**Dorchester County**

**Public Schools**



Every Child A Success!

**TEACHER**

**OBSERVATION-**

**EVALUATION**

**HANDBOOK**

DCPS Teacher Observation-Evaluation Handbook

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**INTRODUCTION**

This document updates and describes the Dorchester County Public Schools’ Observation/Evaluation Process. It is intended to be a guide to teachers and administrators in their joint efforts to bring about the achievement of national, state, and local educational standards for all children in preparation for college and career readiness. The content and processes described in this handbook are based on extensively researched principles of effective teaching and effective supervision and evaluation practices.

This handbook acknowledges that a high quality program is an alignment of state and national standards, curriculum, unit and lesson planning, instructional strategies matched to learners’ needs, research on effective teaching, ongoing assessment, and evaluation of student progress and program effectiveness.

Professional development for all staff is an integral part of overall efforts to improve instruction and student learning; to not only ensure competence but to strive for excellence.

This handbook outlines approaches for observation, evaluation and professional development which are designed to prepare the students of Dorchester County Public Schools to become college and career ready. It is designed to provide a process to help all teachers grow within their profession and to be flexible enough to appropriately address the needs of the new teacher, the master teacher, and the teacher in need of assistance.

Developing this handbook has been a cooperative effort with broad-based input at each stage of development from administrators and teachers. All materials have been revised and critiqued by the Observation/Evaluation Committee and shared with school faculties for feedback and validation on professional soundness, usefulness, and clarity. ***This document will remain a draft for the 2014-2015 school year.***

UNDERLYING PREMISES OF THE APPRAISAL PROCESS

* **One major responsibility of leadership is to communicate and then develop the worth and potential of people.**

* **Teacher professional growth is developmental, which implies a continuum of performance.**

* **The appraisal process is one aligned component of our professional development program.**

* **The criteria for teacher observation (the “look-fors”) are the ultimate performance goals of our professional development program.**

**PHILOSOPHY**

The purposes of the Dorchester County Public School system teacher evaluation program, along with other strategies, are to ensure that each student will receive effective instruction and will have maximum opportunity to learn, as well as to enhance teachers’ effectiveness in the classroom.

Dorchester County's system of evaluation recognizes that most teachers effectively instruct students. Throughout the evaluation process each teacher will engage in continuous self-improvement, strive to improve his/her ability to deliver quality instruction, and, ultimately, optimize student learning and growth.

**INSTRUCTIONAL MISSION**

To implement immediate and evident measures to improve **achievement for ALL**, reduce **achievement gaps**, and promote **minority achievement** by pursuing strategies that result in **ALL students** completing their program of study.

**STUDENT MISSION PLEDGE**

***I will finish my program of study and become college and career ready.***

**OVERVIEW OF THE TEACHER EVALUATION PROCESS**

In the Dorchester County Public Schools, the teacher evaluation process includes the use of classroom observations, assessment of professional responsibilities, review of documentation of performance, student achievement, and a formal evaluation conference. The principal is the lead evaluator and may work in conjunction with any of the following: a principal, assistant principal, supervisor, coordinator, or another administrator designated by the Assistant Superintendent for Instructional Services. Unless otherwise designated by the Superintendent of Schools, the principal is the lead evaluator and is responsible for ensuring that the policy and regulations associated with teacher evaluation are implemented in a timely manner.

**Non-Tenured**

All non-tenured teachers must be observed at least four times per school year, at least twice during each evaluation period by a principal, assistant principal, supervisor, coordinator, or another administrator designated by the Assistant Superintendent for Instructional Services. An observation that is conducted jointly by two or more administrators will count as one observation for the teacher.

Non-tenured teachers will be evaluated a minimum of two times per year. The evaluation will be completed by a principal and/or assistant principal and may include collaboration with supervisors, coordinators, or another administrators designated by the Assistant Superintendent for Instructional Services. The first evaluation will be completed by December 15 on the basis the Professional Practice domains.

 The first evaluation will be completed by December 15.

* If the December 15 evaluation is *Highly Effective* or *Effective* and subsequent observations uphold this rating, the second evaluation will be completed by the last day of school for teachers.

* If the December 15 evaluation is rated *Developing* or *Ineffective* on the overall rating, an appropriate professional assistanceplan will be developed and implemented. The second evaluation will be completed by March 15. This may require a review and possible revision of Student Learning Objectives by January 30 to allow their inclusion in the early evaluation.

End of year evaluations - March 15, or the last day of school for teachers (see below for deadlines for teachers hired after November 1) - will be based on the following sources of information: a minimum of four formalobservations, the Related Professional Responsibilities, student achievement data, and may include additional documentation of performance such as the Professional Activities Form.

Teachers who have accepted positions after the beginning of the school year will be evaluated according to the following time schedule. The evaluations will be based on the same sources of information as listed previously.

* For teachers beginning employment between November 15 and December 31, there will be one evaluation period which shall conclude by March 15 if *Ineffective* or the last day of school for teachers if *Effective*.
* For teachers beginning employment on or after January 1, there will be one evaluation period which will conclude by the last day of school for teachers.

 Student Learning Objectives will be selected and developed collaboratively by the teacher and principal with timelines that allow their inclusion in these evaluations.

Evaluation conferences must be completed by March 15 for non-tenured teachers whose observations indicate a teaching performance that is found to be *Developing or* *Ineffective*. For teachers hired prior to January 1, evaluators will notify the Assistant Superintendent for Instructional Services no later than March 30 when the teacher's performance results in a recommendation for the teacher's dismissal from employment. For teachers hired on or after January 1, evaluators will notify the Assistant Superintendent for Instructional Services no later than May 1 or 90 days prior to the third anniversary date of hire.

Upon the awarding of tenure by action of the Board of Education, teachers are then phased into the cohort cycle.

**Tenured Teachers**

Cohort Cycle of Observation and Evaluation:

On a 3-year cohort evaluation cycle, tenured teachers shall be evaluated at least once annually in the following ways:

|  |  |
| --- | --- |
| 1.) | In the first year of the cohort evaluation cycle conducted under these regulations, tenured teachers shall be evaluated on both professional practice and student growth; |
| 2.) | If in the first year of the cohort evaluation cycle a tenured teacher is determined to be highly effective or effective then in the second year of the cohort evaluation cycle, the tenured teacher shall be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data; |
| 3.) | If in the second year of the cohort evaluation cycle a tenured teacher is determined to be highly effective or effective, then in the third year of the cohort evaluation cycle, the tenured teacher shall be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data; |
| 4.) | At the end of the third year/start of the fourth year, the cohort evaluation cycle shall begin again as described in b(1)-(3) above; and |
| 5.) | In any year, a principal may determine or a tenured teacher may request that the evaluation be based on a new review of professional practice along with student growth. |
| 6.) | Tenured teachers will be notified of their cohort by their Principals by September 15 of each |

year.

All administrative personnel will complete two (2) Student Learning Objectives. In accordance with COMAR 13A.07.04.02, **every teacher and administrator must be evaluated at least once annually.**

All non-tenured teachers and any tenured teachers rated as ineffective are evaluated annually on both components of the evaluation system (professional practices and student growth). Tenured teachers are evaluated at least once annually on a three-year evaluation cycle.

In the first year of any given teacher’s evaluation cycle, he or she will be evaluated on both professional practices and student growth.

If that teacher is determined to be effective or highly effective, he or she will be evaluated in the second year of the cycle on student growth, and the professional practice rating from the first year will carry over. The same thing occurs in the third year of the cycle. At the beginning of the fourth year, the evaluation cycle begins again.

Implementation of the Teacher and Principal Evaluation follows a three-year cohort cycle. Personnel are divided into three different cohorts and will transition to the new evaluation according to the schedule below. Note that Professional Practices of Cohort 1 were evaluated in SY 2013-2014. Professional Practices of Cohort 2 will be evaluated during this academic year. Please note that the carry over only occurs for tenured teachers who have been rated as effective or highly effective in Year 1 of their cycle.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Cohort | SY 2014-2015 | | SY 2015-2016 | | SY 2016-2017 | |
| #1 | Evaluate  Student  Growth  Measures | Carry Over  2013-14  Professional  Practice  Score | Evaluate  Student  Growth  Measures | Carry Over  2013-14  Professional  Practice  Score | Evaluate  Student  Growth  Measures | Evaluate  Professional  Practice |
| #2 | Evaluate  Student  Growth  Measures | Evaluate  Professional  Practices | Evaluate  Student  Growth  Measures | Carry Over  2014-15  Professional  Practice  Score | Evaluate  Student  Growth  Measures | Carry Over  2014-15  Professional  Practice  Score |
| #3 | Evaluate  Student  Growth  Measures | Carry Over  2013-14  Professional  Practice  Score | Evaluate  Student  Growth  Measures | Evaluate  Professional  Practice | Evaluate  Student  Growth  Measures | Carry Over  2015-16  Professional  Practice  Score |

Tenured teachers with a Standard Professional Certificate will be evaluated a minimum of one time during the school year. An evaluation for a tenured teacher holding a Standard Professional Certificate will be based on a minimum of two formal observations, the Related Professional Responsibilities, student achievement data, and any additional documentation of performance such as the Professional Activities Form.

