and competency  through a variety of means--  classes, conferences, journal  research, advanced  certifications | consistently shares learned  information through a variety  of means |

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| **Feedback Form – School Nurses**  **Teacher: Observer:**  **Grade level: Subject: Date:** | | | | | |
| Domain 2: Health Services Environment | | | | |  |
|  | **Components** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| 2a | environment  of respect | lack of attention to respectful  communication with students,  family and school community | provides privacy and respect in  all interactions with students,  family and school community | provides atmosphere of respect,  privacy and confidentiality in all  interactions with students, family  and school community | Knowledgeable regarding laws  and issues related to confidentiality. Consistently provides information and resources to staff concerning such issues |
| 2b | management  of school  health services | aware of components of school  health services but lacks priority | aware of knowledge of  components of school health  services; implements programs | knowledge of components of school  health services; updates policies  and procedures as needed | Knowledgeable of current trends,  consistently implements trends  and prioritizes needs |
| 2c | organization  of physical  space | lack of attention to safety issues | respectful environment when  interacting with students, family  and school community;  attention to safety | continually assessing and adapting  space with respect to privacy and  confidentiality needs of students,  family and school community; | consistently advocates for  changes as necessary |
| 2d | management  of health office  procedures | lack of inventory; inconsistent  when training staff; documentation not completed in timely manner | efficient management of  materials and supplies; efficient  delegation and staff training;  attention to documentation;  records, reports done in timely  manner | professional supervision of staff  working in health office; maintains  accurate records so that data is  easily retrievable | consistently evaluates and  updates policies and procedures  related to management of  health procedures |

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| **Feedback Form – School Nurses**  **Teacher: Observer:**  **Grade level: Subject: Date:** | | | | | |
| DOMAIN 3: Health Education: Instruction | | | | |  |
|  | **Components** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| 3a | Communication  skills | frequent miscommunications | communicates clearly and  accurately with students, family  and school community | communication through a variety  of methods--newsletters, classes,  bulletin boards; engages students  in questioning; effective written,  verbal and non-verbal skills;  listening skills | consistently engages students  in questions and participation |
| 3b | providing  formal and  informal  health education | one size fits all' approach | age-appropriate instruction based  on Vermont standards; individual  student needs addressed | provides specific lesson plans as  requested by faculty members and/or by  health education curriculum;  resource person for staff; instruction  based on Vermont standards | consistently participates in and  evaluates curriculum and health  education development |
| 3c | demonstrates  flexibility and  Responsive-ness | unresponsive to different learning  styles; inflexible | awareness of different learning  styles and is demonstrated in  interactions with students, family  school community | demonstrates adaptive skills using  a variety of teaching tools/styles | consistently strives to improve  teaching techniques using  current educational trends |
| 3d | demonstrates  health  promotion | little evidence of health promotion  seen in health services program | resource for students, family and  school community | continually presents new information  through health services program | consistently uses creative ways  to engage students, family and  school community in health  promotion events |
| 3e | engaging  students in  learning | same approach and information  used repeatedly | appropriate materials and  resources; continuously seeking  new activities and projects | responsive to students, family and  school community needs; energetic  and enthusiastic about subject | consistently evaluates  appropriateness and effective-  ness of learning materials and  activities |

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| **Feedback Form – School Nurses**  **Teacher: Observer:**  **Grade level: Subject: Date:** | | | | | |
| **DOMAIN 4: Professional Responsibilities** | | | | |  |
|  | **Components** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| 4a | collaborates  with others | gives minimal input to school  teams; avoids interactions with  students, family and school  community | team player; interacts with students  and families; works with school  staff; shares information as  appropriate as advocate for  students and families | uses position to bring unique  perspective to school teams (504,  EST); interacts effectively with  other agencies as needed; makes  referrals as needed | consistently anticipates need  for collaborative teaming |
| 4b | communicates  with families | lack of communication and  follow up with families | communicates information about  students as appropriate to  parents | communicates with and engages  families in follow up | consistently supports and  advocates for families |
| 4c | demonstrates  collegiality and  Professionalism | occasional meetings with  colleagues; demonstrates  minimal professional growth | regular meetings with colleagues  where sharing of information  occurs; provides expected  services to students; respectful  of students; positive attitude  shows in work ethic and health  career | works with interdisciplinary team  to accomplish goals; acts in  respectful and ethical manner on  behalf of students; proactive in  promoting health careers | participates in professional  organizations; consistently  advocates for professional  school nursing at the district,  community and state level |

COMPONENTS OF PROFESSIONAL PRACTICE

## Special Educators

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| **DOMAIN 1:**  **Comprehensive Evaluation**  **IEP Development** |  | **DOMAIN 2:**  **Collaborative Consultation** |
| 1a: Demonstrates knowledge of local, state, and federal policies and regulations.  1b: Demonstrates knowledge of characteristics of students with exceptionalities.  1c: Demonstrates knowledge of assessment instruments and tools.  1d: Communicates information regarding eligibility, program, policy and procedures.  1e: Identifies and analyzes learning environments.  1f: Applies an inter-disciplinary approach to evaluation and IEP development.  1g: Demonstrates the use of multiple resources in the development of IEPs (e.g. standards).  1h: Demonstrates knowledge of various models for transitions. | 2a: Collaborates with students, parents and professionals.  2b: Demonstrates knowledge of collaborative consultation skills and creative problem solving.  2c: Applies principles of interactive communication, group process and team building.  2d: Establish and maintain parent/ professional relationships. |
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| **DOMAIN 4:**  **Professional Responsibilities** |  | **DOMAIN 3:**  **Instruction, Supports and Adaptations** |
| 4a: Reflecting on professional practice.  4b: Maintain accurate records.  4c: Growing and developing professionally.  4d: Supervision and evaluation of instructional assistants.  4e: Contributing to school and district.  4f: Showing professionalism. | 3a: Use effective, research-based instructional strategies and practices to meet the needs of individuals with SPECIFIC disabilities in academic and non-academic areas.  3b: Evaluate, select, develop and adapt curriculum materials, supports and technology.  3c: Plan, organize and implement educational programs to develop independent and active learners.  3d: Structure the educational environment to provide optimal learning opportunities.  3e: Develop and implement behavior support plans. |

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| **Feedback Form – Special Educators**  **Teacher: Observer:**  **Grade level: Subject: Date:** |

DOMAIN 1: Comprehensive Evaluation/IEP Development

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| **Components** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| 1a: Demonstrates and communicates knowledge of local, State, and Federal policies and regulations. | Faculty member displays little understanding of local, State, and Federal regulations and policies and uses little skill in oral and written communication. | Faculty member displays basic understanding of local, State, and Federal regulations and policies and uses basic skill in oral and written communication. | Faculty member displays a more in depth understanding of local, State, and Federal regulations and policies and is skillful in oral and written communication. The information is presented in a meaningful and sensitive manner. | Faculty member questions, teaches and explains local, State and Federal regulations and policies and is skillful in oral and written communication. The information is presented in a meaningful and sensitive manner. Faculty member is reflective on her/his performance and shares ideas with colleagues. |
| 1b: Demonstrates knowledge of characteristics of students with exceptionalities | Faculty member displays little understanding of the characteristics related to specific disability areas. | Faculty member displays basic understanding of the characteristics related to specific disability areas. | Faculty member displays a more in depth understanding of the characteristics related to specific disability areas and the effects of cultural and environmental milieu on student and family. | Faculty member questions, teaches and explains the characteristics related to specific disability areas and the effects of cultural and environmental milieu on student and family. |
| 1c: Demonstrates knowledge of assessment instruments and tools. | Faculty member displays little ability to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools. | Faculty member displays basic ability to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools. | Faculty member displays a more in depth ability to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools including exceptionality-specific assessment instruments. | Faculty member questions, teaches and explains how to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools exceptionality-specific assessment instruments. |
| 1d: Identifies and analyzes learning environments | Faculty member displays little ability to identify and analyze learning environments. | Faculty member displays basic ability to identify and analyze learning environments. | Faculty member displays a more in depth ability to identify and analyze learning environments. | Faculty member reflects on his/her ability to identify and analyze learning environments and shares strategies with colleagues. |
| 1e: Applies an inter-disciplinary approach to evaluation and IEP development. | Faculty member displays little ability to collaborate with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs. | Faculty member displays basic ability to collaborate with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs. | Faculty member is skillful in collaborating with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs. | Faculty member collaborates effectively with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs. He/she is analytical and reflective of the input from these disciplines. |
| 1f: Demonstrates the use of multiple resources in IEP development. | Faculty member displays little ability to integrate assessment data, standards, and provisions for students’ social, transition and academic strengths and needs in the development of IEPs. | Faculty member displays basic ability to integrate assessment data, standards, and provisions for students’ social, transition and academic strengths and needs in the development of IEPs. | Faculty member is skillful and competent in integrating assessment data, standards, and addressing students’ social, transition and academic strengths and needs in the development of IEPs. | Faculty member is skillful and reflective in integrating assessment data, standards, and addressing students’ social, transition and academic strengths and needs in the development of IEPs. He/she shares ideas with colleagues. |