Observers may be a principal, assistant principal, supervisor, coordinator, or another administrator designated by the Assistant Superintendent for Instructional Services.

Tenured teachers:

* whose ratings are determined to be *Effective* or *Highly Effective* will have their final evaluation completed between April 15 and the last day of school for teachers of the evaluation year.

* whose current certificates are rated as **Second** **Class** (see definition of terms) will have their evaluation completed by April 15 of the evaluation year.

* whose ratings are determined to be *Ineffective* will have their evaluation completed by April 15 of the evaluation year.

All tenured teachers will receive a *Highly Effective*, *Effective,* *Developing* or an *Ineffective* rating on the overall rating for the evaluation period. An *Ineffective* evaluation of a tenured teacher shall include at least one independent observation by an individual other than the immediate supervisor.

If a teacher's performance receives an *Ineffective* rating, the evaluator may recommend one of the following actions to the Assistant Superintendent for Instructional Services by April 30 of the evaluation year:

* the teacher's certificate be reclassified as **Second** **Class;** or • the teacher be dismissed.

**CLASSROOM PERFORMANCE EVALUATION COMPONENTS**

The evaluation is based upon:

1. **Formal Observation** - The formal observation of the classroom teaching/learning process through two announced or unannounced observations.

1. **Professional Responsibilities**

* + Maintains accurate and timely records
  + Demonstrates professional growth and development
  + Communicates effectively with families
  + Performs non-instructional responsibilities
  + Shows professionalism and integrity

1. **Student Achievement –** Student achievement is a compilation of approved state measures (Maryland School Assessment and/or School Progress Index) and the overall degree to which the two (2) student learning objectives (SLO’s) have been attained.

1. When available, **other information** such as the following will be used in the evaluation:

* + **Professional Assistance Plan** - A plan developed collaboratively by the teacher, principal or assistant principal, supervisor, coordinator, or another administrator designated by the Assistant Superintendent for Instructional Services. This plan includes the teacher's performance goals, a detailed program for assistance, and opportunities to develop and improve instructional techniques. This plan will be directed by the principal or the appropriate evaluator***.***

* + **Teacher Comment Form** - A form that offers the teacher the opportunity to comment, explain, or reflect upon the observation or evaluation in a written format, which shall be attached to the relevant observation document. The teacher is responsible for dissemination of copies to be attached to the original document.

* + **Other Documentation –** Refers to additional evidence of performance, such as: letters of commendation and/or letters that express concerns.

**Definition of Terms**

**Evaluators/Observers**

The principal, assistant principal, supervisor, coordinator or an administrator designated by the Assistant Superintendent for Instructional Services.

**Non-Tenured**

The probationary status of a teacher who has not met the requirements of tenure status.

**Overall Evaluation**

Rating given to a teacher's total performance.

**Domains**

Aspects of the teaching discipline and related responsibilities which embody required specific skills. These vary slightly for each teacher group and are reflected on specific observation and evaluation forms.

|  |  |  |  |
| --- | --- | --- | --- |
| **Teachers** | **Instructional/Special Education Coaches** | **Counselors** | **Media Specialists** |
| *Planning and Preparation* | *Planning and Preparation* | *Planning and Preparation* | *Planning and Preparation* |
| *Instructional Strategies* | *Service Delivery* | *Service Delivery* | *Instructional Strategies* |
| *Managing the Classroom/ Learning Environment* | *Managing the Learning Environment* | *Organization of Setting* | *Managing the Classroom Environment* |
| *Related Professional Responsibilities* | *Related Professional Responsibilities* | *Related Professional Responsibilities* | *Related Professional Responsibilities* |
|  |  |  | *Media Center Program Management* |
| *Student Achievement* | *Student Achievement* | *Student Achievement* | *Student Achievement* |

**Student Learning Objectives (SLO’s)**

A specific, rigorous, long-term goal for groups of students that educators create to guide their instructional and administrative efforts.

**SLO Cycle**

A marking period, semester, or year-long timeline where student achievement data is being collected and analyzed.

**Components**

Each domain has components of behaviors that are not all-inclusive, but reflect the best practices listed under the area for *Highly Effective* or *Effective* ratings. Evaluators recognize that not every indicator may be observed in every lesson. The teacher will be evaluated in appropriate domains and components. See specific rubrics to follow.

**SMART Goals**

**Teacher Evaluation Process**

A cycle includes the following: observations, conferences, analysis of student achievement data, related professional responsibilities, Professional Improvement Plan (if applicable), evaluation, tenure (if applicable) and any additional documentation of performance.

**Observation Ratings**

The observers will rate the teacher's performance in each of the components within the domains:

|  |  |  |
| --- | --- | --- |
| *Highly Effective* | - | performance exceeds county expectations |
| *Effective* | *-* | performance meets county expectations |
| *Developing* | *-* | performance that is not consistently effective and requires modification to be acceptable | |
| *Ineffective* | *-* | performance which is not effective and may jeopardize employment status | |
| *Not applicable* | *-* | performance area which does not pertain to this | |

observation

**Evaluation Ratings**

The evaluators will rate the teacher's performance in each of the domains:

|  |  |  |
| --- | --- | --- |
| *Highly Effective* | - | performance exceeds county expectations |
| *Effective* | *-* | performance meets county expectations |
| *Developing* | *-* | performance that is not consistently effective and requires modification to be acceptable [First evaluation period non-  tenured teachers only may receive this summary evaluation.] |
| *Ineffective* | *-* | performance which is not effective and may jeopardize employment status |
| *Not applicable* | *-* | performance area which does not pertain to this evaluation |

**Second Class Certificate**

The declaration by the Superintendent of Schools for a tenured teacher's certificate when that teacher has been rated as overall *Ineffective* because the teacher has not met the standards for a first class certificate (Md. Code Ann., Ed. Art. § 6-102(a)). A teacher whose certificate is rated as second class may not receive the negotiated salary increase (if applicable) (Md. Code Ann., Ed. Art. § 6-301)*.* At the end of that year, the second class certificate must be declared first class or the teacher be recommended for dismissal in accordance with the Annotated Code of Maryland and the regular contract as identified in COMAR.

**Second Year Probationary Status**

A certificated employee who achieved tenure in another LEA in Maryland may achieve tenure after a one year probationary period. That probationary period may be extended for a second year if the certificated employee does not qualify for tenure at the end of the first year based on established performance evaluation criteria, and the employee demonstrates a strong potential for improvement. (COMAR 13A.07.02.01B)

**Teacher**

Certificated personnel whose performance is being evaluated through the observation and evaluation process. This group also includes media specialists, instructional coaches, and counselors.

**Tenured**

The status granted by the Board of Education to a teacher who has been rated as overall *Highly Effective* or *Effective* after a **three year** continuous probationary period and recommended for continued employment***.***

**OBSERVATION PROCEDURES**

1. **Formal Announced/Unannounced Observation** 
   1. Pre-Observation Conference (for announced only):
      1. The observer(s) may be the principal, assistant principal, supervisor, coordinator, or another administrator designated by the Assistant Superintendent for Instructional Services.
      2. The conference shall be held at least one working day before the observation.
      3. The Observer(s) will provide the teacher a copy of the Pre-Conference Form. Teacher MAY elect to reply to the questions in print or simply consider the questions in advance of the conference.
      4. Completion of the Pre-Conference Form will not substitute for a pre-observation conference.
      5. The Pre-Conference Form is maintained by the observer(s) and becomes part of the observation documentation.

* 1. Classroom Observation (see Cohort Table on Page 5)
     1. The time of classroom observation may be the entire lesson but no less than thirty (30) minutes.
     2. Minimum of two observations a year.
     3. The observer shall rate performance in each component on a 4-point scale:
        1. *Highly Effective*-performance exceeds county expectations
        2. *Effective* - performance meets county expectations
        3. *Needs Improvement* - performance not consistently effective and requires modification to be acceptable
        4. *Developing* - performance is not effective and may jeopardize employment status
        5. *Not applicable* - performance which does not pertain to this observation 4. Observer must use established component indicators in determining a rating.

* 1. Post-Observation Conference
     1. Conferences should be held within two working days after the date of the observation.
     2. Administrators and teachers should discuss the observation using the guiding questions (see appendices for post-observation guiding questions).
     3. Student learning objectives will be discussed to assess the degree of attainment in the collection and analysis of SLO data and any adjustments to instructional practices.
     4. The observer completes the observation form and provides a copy to the teacher within ten working days of the conference. The teacher shall return the signed observation report form to the observer within five school days of receiving the form, or request in writing an additional conference.