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| **Feedback Form – Special Educators**  **Teacher: Observer:**  **Grade level: Subject: Date:** |

###### DOMAIN 2: Collaborative Consultation

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| **Components** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| 2a: Collaborates with students, parents, and other educational agencies. | Faculty member displays little ability to collaborate with students, parents, and other educational agencies. | Faculty member displays basic ability to collaborate with students, parents, and other educational agencies. | Faculty member is skillful in collaborating with students, parents, and other educational agencies. Faculty member acts as a resource for parents. | Faculty member is skillful and reflective in collaborating with students, parents, and other educational agencies. Faculty member acts as a resource for parents and colleagues. |
| 2b: Demonstrates knowledge of collaborative consultation skills and creative problem solving. | Faculty member displays little knowledge of collaborative consultation skills and creative problem solving. | Faculty member displays basic knowledge of collaborative consultation skills and creative problem solving. | Faculty member displays in depth knowledge of collaborative consultation skills and creative problem solving. | Faculty member critiques, evaluates and reflects on his/her knowledge of collaborative consultation skills and creative problem solving. |
| 2c: Applies principles of interactive communication group process, and team building. | Faculty member displays little ability to apply principles of interactive communication group process, and team building. | Faculty member displays basic ability to apply principles of interactive communication group process, and team building. | Faculty member is skillful and competent in applying principles of interactive communication group process, and team building. | Faculty member is skillful and reflective in applying principles of interactive communication group process, and team building. He/she shares ideas with colleagues. |
| 2d: Establish and maintain parent/ professional relationships. | Faculty member displays little ability to establish and maintain parent/ professional relationships. | Faculty member displays basic ability to establish and maintain parent/ professional relationships. | Faculty member is skillful and competent in establishing and maintaining parent/ professional relationships. | Faculty member is skillful and reflective in establishing and maintaining parent/ professional relationships. He/she shares ideas with colleagues. |

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| **Feedback Form – Special Educators**  **Teacher: Observer:**  **Grade level: Subject: Date:** |