1. **Teacher Comment Form** 
   1. The Teacher Comment Form offers the teacher the opportunity to comment, explain, rebut or reflect upon the observation in a written format.
   2. The teacher is responsible for dissemination of copies to be attached to the original observation and all other recipients of the observation.
   3. The appropriate form (on page 43) must be used.

1. **Instructional Improvement Cycle** 
   1. MBWA (“Management by Walking Around”)

Very brief (1 to 2 minutes) appearance in a classroom.

* 1. Lesson Analysis and Feedback Events
  2. Formal Classroom Observation

Official appraisal event lasting at least thirty minutes and culminating with a post-observation conference and formal, written feedback.

* 1. Informal Classroom Observation

Non-appraisal classroom visit with a single teacher lasting no more than twenty minutes, and culminating with a follow-up feedback conference.

* 1. Walkthrough

A series of informal, non-appraisal visits (usually by a team of observers) to multiple classrooms during the same day, and focusing on a set of pre-determined “look for” criteria. This culminates with collective feedback with respect to these criteria to the grade level or content area teachers involved.

1. **General Guidelines**
2. All of the stated numbers of observations are the minimum number required. Principals, assistant principals, supervisors, coordinators, or another administrators designated by the Assistant Superintendent for Instructional Services may observe teaching performance any time deemed appropriate by the observers, consistent with the DE Negotiated Agreement, Article 4.10.
3. The supervisor, coordinator or other administrator designated by the Assistant Superintendent for Instructional Services, and the principal or assistant principal must be involved together in at least one type of formal observation whenever ratings in any one domain indicate the possibility of an *Ineffective* evaluation.

**V. Observation Criteria / Rubric for Rating Classroom Observations**

The rubrics that follow describe the levels of performance that would result in ratings of *Highly Effective, Effective, Developing or Ineffective* in each of the components within each domain of professional practice. Behaviors and conditions described here are not intended to be all inclusive lists, but examples of descriptors consistent with the various rating labels. Separate rubrics are provided for each teacher category: classroom teacher, school counselor, instructional coach, and media specialist.

DCPS Rubric for Teacher Observation-Evaluation

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Planning and Preparation *CLASSROOM TEACHER*** | | | | | | | | | | | | | | |
| **1. Focuses lesson on curriculum outcomes/indicators** | | | | | | | | | | | | | | |
| The teacher selects learning outcomes for each day’s lessons that align with county and state curriculum guidance. The lesson activities are clearly linked to these desired student outcomes and are appropriate for the current learning needs of the students. | | | | | | | | | | | | | | |
| **Highly Effective** | | | **Effective** | | | | | **Developing** | | | | **Ineffective** | | |
| * Objective is aligned to the grade level curriculum or IEP goals and represents important learning in the given and related disciplines.      * The sequence of learning objectives is evident within given and related disciplines.        * The objective is clearly assessable as written. | | | * Objective is aligned to the grade level curriculum or IEP goals.          * The sequence of learning objectives is evident across multiple lessons within the discipline.      * The objective is assessable as written. | | | | | * There is an objective, but it is not aligned to the grade level/content curriculum or IEP goals.        * The sequence of learning is not evident across multiple lessons.        * The objective may not be able to be assessed. | | | | * The objective is not relevant to the grade level curriculum.            * Objective is not assessable.            * There is no objective listed for the lesson – or the objective is simply an activity. | | |
| **Planning and Preparation *CLASSROOM TEACHER*** | | | | | | | | | | | | | | | |
| **2. Utilizes student assessments congruent with learning outcomes** | | | | | | | | | | | | | | | |
| The teacher has clear assessment criteria identified to evaluate student achievement of the intended outcomes.  These assessments, both formal and informal, help the teacher monitor student learning through the course of instruction and at various checkpoints, such as at the end of the lesson, week, or unit. | | | | | | | | | | | | | | | |
| **Highly Effective** | | | | **Effective** | | | **Developing** | | | | **Ineffective** | | | | |
| * Assessment results are used and adapted for individualized instruction.      * All assessments are aligned with instructional outcomes in both process and content. * Assessment criteria and standards are clear and include student use of assessment information, as well as teacher’s use. | | | | * Assessment results are used effectively to plan for future instruction. * Most assessments are aligned with outcomes in both process and content. * Assessment criteria and standards are clear. | | | * Use of assessment results is rudimentary. * Some assessments are aligned with outcomes in process or content. * Assessment criteria and standards have been developed but are not clear. | | | | * Assessment results are not used. * No assessments are aligned with outcomes in either process or content. * There are no criteria or standards for assessments. | | | | |
| **Planning and Preparation *CLASSROOM TEACHER*** | | | | | | | | | | | | | |
| **3. Designs coherent instruction with appropriate pace and sequence of the lesson** | | | | | | | | | | | | | |
| The teacher has selected and sequenced lesson activities to utilize the available time effectively. The structure of the lesson allows for students to move through levels of complexity and depth of knowledge toward acquisition of the lesson’s outcomes. | | | | | | | | | | | | | |
| **Highly Effective** | | **Effective** | | | | **Developing** | | | | **Ineffective** | | | |
| * The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs.      * The progression of activities is highly coherent.          * The teacher coordinates knowledge of content, of students, and of resources to design learning activities aligned to instructional outcomes, differentiated where appropriate. | | * The lesson or unit has a clearly defined structure around which activities are organized.        * The progression of activities is even, with reasonable time allocations.        * The teacher designs learning activities and selects resources suitable and aligned to instructional outcomes. | | | | * The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout.      * The progression of activities is uneven, with most time allocations reasonable.        * The lesson or unit has a basic or limited structure and reflects partial knowledge of students and resources. | | | | * The lesson or unit has no clearly defined structure, or the structure is chaotic.          * Activities do not follow an organized progression, and time allocations are unrealistic.      * The experiences and resources are suitable for only some students. | | | |
| **Planning and Preparation *CLASSROOM TEACHER*** | | | | | | | | | | | | | |
| **4. Demonstrates understanding of student interests, background, and needs** | | | | | | | | | | | | | |
| The teacher demonstrates an understanding of the unique learning needs, styles, interests, and prior knowledge of the students in the class in order to plan effective instruction. This is demonstrated in selecting materials, designing activities, and adjusting strategies to meet differentiated needs of the students. | | | | | | | | | | | | | |
| **Highly Effective** | | **Effective** | | | | **Developing** | | | | **Ineffective** | | | |
| * Teacher displays accurate understanding of the typical developmental characteristics of the age group and exceptions to the general patterns, and the knowledge of the extent to which individual students follow the general patterns.      * Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.        * Teacher displays understanding of individual students’ skills, knowledge, and language proficiency, and has a strategy for maintaining such information. | | * Teacher displays accurate understanding of the typical developmental characteristics of the age group as well as exceptions to the general patterns.            * Teacher’s knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.      * Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency and displays this knowledge for groups of students. | | | | * Teacher displays partial understanding of the developmental characteristics of the age group.                * Teacher recognizes the value of knowing how students learn, but this knowledge is limited, outdated, or not utilized.        * Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. | | | | * Teacher displays little or no understanding of the developmental characteristics of the age group.                * Teacher sees no value in understanding how students learn and does not seek such information.          * Teacher displays little or no knowledge of students’ skills, knowledge, and language proficiency, and does not indicate that such knowledge is valuable. | | | |
|  | Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for individual students.  Teacher is aware of information about each student’s learning and medical needs. This information is used to create instruction tailored to meet individual needs. |  | | | Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for groups of students.  Teacher is aware of students’ special learning and medical needs. This information is used to create instruction tailored to meet the needs of a group of students. |  | | | Teacher recognizes the value of understanding students’ interests and cultural heritage but displays this knowledge only for the class as a whole.  Teacher displays awareness of the importance of knowing students’ special learning or medical needs, but such knowledge may be  incomplete or inaccurate. This knowledge is used in an attempt to meet student needs but is unsuccessful at addressing the need. |  | | | Teacher displays little or no knowledge of students’ interests or cultural heritage and does not indicate that such knowledge is valuable.  Teacher displays little or no understanding of students’ special learning or medical needs or why such knowledge is important. The teacher does not attempt to meet the specific needs of students. |
| **Planning and Preparation *CLASSROOM TEACHER*** | | | | | | | | | | | | | |
| **5. Demonstrates knowledge of content to plan appropriate instruction** | | | | | | | | | | | | | |
| The teacher has a thorough command of a subject’s content, principles, and methods of inquiry to guide students through ascending levels of understanding and mastery. The students’ prior knowledge of enabling content, the demands of subsequent content, and authentic application of the knowledge guide the teacher’s lesson design. | | | | | | | | | | | | | |
| **Highly Effective** | | **Effective** | | | | **Developing** | | | | **Ineffective** | | | |
| * Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.      * Teacher’s plans and preparation reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.      * Teacher’s plans and preparation reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. | | * Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.        * Teacher’s plans and preparation reflect accurate understanding of prerequisite relationships among topics and concepts.            * Teacher’s plans and preparation reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | | | | * Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.      * Teacher’s plans and preparation indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.          * Teacher’s plans and preparation reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students. | | | | * In planning and preparation, teacher makes content errors or is not prepared to address existing misunderstanding by students.        * Teacher’s plans and preparation display little or no understanding of prerequisite relationships important to student learning of the content.          * Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | | | |

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| **Instructional Strategies *CLASSROOM TEACHER*** | | | |
| **1. Engages students in learning activities** | | | |
| The teacher selects learning experiences designed to get students actively, intellectually involved with the content or active construction of understanding. This engagement can be enhanced with appropriate materials, purposeful grouping of students, and the use of interactive lesson structures. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| * All students are cognitively engaged in exploring content. * Instructional grouping is productive and appropriate to the students and enhances student learning and the instructional purposes for the lesson. Students self-monitor the productivity of the group and initiate adjustments as needed. * Peer interaction occurred appropriately and successfully. Student interaction reflects a collaborative effort towards understanding the outcome.      * The lesson has a highly coherent structure, is appropriately paced and allows for student reflection. | * Most students are cognitively engaged in exploring content.      * Instructional grouping is productive and appropriate to the students or to the instructional purposes of the lesson.          * Peer interaction occurred appropriately and successfully.          * The lesson has a clearly defined structure and the pacing is appropriate. | * Some students are cognitively engaged in exploring content.      * Instructional grouping is only partially appropriate to the students or only moderately successful in advancing the instructions outcomes of the lesson.        * Peer interaction occurred sporadically and/or without appropriate student learning occurring.        * The lesson has recognizable structure although it is not uniformly maintained and the pacing is inconsistent. | * Very few/no students are cognitively engaged in exploring content.      * Instructional grouping is inappropriate for the students or for the instructional outcomes.            * No opportunities were provided for peer interaction.            * The lesson has no structure and is poorly paced. |

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| **Instructional Strategies *CLASSROOM TEACHER*** | | | |
| **2. Uses effective questioning and discussion techniques** | | | |
| The teacher poses high level questions forcing students to make connections, draw conclusions, and form hypotheses about the content of the lesson. Discussion prompts allow for critical thinking and participation by students exchanging ideas and questions in an analysis of the lesson topics. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| * Teacher’s questions reflect clear and consistently high quality, and are culturally and developmentally appropriate leading to meaningful dialogue.      * Through effective questioning/discussion techniques all students are engaged. | * Teacher’s questions reflect high quality and are culturally and developmentally appropriate, and invite a thoughtful response. * Through effective questioning/discussion techniques most students are engaged. | * Teacher’s questions are a combination of low and high quality which are asked in rapid succession, allowing very limited development and exploration. * Through inconsistently effective questioning/ discussion techniques, some students are engaged. | * Teacher’s questions are   virtually all of poor quality, with low cognitive challenge and single correct responses.         * Through ineffective questioning/discussion techniques, few students are engaged. |

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| **Instructional Strategies *CLASSROOM TEACHER*** | | | |
| **3. Monitors student learning throughout lesson** | | | |
| The teacher understands what the students know before, during, and after instruction for the purposes of adjusting instruction in the current lesson and planning subsequent lessons. Whether through pretesting, instant learning checkpoints, or end of lesson assessments, the teacher gathers valuable information to guide the pace and direction of the lesson or unit. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| * Students are fully aware of the criteria and performance standards by which their work will be evaluated, and the expectation/criteria has been modeled.      * Teacher actively and systematically elicits diagnostic information from individual student’s formative and/or summative assessments regarding their understanding.      * Teacher’s feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.      * Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning. | * Students are fully aware of the criteria and performance standards by which their work will be evaluated.          * Teacher monitors the progress of groups of students through formative and/or summative assessments, making limited use of diagnostic information.      * Teacher’s feedback to students is timely and of consistently high quality.          * Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. | * Students know some of the criteria and performance standards by which their work will be evaluated.          * Teacher monitors the progress of the class as a whole but elicits no diagnostic information.        * Teacher’s feedback to students is uneven, and its timeliness is inconsistent.          * Students occasionally assess the quality or their own work against the assessment criteria and performance standards. | * Students are not aware of the criteria and performance standards by which their work will be evaluated.          * Teacher does not monitor student learning.            * Teacher’s feedback to students is of poor quality and not provided in a timely manner.          * Students do not engage in selfassessment or monitoring of progress. |
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| **Instructional Strategies *CLASSROOM TEACHER*** | | | |
| **4. Demonstrates accurate content knowledge** | | | |
| The teacher demonstrates an accurate understanding of the content required of students prior to and subsequent to the observed lesson. This knowledge allows the teacher to make connections to real life applications and/or other contexts where the skill or information can be made clear to the students. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| * The teacher demonstrates command of the subject matter, and explanations are imaginative and connect with students’ knowledge and experience.      * The vocabulary is developmentally appropriate for both content and grade level and provides enhancement opportunities for students.      * The teacher provides information from a bias-free, multicultural perspective while celebrating differences among students. | * The teacher demonstrates command of the subject matter.            * The vocabulary is appropriate for both content and grade level. * The teacher provides information from a bias-free, multicultural perspective. | * The teacher demonstrates surface level and uneven knowledge of the subject matter. * The vocabulary is appropriate for content but not grade level.            * The teacher provides information that contains some biases or reflects cultural insensitivities. | * The teacher’s knowledge of the content is unclear, inaccurate, or confusing. Explanations may contain inappropriate language for content/grade level.      * The vocabulary is not appropriate for both content and grade level.            * The teacher provides information that is biased and not culturally sensitive. |

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| **Instructional Strategies *CLASSROOM TEACHER*** | | | |
| **5. Communicates clearly and accurately with students** | | | |
| Verbal and written communication is clear and appropriate to students’ ages, backgrounds, and levels of understanding. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| * Learning outcomes are posted, discussed, or otherwise made clear to students at the introduction and conclusion of the lesson.      * Expectations for learning, directions, procedures, and explanations of content are consistently clear to students.      * The teacher’s use of oral and written language is clear, extends students’ vocabularies, is appropriate to students’ cultures and levels of development, and anticipates possible student misconceptions. * The teacher’s oral and written language is clear and correct and corresponds to Standard English, and chosen in a manner that enriches the lesson. | * Learning outcomes are posted, discussed, or otherwise made clear to students at the introduction of the lesson.      * Expectations for learning, directions, procedures, and explanations of content are clear to students.      * The teacher’s use of oral and written language is appropriate, relevant, and respectful to students’ diverse cultures and levels of development.        * The teacher’s oral and written language is clear and correct and corresponds to Standard English. | * Learning outcomes may be posted or mentioned, but are not made clear to students.          * Expectations for learning, directions, procedures, and explanations of content are clarified after confusion.      * The teacher’s use of oral and/or written language may not be completely appropriate, relevant, or respectful to students’ diverse cultures or levels of development.      * The teacher’s oral and written language is occasionally inaudible, illegible, or does not correspond to Standard English. | * Learning outcomes are not posted, discussed, or otherwise made clear to students.        * Expectations for learning, directions, procedures, and explanations of content are unclear or confusing to students.      * The teacher’s use of language is inconsistent or inappropriate to students’ diverse cultures and/or levels of development.        * The teacher’s oral and written language is inaudible or illegible and often does not correspond to Standard English. |

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| **Instructional Strategies *CLASSROOM TEACHER*** | | | | | | | | | |
| **6. Demonstrates flexibility and responsiveness** | | | | | | | | | |
| Teachers demonstrate flexibility when they are able to adjust their lesson to adapt to spontaneous learning opportunities that may occur in the course of a lesson. The teacher demonstrates responsiveness to students’ learning and performance by knowing alternative ways to present information or to practice skills. | | | | | | | | | |
| **Highly Effective** | | **Effective** | | | **Developing** | | **Ineffective** | | |
| * Teacher successfully makes a major adjustment to a lesson when needed.        * Teacher seizes a major opportunity to enhance learning, building on student interests, or a spontaneous event.      * Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school. | | * Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.      * Teacher successfully accommodates students’ questions or interests. * Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | | | * Teacher attempts to make an adjustment with only partially successful results.        * Teacher attempts to accommodate students’ questions or interests, although the pacing of the lesson is disrupted.      * Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. | | * Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.        * Teacher ignores or brushes aside students’ questions or interests.          * When a student has difficulty learning, the teacher does not use alternative approaches to help*.* | | |
| **Managing the Classroom/Learning Environment *CLASSROOM TEACHER*** | | | | | | | | | |
| **1. Creates an environment of respect and rapport** | | | | | | | | | |
| The teacher sets the tone of the classroom by treating each student with dignity and communicating a sense of caring and belonging for each student. Positive interactions occur between teacher and students as well as among students, allowing candid class discussions in which students are able to take intellectual risks. | | | | | | | | | |
| **Highly Effective** | **Effective** | | | **Developing** | | | | **Ineffective** | |
| * Teacher-student interactions are caring and respectful and appropriate to students’ culture and development. Students appear to trust the teacher as seen in taking intellectual risks.      * Students take responsibility for upholding a positive classroom environment.        * Students demonstrate genuine caring for one another and monitor one another’s treatment of peers, correcting classmates respectfully when needed. | * Teacher-student interactions are caring and respectful and appropriate to students’ culture and development.            * Teacher encourages polite and respectful student interactions.        * Student interactions are generally polite and respectful. | | | * Teacher-student interactions are generally appropriate and free from conflict, but may indicate inconsistent application of expectations.          * There may be occasional displays   of insensitivity or lack of responsiveness to cultural or developmental differences.   * Students do not consistently demonstrate respect for one another. | | | | * Teacher-student interactions are negative, inappropriate and insensitive. * Student interactions are characterized by conflict, sarcasm, or insults*.* | |
| **Managing the Classroom/Learning Environment *CLASSROOM TEACHER*** | | | | | | | | | |
| **2. Establishes culture for learning** | | | | | | | | | |
| The teacher sets high expectations for the instructional outcomes of the class and conveys confidence in each student’s ability to learn and succeed. Students are encouraged to persevere through difficult learning tasks with an appropriate level of scaffolded assistance. | | | | | | | | | |
| **Highly Effective** | | **Effective** | | | **Developing** | | **Ineffective** | | |
| * Teacher demonstrates interest and excitement in the content, successfully creating curiosity and motivation for learning.          * Expectations are high for student achievement, accompanied by demonstrated belief that students can and will master the information. Students appear to have internalized these expectations.      * The teacher requires students to demonstrate attention to detail and take pride in their work, putting forth obvious effort to revise and improve their work before sharing. | | * Teacher demonstrates enthusiasm for the lesson content and is able to articulate to students why the information is valuable to subsequent lessons or in real life settings.      * Expectations are generally high for students and the teacher makes the information or outcomes accessible to students with additional support.          * The teacher encourages students to put forth a genuine strong effort on the assigned tasks, showing pride in the final product. | | | * Teacher communicates a sense of importance of the lesson content, but with little apparent conviction and only minimal or temporary buy in from students.        * Expectations are generally low for students, as reflected in low level questioning or limited exploration of the lesson extensions.            * The teacher accepts minimal effort from students and/or work at the substantial level. | | * The teacher communicates a negative attitude toward the curriculum, suggesting or stating that it is not important, mandated by others, etc.        * The teacher conveys low expectations for the students’ ability or need to learn.                * The teacher accepts no effort or attempt on the part of students. | | |
| **Managing the Classroom/Learning Environment *CLASSROOM TEACHER*** | | | | | | | | | |
| **3. Establishes, communicates, and maintains rules and procedures** | | | | | | | | | |
| The teacher announces, teaches, and reinforces the behavioral expectations of the classroom. This allows students to move appropriately and efficiently through lesson transitions. The classroom expectations are consistent, predictable, and age appropriate. | | | | | | | | | |
| **Highly Effective** | | **Effective** | | | **Developing** | | **Ineffective** | | |
| Independent and small group work is well organized and students are productively engaged at all times, with students assuming responsibility for their productivity.    Transitions are seamless as students maturely self-adjust to new lesson demands.      Routines for handling materials and supplies yield smooth operations with no teacher direction.      Processes/routines for performing non-instructional duties are well established with students assuming responsibility for many functions. | | Independent and small group work is organized and students are productively engaged most of the time without requiring much direct supervision by the teacher.      Transitions occur smoothly with minimal loss of instruction time.      Routines for handling materials and supplies occur smoothly with minimal teacher direction.      Processes/routines for performing non-instructional duties are well established and occur smoothly with minimal teacher direction or loss of instruction. | | | Independent and small group work is disorganized and teacher does not effectively address or redirect off task behaviors.        Transitions require significant teacher direction and may result in loss of instruction time.    Routines for handling materials and supplies occur with overt and recurring direction by the teacher.      Processes/routines for performing non-instructional duties are not yet fully established and occur with frequent teacher direction and noticeable loss of instruction. | | Students are non-compliant or minimally engaged while directly working with teacher. Off task behavior is not addressed.        Transitions do not occur smoothly and result in significant loss of instruction time.    Routines for handling materials and supplies are not defined and require overt, recurring direction by the teacher.    Significant instructional time is lost performing noninstructional duties. | | |
| **Managing the Classroom/Learning Environment *CLASSROOM TEACHER*** | | | | | | | | | |
| **4. Manages student behavior** | | | | | | | | | |
| Based upon the classroom expectations, the teacher has processes in place to reinforce the desired behaviors. When student behaviors disrupt the learning atmosphere, the teacher responds quickly and appropriately to end the disruption and to restore the positive learning climate. | | | | | | | | | |
| **Highly Effective** | | | **Effective** | | | **Developing** | | | **Ineffective** |
| * Standards of conduct are clear to all students and are modeled by students.          * Monitoring by teacher is subtle and intended to prevent disruption. Students monitor their own and/or their peers’ behavior, correcting one another respectfully.      * Teacher response to misbehavior is highly effective and sensitive to each student’s individual needs, or students’ behaviors are entirely appropriate. | | | * Standards of conduct are clear to all students.            * Teacher is attentive to student behavior at all times.              * Teacher responds to misbehavior appropriately and successfully, and respects the student’s dignity. | | | * Standards of conduct have not been consistently established and only few students seem to understand them.      * Teacher is generally aware of student behavior, but may miss the activities of some students.          * Teacher attempts to respond to student misbehavior, but with inconsistent results. | | | * Standards of conduct do not appear to have been established or students are confused as to what the standards are.      * Student behavior is not monitored, and teacher is unaware of what the students are doing.          * Teacher does not respond to misbehavior or the response is inconsistent, is overly repressive, or does not respect the student’s dignity. |

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| **Managing the Classroom/Learning Environment *CLASSROOM TEACHER*** | | | |
| **5. Organizes classroom for safety and instructional effectiveness** | | | |
| The teacher arranges the learning space to allow for safety, efficient movement, and effective instruction. The classroom design supports the student learning activities and interactions the teacher has designed for the lesson. Classroom resources and instructional equipment are accessible for use during the lesson as needed. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| * Teacher and students take responsibility for maintaining the safety of the classroom.      * Teacher and students themselves ensure that all learning is equally accessible to all students.      * Both teacher and students use physical resources easily and skillfully and students adjust the furniture to advance their learning. | * The classroom is safe.          * Learning is equally accessible to all students.          * Teacher uses physical resources skillfully and the furniture arrangement is a resource for learning activities. | * There are minor safety concerns in the classroom that warrant attention.      * Learning is not accessible to some students.          * Teacher uses physical resources inefficiently. The arrangement of furniture is inappropriate for the lesson. | * The classroom is unsafe or identified safety concerns have not been addressed.      * Learning is not accessible to students.          * The furniture arrangement   hinders the learning activities, or the teacher makes poor use of physical resources. |