#### DOMAIN 3: Instruction, Supports and Adaptations

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| **Components** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| 3a: Use effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas. | Faculty member displays little ability to use effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas. | Faculty member displays basic ability to use effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas. | Faculty member is skillful and competent in using effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas. | Faculty member is skillful and reflective in using effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas. He/she shares ideas with colleagues. |
| 3b: Evaluate, select, develop and adapt curriculum materials, supports and technology. | Faculty member displays little ability to evaluate, select, develop and adapt curriculum materials, supports and technology. | Faculty member displays basic ability to evaluate, select, develop and adapt curriculum materials, supports and technology. | Faculty member is skillful and competent in evaluating, selecting, developing and adapting curriculum materials, supports and technology. | Faculty member is skillful and reflective evaluating, selecting, developing and adapting curriculum materials, supports and technology. He/she shares ideas with colleagues. |
| 3c: Plan, organize and implement educational programs to develop independent and active learners. | Faculty member displays little ability to plan, organize and implement educational programs to develop independent and active learners. | Faculty member displays basic ability to plan, organize and implement educational programs to develop independent and active learners. | Faculty member is skillful and competent in involving students in goal setting and assessment, which enhances the planning, organization and implementation of educational programs to develop independent and active learners. | Faculty member is skillful and reflective in involving students in goal setting and assessment, which enhances the planning, organization and implementation of educational programs to develop independent and active learners. He/she integrates student initiated-learning experiences into ongoing instruction. |
| 3d: Structure the educational environment to provide optimal learning opportunities. | Faculty member displays little ability to evaluate students’ progress and continued needs to structure learning environment. | Faculty member displays basic ability to evaluate students’ progress and continued needs to structure learning environment. | Faculty member is skillful and competent in evaluating students’ progress and continued needs to structure learning environment. He/she designs learning environments that provide feedback from peers and adults. | Faculty member is skillful and reflective in evaluating students’ progress and continued needs to structure learning environment. He/she designs learning environments that provide feedback from peers and adults. He/she shares ideas with colleagues. |
| 3e.Develop and implement behavior support plans. | Faculty member displays little ability to develop and implement behavior support plans. | Faculty member displays basic ability to develop and implement behavior support plans. | Faculty member skillful and competent in developing and implementing behavior support plans according to the characteristics of the learner and patterns of error. | Faculty member is skillful and reflective in developing and implementing behavior support plans according to the characteristics of the learner and patterns of error. He/she shares ideas with colleagues. |

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| **Feedback Form – Special Educators**  **Teacher: Observer:**  **Grade level: Subject: Date:** |

#### DOMAIN 4: Professional Responsibility

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Components** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| 4a: Reflecting on Professional Practice | Faculty member does not reflect accurately on the lesson, assessment, program or meeting as to how it might be improved. | Faculty member’s reflection on the lesson, assessment, program or meeting is generally accurate, and faculty member makes global suggestions as to how it might be improved. | Faculty member reflects accurately on the lesson, assessment, program or meeting, citing general characteristics. Faculty member makes some specific suggestions about how it might be improved. | Faculty member’s reflection on the lesson, assessment, program or meeting is highly accurate and perceptive, citing specific examples. Faculty member draws on an extensive repertoire to suggest alternative strategies. |
| 4b: Maintaining accurate records. | Faculty member has no system for maintaining accurate records, resulting in errors and confusion. | Faculty member’s system for maintaining accurate records is rudimentary and only partially effective. | Faculty member’s system for maintaining accurate records is efficient and effective. | Faculty member’s system for maintaining information in special education is efficient and highly effective. |
| 4c: Growing and Developing Professionally | Faculty member does not participate in professional development activities, even when such activities are clearly needed for the development of special educator skills. | Faculty member’s participation in professional development activities is limited to those that are convenient. | Faculty member participates actively in professional development activities and contributes to the profession. | Faculty member makes a substantial contribution to the profession through such activities as action research and mentoring new faculty members, and actively pursues professional development. |
| 4d: Supervision, training and evaluation of paraeducators | Faculty member displays little ability to supervise, identify and implement effective and meaningful training and evaluate paraeducators. | Faculty member displays basic ability to supervise, identify and implement effective and meaningful training and evaluate paraeducators. | Faculty member displays a more in depth ability to supervise, identify and implement effective and meaningful training and evaluate paraeducators. | Faculty member highly skilled in his/her ability to supervise, identify and implement effective and meaningful training and evaluate paraeducators. |
| 4e: Contributing to the school and district | Faculty member’s relationships with colleagues are negative or self-serving, and faculty member avoids being involved in school and district projects. | Faculty member’s relationships with colleagues are cordial, and faculty member participates in school and district events and projects when specifically requested. | Faculty member participates actively in school and district projects, and maintains positive relationships with colleagues. | Faculty member makes a substantial contribution to school and district events and projects, assuming leadership with colleagues. |
| 4f: Showing Professionalism | Faculty member’s sense of professionalism is low, and faculty member contributes to practices that are self-serving or harmful to students. | Faculty member’s attempts to serve students is based on the best information are genuine but consistent. | Faculty member makes genuine and successful efforts to ensure that all students are well served by the school. | Faculty member assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. |