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| **Related Professional Responsibilities *CLASSROOM TEACHER*** | | | | | |
| **1. Maintains accurate and timely records [addressed during summative evaluations]** | | | | | |
| The teacher assesses student products and provides clear feedback to the learner while posting sufficient grades in the quantity and schedule required by district grading policies. Attendance and other record collection tasks are completed accurately and established timelines once students’ schedules are finalized. | | | | | |
| **Highly Effective** | **Effective** | **Developing** | | **Ineffective** | |
| * Grades are recorded within the established timeline of the grading and reporting policy. The teacher includes systemic methods for engaging students in monitoring their own learning and progress.      * Ample grades are collected from student work from a variety of tasks consistent with unit learning outcomes. The teacher includes systemic methods for engaging students in monitoring their own learning and progress.      * Daily attendance is posted accurately and on time as requested by building administrators. Discrepancies are resolved in a timely manner.      * Student progress on IEP and other individual monitoring plans is provided and updated regularly and accurately. | * Grades are recorded within the established timeline of the grading and reporting policy.              * Ample grades are collected from student work from a variety of tasks consistent with unit learning outcomes.              * Daily attendance is posted accurately on time as requested by building administrators. Discrepancies are resolved.        * Student progress on IEP and other individual monitoring plans is updated regularly and | * Grades are not recorded in a timely manner to fulfill grading and reporting policy.              * Grades do not meet minimum number.                  * Daily attendance is posted but may include errors. Absences may go unnoticed or unaddressed.          * Student progress on IEP and other personalized plans is infrequently updated or may | | * Grades are not recorded in a timely manner to fulfill grading and reporting policy resulting in detriment to students.          * Insufficient grades are recorded to provide feedback to students or parents and may be entered at the last available days of the term. ~~.~~            * Daily attendance records are inaccurate or regularly posted late.          * Student progress on IEP or other personalized learning/ behavior plans is not recorded in the specified | |
| **Related Professional Responsibilities *CLASSROOM TEACHER*** | | | | | |
| **2. Demonstrates professional growth and development [addressed during summative evaluations]** | | | | | |
| The teacher participates in professional development opportunities provided by the school or district and independently pursues additional learning opportunities related to the content or processes of teaching. Together with peers in a professional learning community, the teacher both seeks information and contributes to the knowledge of others. | | | | | |
| **Highly Effective** | **Effective** | | **Developing** | | **Ineffective** |
| * Actively seeks and participates in multiple opportunities to learn new content, embrace new technologies, attempt new strategies.      * Demonstrates leadership in forming/ maintaining a peerfacilitated, professional learning community.        * Participates in professional development beyond the required certification criteria. | * Participates in required learning opportunities to learn new content, embrace new technologies and attempt new strategies.        * Attends and fully participates in peer-facilitated professional learning community sessions.          * Maintains current certification within timelines required by MSDE. | | * Avoids participation in required learning opportunities, or minimally attends without personal engagement.        * Does not contribute to peerfacilitated professional learning community efforts, even when time is provided during the workday.      * Ongoing certification is in jeopardy in the absence of required coursework or related activities. | | * Does not participate in required learning opportunities.            * Takes leave during county or school professional development days.          * Allows certification to lapse. |
|  | accurately. | be incomplete. | | | timeframe. |

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| **Related Professional Responsibilities *CLASSROOM TEACHER*** | | | |
| **3. Communicates effectively with families [addressed during summative evaluations]** | | | |
| The teacher is both proactive in providing information to families and responsive to families’ request for information. Phone calls, e-mails, newsletters, websites and/or personal notes provide vehicles for engaging family members in the students’ learning. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| Promptly responds to family contacts and questions.      Initiates multiple contacts with families to communicate positive news as well as to discuss learning or behavior issues.    Maintains well written, regular, updated communications.      Manages each communication opportunity to create and maintain positive relationships. | Responds to family requests for information.      Initiates contact with parents to discuss learning problems or behavioral concerns.        Teacher has a process for sharing classroom learning targets, strategies, and special events.    Maintains positive communications and working relationships with families. | Makes minimal effort to respond to family calls or notes.  Teacher is inconsistent in efforts to contact parents individually.        Teacher is inconsistent with efforts to inform parents of classroom learning targets, strategies or special events.    Communications with parents are not consistently positive and productive. | Is not responsive to parent requests for information or communication.    Does not initiate contact with parents individually.          Teacher does not make efforts to inform parents of classroom learning targets, strategies, or special events.    Allows communications to become nonproductive,  antagonistic, or unprofessional. |

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| **Related Professional Responsibilities *CLASSROOM TEACHER*** | | | |
| **4. Performs non-instructional responsibilities [addressed during summative evaluations]** | | | |
| Teachers assume roles of leadership and support in activities not directly associated with their personal classroom assignment. Acting as a responsible citizen of the school community, teachers give their time and talents to special events as well as regular operational routines that enhance the quality of the school’s educational programs. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| * Teacher takes on roles of leadership and organization for school wide programs and events.      * Teacher accepts responsibility not only to perform   associated, related duties, but  may contribute to an assessment and process improvement of school operations.     * Teacher embraces and reinforces the expectations for student behavior and supports the actions of students in implementing positive behavior incentive plans.      * Teacher is a positive   “ambassador” for the school and embodies the values and vision of the school in active outreach opportunities. | * Teacher voluntarily supports and participates in school wide programs and events.        * Teacher accepts and fulfills assigned tasks and responsibilities related to school operations and management.          * Teacher supports and enforces the school’s commonly accepted expectations for student behavior. Teacher proactively addresses behavior concerns with students to help them comply with expectations.      * Teacher is fully supportive of the school’s vision and works   to fulfill the school’s announced mission. | * Teacher nominally participates in school wide programs and activities when required.      * Teacher is inconsistent in fulfilling assigned duties beyond basic classroom instruction.            * Teacher inconsistently enforces school rules and procedures and/or may overlook behaviors by select students.            * Teacher inconsistently supports the school’s vision yet is generally compliant with requested support. | * Teacher disregards schoolwide initiatives and activities.          * Teacher does not fulfill expectations of general building management tasks. Teacher may be late or noncompliant with requests for information and reports.        * Teacher is not cooperative in enforcing school expectations of student behavior.              * Teacher communicates   negative feelings and disregard for the school’s vision and general operating procedures. |

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| **Related Professional Responsibilities *CLASSROOM TEACHER*** | | | |
| **5. Shows professionalism and integrity [addressed during summative evaluations]** | | | |
| Teachers conduct themselves in the business of the school honestly and ethically. They adhere to principles of confidentiality and make decisions in the best interests of children. Teachers comply with district and school policies and regulations in regard to such items as attendance, punctuality, and the use of school property. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| * Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership with peers.      * All matters of confidential nature are handled with highest level of integrity.          * Teacher serves as a model of professional appearance, language, and behavior in and beyond the school day in school related functions.      * Teacher provides plans and materials to special educators and related service providers more than a day in advance. Teacher provides written or verbal directions and materials to paraprofessionals more than a day in advance. | * Relationships with colleagues are characterized by mutual support and cooperation.        * Teacher maintains confidentiality of information regarding students or peers. * Teacher meets established guidelines for professional appearance and displays appropriate language and demeanor in school settings.      * Teacher provides plans and materials to special educators and related service providers a day in advance. Teacher provides written or verbal direction and materials to paraprofessionals in a timely manner. | * Relationships with colleagues are characterized by inconsistent support and cooperation. * Teacher may share information with inappropriate people or for purposes beyond its intent. * Teacher inconsistently follows guidelines for professional appearance, language, and demeanor in school settings.        * Teacher inconsistently provides plans and materials to special educators and related service providers. Teacher inconsistently provides directions and materials to paraprofessionals. | * Relationships with colleagues are negative, divisive, or selfserving.        * Teacher is indiscreet with confidential information and may use privileged information   for personal gain or advancement.     * Teacher shows disregard for expectations of proper dress, language, and decorum in the workplace.        * Teacher does not provide plans or materials to special educators, related service providers, and/or paraprofessionals. |

*Dorchester County Public Schools Teacher Observation-Evaluation Handbook 2015-2016*

**Student Learning Objectives For ALL Teachers**

1. In collaboration with Principals and/or Supervisor/Coordinators, teachers will create Student Learning Objectives. These SLO documents address the full variety of teacher positions including classroom teachers, and special educators. and instructional coaches. Specific Measurable Attainable Realistic Timely (SMART) Goals will be created collaboration with Principals and/or Supervisors/Coordinators for instructional coaches, Special Education coaches, counselors, media specialists and related service providers.

1. By October 15 each year, each teacher will select 2 grade/subject appropriate SLOs/SMART goals to be considered in the evaluation process. Each SLO is valued at 25% of the teacher’s evaluation.

1. For those teachers who teach multiple sections of students, it is the teacher’s choice of targeted audience to which the SLOs are applied. Stated another way by example, the music teacher may elect to apply the performing music SLO to one grade level of children and apply the creating music SLO to another grade level. This variety of applications will enrich the data used to evaluate each teacher’s impact on student learning.

1. Each high school teacher of an HSA-assessed course is required to submit an SLO based on HSA data. Since HSA is lagging data, the HSA SLO is not scored until the fall of the following school year. The HSA SLO then counts toward that year’s evaluation. The chart below illustrates how this works:

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| **Year** |  | **SLO Description** |  |
| 2014-  2015 | 1 HSA SLO written during 2013-14 & scored fall 2014 using 2013-14 results | 1 SLO that is completed during the 2014-15 school year | 1 HSA SLO that is scored fall 2015 using 2014-15 HSA  results |
| 2015-  2016 | 1 HSA SLO written during 2014-15 & scored fall 2015 using 2014-15 results | 1 SLO that is completed during the 2015-16 school year | 1 HSA SLO that is scored fall 2016 using 2015-16 HSA  results |
| 2016-  2017 | 1 HSA SLO written during 2015-16 & scored fall 2016 using 2015-16 results | 1 SLO that is completed during the 2016-17 school year | 1 HSA SLO that is scored fall 2017 using 2016-17 HSA  results |

1. When considering students to be considered in a teacher’s SLO caseload, the teacher and principal may agree to exclude those students with attendance of less than 80% of the days/periods belonging in the class.

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1. If conditions warrant, a SLO may be revised by mid-interval by collaboration between teacher and principal. Possible reasons for such a revision include, among other circumstances, a significant change in the teacher’s assignment or the likelihood that the teacher will be evaluated on a March/ April timeline, or availability of pertinent data. (see pages 4, 5 above).

*Dorchester County Public Schools Teacher Observation-Evaluation Handbook 2015-2016*

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| **Domain 5: Student Achievement** | | |  |
| **Attains targeted performance levels of Student Learning Objectives. Each SLO is rated separately.** | | |  |
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| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| * Meets or exceeds the established SLO with all or nearly all students. * No significant gaps exist between subgroups of students. | * Demonstrates attainment of the SLO with most students. * Where the SLO is not met, significant contributing factors can be identified to add context to interpreting results. | * Shows progress toward meeting/ approximating the established SLO, though may not meet the target with many students. * Target may be met for select subgroups of students, but significant performance gaps exist between student groups. |  Does not meet or approach targeted performance level in the SLO. |

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Teacher Observation and Evaluation Recommendation Form

(For Teachers Hired Prior To January 1)

Teacher name: School:

Assignment: Tenured:  No  Yes

**To be completed by December 15:**

Date of first observation: Overall score:

Date of second observation: Overall score:

Date of first evaluation: Overall score:

**To be completed by March 15:**

Date of third observation: Overall score:

Date of fourth observation: Overall score:

Date of second evaluation: Overall score:

Due to the overall evaluation this year of , we hereby recommend this teacher for:

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| --- | --- | --- |
|  | Continued probationary employment (non-tenured teachers only) |  |
|  | Non-renewal of contract (non-tenured teachers only) |  |
|  | Tenure (non-tenured teachers only after three years of successful experience) |  |
|  | Continued employment (tenured teachers only) |  |
|  | Second Class Certificate and a Performance Improvement Plan (tenured teachers only) |  |
|  |  |  |

Principal Date Supervisor Date

This recommendation is:  Approved  Denied

Assistant Superintendent Date Superintendent Date

Human Resources Administrator Date

**DORCHESTER COUNTY PUBLIC SCHOOLS**

# CLASSROOM TEACHER PRE-OBSERVATION FORM

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| --- | --- | --- | --- | --- | --- | --- |
| Teacher: | | | | | Conference Date: | Observation Date: |
| School: | | | | | Grade/Content: |  |
| Tenured |  | Non-Tenured |  |  | |  |
|  | | | | | |  |
| **DOMAIN 1**  ***Planning and Preparation*** | | | | | |  |
| 1. What curriculum, outcomes, and/or indicators will be the focus of the lesson? | | | | | |  |
|  | | | | | |  |
| 2. How do you use assessment data to plan for instruction? | | | | | |  |
|  | | | | | |  |

|  |
| --- |
| **DOMAIN 2**  ***Instructional Strategies*** |
| A. How will you monitor student progress during the lesson? |
|  |
| B. How will you engage students? |
|  |

**DOMAIN 3**

***Managing the Classroom/Learning Environment***

A.

What processes and routines are used in your classroom to promote a positive learning environment?

|  |
| --- |
| **DOMAIN 4**  ***Related Professional Responsibilities*** |
| A. How do you communicate with your students’ families? |
|  |
| B. How are you utilizing the professional development provided to support your instruction and what do you feel you still need? |
|  |

|  |
| --- |
| **DOMAIN 5 *Student Achievement*** |
| A. What progress have you made toward your SLOs? |
|  |
|  |
| Other Discussion Points |

Observer’s Signature

Title

Teacher’s Signature\* Date Pre-Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement

|  |
| --- |
| DISTRIBUTION: |
| 1-Teacher    2-Principal |

with pre-observation.

**DORCHESTER COUNTY PUBLIC SCHOOLS**

CLASSROOM TEACHER OBSERVATION FORM

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Teacher: | | | | | | Date: | | | | | |  | |
| School: | | | | Grade/Content: | | Time of Observation: | | | | | |  | |
| Tenured |  | Non-Tenured |  |  | Announced | | |  | Unannounce d | | |  |  |
| Lesson summary: | | | | | | | | | | | |  | |
| **PLANNING AND PREPARATION** | | | | | | | Highly  Effective | | Effective | Developing | Ineffective | N/A | |
| 1. Focuses lesson on curriculum outcomes/indicators | | | | | | |  | |  |  |  |  | |
| 2. Utilizes student assessments congruent with learning outcomes | | | | | | |  | |  |  |  |  | |
| 3. Designs coherent instruction with appropriate pace and sequence of the lesson | | | | | | |  | |  |  |  |  | |
| 4. Demonstrates understanding of student interests, background, and needs | | | | | | |  | |  |  |  |  | |
| 5. Demonstrates knowledge of content to plan appropriate instruction | | | | | | |  | |  |  |  |  | |
| Comments: | | | | | | | | | | | |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **INSTRUCTIONAL STRATEGIES** | Highly  Effective | Effective | Developing | Ineffective | N/A |
| 1. Engages students in learning activities |  |  |  |  |  |
| 2. Uses effective questioning and discussion techniques |  |  |  |  |  |
| 3. Monitors student learning throughout lesson |  |  |  |  |  |
| 4. Demonstrates accurate content knowledge |  |  |  |  |  |
| 5. Communicates clearly and accurately with students |  |  |  |  |  |
| 6. Demonstrates flexibility and responsiveness |  |  |  |  |  |
| Comments: |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MANAGING THE CLASSROOM/LEARNING ENVIRONMENT** | Highly  Effective | Effective | Developing | Ineffective | N/A |
| 1. Creates an environment of respect and rapport |  |  |  |  |  |
| 2. Establishes culture for learning |  |  |  |  |  |
| 3. Establishes, communicates, and maintains rules and procedures |  |  |  |  |  |
| 4. Manages student behavior |  |  |  |  |  |
| 5. Organizes classroom for safety and instructional effectiveness |  |  |  |  |  |
| Comments: |  |  |  |  |  |

|  |  |
| --- | --- |
| **RELATED PROFESSIONAL RESPONSIBILITIES** |  |
| 1. Maintains accurate and timely records | The components in this domain will be considered in summative evaluations. |
| 2. Demonstrates professional growth and development |
| 3. Communicates effectively with families |
| 4. Performs non-instructional responsibilities |
| 5. Shows professionalism and integrity |
| Comments: |  |

Observer’s Signature

Title

Observer’s Signature

Title

Teacher’s Signature\*

Date Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with

|  |
| --- |
| DISTRIBUTION: |
| 1-Teacher  2-Principal  3-Supervisor |

observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

## DORCHESTER COUNTY PUBLIC SCHOOLS

**NARRATIVE RECORD FORM ADDENDUM**

|  |  |  |
| --- | --- | --- |
| Name: |  | School: |
| Date: | In reference to: |  |

|  |
| --- |
|  |

Observer’s Signature

Title

Observer’s Signature

Title

Teacher’s Signature\* Date Conference Held

|  |
| --- |
| DISTRIBUTION: |
| 1-Teacher    2-Principal |

\*Indicates copy has been received; does not necessarily indicate agreement with

observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

## DORCHESTER COUNTY PUBLIC SCHOOLS

**TEACHER COMMENT FORM**

|  |  |  |
| --- | --- | --- |
| Name: |  | School: |
| Date: | In reference to: |  |

|  |
| --- |
|  |

Teacher’s Signature Date

Principal’s Signature\* Date

|  |
| --- |
| DISTRIBUTION\*\* |
| 1-Teacher    2-Principal |

\*\*The teacher is responsible for submitting the original signed form to

her or his School Principal and/or Supervisor.

**EVALUATION PROCEDURES**

1. **Evaluation Components**

The evaluation is based upon information from the following types of observations and records previously shared in writing with the teacher.

Required observations and documents:

* 1. Classroom Teacher Observation Form(s)
  2. Related Professional Activities Form
  3. Student Growth Measures -

Evidence of Student Learning Objective attainment as maintained and presented by teacher

May also include the following documentations:

* 1. Professional Improvement Plan
  2. Narrative Record Form(s)
  3. Teacher Comment Form(s)

1. **Rating**

The evaluators are the principal, assistant principal, instructional coordinator, program facilitator or an administrator designated by the Assistant Superintendent. These evaluators shall rate the educator's performance in each domain using the following scale:

*Highly Effective* - performance exceeds county expectations

*Effective* - performance meets county expectations

*Developing* - performance that is not consistently effective and requires modification to be acceptable

*Ineffective* - performance is not effective and may jeopardize employment status *Not Applicable* (N/A) - performance area does not pertain to the evaluation

1. **Comments**

Written comments may be added by the evaluator(s) in each of the domains to reinforce, explain, and/or document a specific area.

Comments **must** be written for any ratings of *Developing* or *Ineffective*.

1. **Overall Performance**

The overall performance evaluation of non-tenured and tenured teachers must be rated either *Highly* *Effective, Effective*, *Developing*, or *Ineffectiv*e.