**FACULTY PROFESSIONAL DEVELOPMENT GOAL(S) TEMPLATE**

(Minimum of one (1) goal, maximum of three (3) goals. One goal may be administrative directed)

Faculty Member’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Development Goal(s): | Summary of Goal(s):  Rationale and summary of work to be completed. | Link to School District Strategic Action Plan  (Goal # and Action Step # ) | Activities/actions to be taken to address Professional Development Goal: | Proposed Time Line:  (Be as specific as possible) | Evidence of Goal Attainment  (Examples of Evidence: student work, unit plans, committee agendas/minutes, Walk Throughs, etc.) | Resources Needed  (Example of Resources: access to district’s past assessment scores, consultation once a month with district’s data & assessment coordinator) |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Date of Approval Meeting With Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Member’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

□ Goal(s) Approved □ Additional Information Requested

**FACULTY PROFESSIONAL DEVELOPMENT GOAL(S)**

**END OF THE YEAR – SUMMARY OF GOAL ATTAINMENT**

Faculty Member’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Professional Development Goal(s): | What activities/actions were □taken to address this Professional Development Goal? What was your proposed time line for each activity/action? | What Evidence have you collected to document completion of this Professional Development Goal: | How has your professional development goal impacted your work? | How has your professional development goal impacted student learning/achievement? | Summary: (To be decided and initialed by both faculty member and administrator. Circle and Initial) |
|  |  |  |  |  | **□ Goal Achieved**  **□ Goal Not Achieved**  **□ Continue Goal Next School Year** |
|  |  |  |  |  | **□ Goal Achieved**  **□ Goal Not Achieved**  **□ Continue Goal Next School Year** |
|  |  |  |  |  | **□ Goal Achieved**  **□ Goal Not Achieved**  **□ Continue Goal Next School Year** |

Date of End of Year Conference With Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Member’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Superintendent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_

# Milton Town School District

**PRE OBSERVATION PLANNING FORM**

Faculty Member’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Observation: \_\_\_\_\_\_\_\_\_\_

Context: ⁯ Class (Grade: \_\_\_\_\_/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_/Time/Block/Period: \_\_\_\_\_\_\_\_\_\_\_\_)

Committee Meeting ⁯ CTL Meeting

⁯ Data Team Meeting ⁯ Curriculum Meeting ⁯

IEP/504/MTSS Meeting ⁯ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please respond to each of the following questions concerning the context to be observed.**  ⁯

|  |
| --- |
| 1. What is/are the goal(s)/objective(s) of the context to be observed? (If a classroom observation, please include the Common Core Standard(s)/GE’s/Other Standard(s) to be addressed.) |
| 1. Who are the members attending the context to be observed? (If a classroom observation, please include the number of students, the number of students on IEP’s, 504’s, para-educators or other adults who will be present in the room during the observation). |
| 1. What activities will you be using to engage the context participants? What resources and materials will you be using? (Please provide a copy of materials to be used during the observation). |
| 1. How will you assess the effectiveness and engagement of the context observed? (Please provide a copy of any formative and/or summative assessment tool to be used). |
| 1. If applicable, how will you modify/differentiate your presentation to meet the various learning/participation needs of the context participants? |
| Please Provide Copies of: □ Lesson Plan/Agenda □ Materials to be used during the observation  □ Formative and/or Summative Assessment(s) to be used |

 **Administrative Observation Summative Documentation Page 1**

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Faculty Member’s Name: Date of Observation:

Context: ⁯ Class (Grade: \_\_\_\_\_/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_/Time/Block/Period: \_\_\_\_\_\_\_\_\_\_\_\_)

Committee Meeting ⁯ CTL Meeting

⁯ Data Team Meeting ⁯ Curriculum Meeting ⁯

IEP/504/MTSS Meeting ⁯ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator/Supervisor:

**Summative Narrative (Claims and Evidence):**

 **Administrative Observation Summative Documentation Page 2**

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**Impact/Interpretation:**

Select which COMPONENT OF PROFESSIONAL PRACTICE was used to complete this Administrative Observation. Attach a completed rubric for each of the domains observed.

□ Classroom Faculty Member

□ Library/Media Specialist

□ School Counselor

□ School Nurse

□ Special Educator

**Judgment:**

Commendations:

Suggestions/Recommendations:

Overall Performance: □ Unsatisfactory □ Basic □ Proficient □ Distinguished

Faculty Member’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Administrator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Superintendent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

# Milton Town School District

**Faculty Evaluation Plan**

**Focus Plan of Assistance**

Faculty Member’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Year: \_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject/Grade/Assignment:\_\_\_\_\_\_\_\_\_\_

Starting Date of Plan: \_\_\_\_\_\_ Review Date of Plan: \_\_\_\_\_\_\_\_\_\_\_

**Rationale: Summary of Deficiency Area(s):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Area of Deficiency:**  **(Complete a separate chart for each area of deficiency)** | **Steps to be Taken to Address Area of Deficiency:** | **Required Documentation:** | **Resources:** | **Expected Outcomes:** | **Due/Review Dates:** |
|  |  |  |  |  |  |

**Review Meeting Date(s) and Expected Outcomes:**

|  |  |
| --- | --- |
| **Review/Meeting Dates:**  **(Use a separate row for each review/meeting date)** | **Expected Outcomes:**  **(Include specific details of expected outcomes, documents required, etc. List each expected outcome per review/meeting date.)** |
|  |  |
|  |  |
|  |  |

Your signature below indicates that you have received and reviewed this Focused Plan of Assistance. Your signature does not necessarily indicate agreement with its content. A copy of this plan will be placed in the faculty member’s personnel file in the District Office.

Faculty Member’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Administrator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Superintendent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Failure to comply with one or more required actions in this plan may result in a continuation of all or part of the plan and/or disciplinary actions up to and including a notice of non-renewal or recommendation for termination of employment.

# Milton Town School District

**Faculty Evaluation Plan**

**Focus Plan of Assistance – Review Meeting Summary Document**

Faculty Member’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Year: \_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject/Grade/Assignment:\_\_\_\_\_\_\_\_\_\_

Date of Review Meeting: \_\_\_\_\_\_\_\_\_\_

Meeting Participants:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Area of Deficiency:**  **(Complete a separate chart for each area of deficiency)** | **Steps to be Taken to Address Area of Deficiency:** | **Required Documentation:** | **Resources:** | **Expected Outcomes:** | **Meeting Notes and**  **Results:** |
|  |  |  |  |  |  |

**Meeting Summary:**

**Meeting Outcomes:**

|  |  |  |
| --- | --- | --- |
| **Area of Deficiency:**  **(Complete a separate chart for each area of deficiency)** | **Steps Taken to Address Area of Deficiency:** | **Outcome** |
|  |  | □ Area of Deficiency  Satisfactorily Addressed  □ Continue With Focus Plan  of Action for this Deficiency  Area. A revised Plan to be  written.  □ Area of Deficiency  Unsatisfactorily Addressed.  Recommendation for Non-  Renewal of Contract. |
|  |  | □ Area of Deficiency  Satisfactorily Addressed  □ Continue With Focus Plan  of Action for this Deficiency  Area. A revised Plan to be  written.  □ Area of Deficiency  Unsatisfactorily Addressed.  Recommendation for Non-  Renewal of Contract. |
|  |  | □ Area of Deficiency  Satisfactorily Addressed  □ Continue With Focus Plan  of Action for this Deficiency  Area. A revised Plan to be  written.  □ Area of Deficiency  Unsatisfactorily Addressed.  Recommendation for Non-  Renewal of Contract. |

Your signature below indicates that you have received and reviewed this Focused Plan of Assistance. Your signature does not necessarily indicate agreement with its content. A copy of this plan will be placed in the faculty member’s personnel file in the District Office.

Faculty Member’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Administrator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Superintendent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Failure to comply with one or more required actions in this plan may result in a continuation of all or part of the plan and/or disciplinary actions up to and including a notice of non-renewal or recommendation for termination of employment.

**Milton Town School District High School**

## Student Feedback for Faculty Member/Course

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Select the number to the right that corresponds to your feelings about the following statements.** | Strongly Agree | | Agree | | Disagree | Strongly disagree | |
| 1. My faculty member is enthusiastic about teaching this course. | 4 | | 3 | | 2 | 1 | |
| 2. My faculty member is patient with students' questions. | 4 | | 3 | | 2 | 1 | |
| 3. My faculty member seems to care about his/her students. | 4 | | 3 | | 2 | 1 | |
| 4. My faculty member is friendly to me and other students. | 4 | | 3 | | 2 | 1 | |
| 5. My faculty member helps me review well before tests and quizzes. | 4 | | 3 | | 2 | 1 | |
| 6. My faculty member has a good sense of humor. | 4 | | 3 | | 2 | 1 | |
| 7. My faculty member makes homework assignments clear. | 4 | | 3 | | 2 | 1 | |
| 8. My faculty member is passionate about what s/he is teaching. | 4 | | 3 | | 2 | 1 | |
| 9. The grading procedures in this course are clear to me. | 4 | | 3 | | 2 | 1 | |
| 10. This faculty member makes the subject interesting. | 4 | | 3 | | 2 | 1 | |
| 11. My faculty member is prepared for class. | 4 | | 3 | | 2 | 1 | |
| 12. This faculty member is aware of student behavior and has clear  rules and expectations for the students. | 4 | | 3 | | 2 | 1 | |
| 13. This faculty member returns graded work in a timely fashion. | 4 | | 3 | | 2 | 1 | |
| 14. This faculty member treats me and the other students in a respectful way. | 4 | | 3 | | 2 | 1 | |
| 15. This faculty member is available for outside help. | 4 | | 3 | | 2 | 1 | |
| 16. The textbook and materials are helpful to my understanding of this  course. | 4 | | 3 | | 2 | 1 | |
| 17. The classroom atmosphere in this class encourages me  to participate and makes me willing to ask questions. | 4 | | 3 | | 2 | 1 | |
| 18. The faculty member uses a variety of activities and approaches to teach  this class. | 4 | | 3 | | 2 | 1 | |
| 19. I feel safe in this classroom. | 4 | | 3 | | 2 | 1 | |
| 20. The tests in this class ask us to apply what we learned in class. | 4 | | 3 | | 2 | 1 | |
| 21. The faculty member presents information and ideas in a way that I can  understand. | 4 | | 3 | | 2 | 1 | |
| 22. I can see the relevance of this course to my learning or future. | 4 | | 3 | | 2 | 1 | |
| **If you wish, please use this space or attach additional sheets to add further comments about this course or faculty member.** |  |  | |  | | |  |

# Milton Town School District

**Faculty Evaluation Plan**

**End of Year Summative Cover Sheet**

**(To be completed by Administration at the end of the school year)**

Faculty Member’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_ Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Component:

□ New to the District – Level I License

□ New to the District – Level II License

□ Veteran Teacher – Goal Setting

□ New to Assignment/New to Endorsement/Teaching Area

□ Focused Plan of Assistance

Documentation (Check All That Apply):

□ Completed Faculty Professional Development Goal(s) Template

□ Completed Faculty Professional Development Goal(s) – End of the Year – Summary of Goal Attainment

□ Walk Through Observation(s)

□ 2 Administrative Observation Signed Summaries

□ Focus Plan of Assistance

□ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recommendation for Next School Year:

□ New to the District – Level I License

□ New to the District – Level II License

□ Veteran Teacher – Goal Setting

□ New to Assignment/New to Endorsement/Teaching Area

□ Focused Plan of Assistance

Administrator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Superintendent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

**(The indicated documentation & this coversheet will be placed in your personnel file in the District Office.)**

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