Non-tenured teachers will receive a *Highly Effective*, *Effective*, *Developing*, or *Ineffective* rating for each evaluation period except their initial evaluation period. For the initial evaluation period, a nontenured teacher may receive a *Developing* rating***.*** An **overall** rating of *Effective* must be achieved on the final evaluation of the third year in order for the teacher to be recommended for tenure.

Non-tenured teachers will be evaluated two (2) times each year. The first evaluation of the year, most often by December 15, will be based on the Professional Practice domains only.

An Ineffective evaluation shall include at least one observation by an individual other than the immediate supervisor.

*The following guidelines are to be followed in determining the summative evaluation:*

1. On each respective Evaluation Form, the domain Instructional Strategies [OR, Service Delivery for the specialists’ documents] will count double weight.
2. A summary evaluation for domains 1 through 4 will be given derived from the Domain evaluations. (see Summative Evaluation Form)
3. A summary evaluation for domain 5 (Student Achievement Measures) will be given based on the point tally derived from the Domain evaluations. (see Summative Evaluation Form)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **DCPS Teacher Evaluation** | | | | |
|  | **Professional Practice 50%** | | | **Student Achievement 50%** | |
|  | **Danielson Domains** | | | **Student Learning Objectives** | |
| **Planning &**  **Preparation**  **10%** | **Instruction 20%** | **Classroom**  **Environment**  **10%** | **Professional**  **Responsibilities 10%** | **SLO # 1 25%** | **SLO #2 25%** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **The final Overall Evaluation will be given based on the following matrix:**  Professional Practices Evaluation Domains 1 through 4 | | | | |
| Student  Achievement Evaluation for Domain 5 |  | Highly Effective | Effective | Developing | Ineffective |
| Highly Effective | HE | HE | E | D |
| Effective | HE | E | E | D |
| Developing | E | E | D | I |
| Ineffective | D | D | I | I |

1. **Procedures** 
   1. The Related Professional Activities Form acknowledges the teacher's participation in any activities throughout the year which should be recorded and brought to the evaluators' attention.
      1. The form will assist in the evaluation of the “Related Professional Responsibilities” performance area.
      2. Comments related to these activities may be added throughout the school year on the Observation Forms, Narrative Record Forms, or other means of communication.
      3. The teacher is responsible for submitting this form to the evaluators by May 1.
      4. The form will be attached to the appropriate evaluation form to be sent to the Office of Human Resources.

* 1. The evaluators jointly rate the teacher's performance from data that havebeen compiled and previously shared in writing with the teacher.

* 1. An evaluation conference must be held with the teacher and the principal, or assistant principal, or an administrator designated by the Assistant Superintendent for Instruction. The principal, assistant principal, supervisor, coordinator, or another administrator designated by the Assistant Superintendent for Instruction may be present if the teacher’s overall rating is evaluated as *Developing* or *Ineffective*.

* 1. At each observation conference, the teacher and evaluator will review current progress toward SLO goal attainment. At the summative evaluation conference, the teacher is responsible for presenting student achievement and goal attainment data.

* 1. The teacher shall have the opportunity during the evaluation conference to present portfolio evidence in support of Domain 4, Related Professional Responsibilities.

* 1. The teacher has the right to attach supportive data or clarifying comments to the evaluation form using the Teacher Comment Form.

1. **Multi-School Teachers/Multi-Supervised Teachers** 
   1. Evaluations of teachers assigned to more than one school will be completed by their home-school principal, assistant principal, supervisor, or an administrator designated by the Assistant Superintendent for Instruction.

* 1. Allcopies of the observations will be compiled for the rating of the teacher's total performance.

**D**

**ORCHESTER**

**COUNTY PUBLIC SCHOOLS**

**CLASSROOM TEACHER SUMMATIVE EVALUATION FORM**

Tenured

Non

-

Tenured

Teacher:

Date:

School:

Grade/Content

:

Based on the following observations:

Formal Announced

Formal Unannounced

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Highly  Effective | Effective | Developing | Ineffective |
| 1. Planning and Preparation |  |  |  |  |  |
| 2. Instructional Strategies |  |  |  |  |  |
| 3. Managing the Classroom/Learning Environment |  |  |  |  |  |
| 4. Related Professional Responsibilities |  |  |  |  |  |
| **Professional Practices Subscore TOTAL** |  |  |  |  |  |
|  |  | |  |  |  |
| 5. STUDENT ACHIEVEMENT |  | |  |  |  |
| Student Learning Objective #1 |  |  |  |  |  |
| Student Learning Objective #2 |  |  |  |  |  |
| **Student Achievement Subscore TOTAL** |  |  |  |  |  |
|  |  | |  |  |  |
| Domains 1 - 4: Summary Evaluation |  |  |  |  |  |
| Domain 5: Summary Evaluation |  |  |  |  |  |
|  |  | |  |  |  |
| Final Evaluation |  | HE | E | D | InE |
| Comments: |  | |  |  |  |

Evaluator’s Signature

Title

Evaluator’s Signature

Title

Teacher’s Signature\*

Date Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with

|  |
| --- |
| DISTRIBUTION: |
| 1-Teacher  2-Principal  3-Supervisor |

observation. The teacher may choose to submit a Teacher Comment Form in accordance

with the Teacher Evaluation Handbook.

**RELATED** **PROFESSIONAL ACTIVITIES FORM**

The Related Professional Activities Form provides a record of the teacher’s participation in activities which should be brought to the principal’s attention. Examples of these may include college and university courses, conferences, committees, special in-school assignments, assemblies, shows, clubs, and other extracurricular activities. This is the form used to support effectiveness of Component 2 under Domain 5 on the rubric.

The principal will make the Related Professional Activities Form available to teachers. The form will be submitted by the teacher to the principal by May 1. Forms must be submitted prior to each evaluation conference to be attached to the teacher’s evaluation form.

## DORCHESTER COUNTY PUBLIC SCHOOLS

**RELATED PROFESSIONAL ACTIVITIES FORM**

|  |  |
| --- | --- |
| Name: | School: |
| School Year: | Date: |

This form is used to document contributions that may be used for parts of component 4 of the teacher evaluation and for part of the student growth evaluation.

**PROFESSIONAL CONTRIBUTION LOG**

|  |  |  |
| --- | --- | --- |
| Date | Event or Service  (e.g., mentoring, conference presentations, committee work, achievements, and other extra-curricular activities) | Contribution |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**PROFESSIONAL DEVELOPMENT LOG**

|  |  |  |
| --- | --- | --- |
| Date | Event or Service  (e.g., workshop attendance, college and university courses, and other professional development activities) | Description |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |
| --- |
| DISTRIBUTION\*\* |
| 1-Teacher  2-Principal |

Teacher’s Signature

This form must be attached to the Evaluation Form and placed in personnel file.

**PROFESSIONAL IMPROVEMENT PLAN**

Staff development is an integral part of the evaluation process. A Professional Improvement Plan (PIP) is designed as a guide for helping the teachers grow professionally. The PIP must be developed with a teacher whose evaluation is determined to be *Developing* or *Ineffective*. An individual observation may indicate the need to generate a Professional Improvement Plan. It will be developed collaboratively with the teacher and the principal, assistant principal, supervisor, coordinator, or another administrator designated by the Assistant Superintendent for Instructional Services. A date and time for the development of the plan shall be established by the administrator(s), allowing the teacher at least 24 hours to prepare for the development of the plan. The unit member may arrange to have Association representation present at that meeting. The teacher shall be provided with an opportunity to review the plan, reflect on its content, and ask for clarification prior to the plan being finalized. The administrator(s) shall establish the date to finalize the plan. In the event that the collaborating parties are unable to reach consensus on the contents of the Plan, the building administrator will make the final determination.

The Professional Improvement Plan shall contain:

Performance Area(s)

Goal(s) and Objective(s) including timeline for completion

Resources, Activities, and Strategies

Follow-up/Modification(s)

**Performance Area(s)**

This may be an entire domain or individual components from the observation/evaluation rubrics.

**Goal(s) and Objective(s)**

1. Will be collaboratively developed by teacher, principal, and supervisor or coordinator and may also include other appropriate administrators.
2. Will specify timeline or projected date for meeting goal, which may include time of next observation and meeting.

**Resources, Activities, Strategies, Documentation, Person(s) Responsible, Timelines**

1. Will be collaboratively developed by teacher, principal and supervisor or coordinator may also include other appropriate administrators.
2. Will specify the activities/materials to be used, and the role and the responsibilities of each person: teacher, administrator, and supervisor or coordinator.
3. Will identify the documentation that will substantiate the completion of the activity.
4. Will state the professional assistance and direction to be provided for teacher.
5. Will list the resources, strategies, and activities to be used.
6. Will indicate the timeline for initiating and completing activities.

**Follow-up/Modification(s)**

1. The results of the improvement plan should be included in the next evaluation.
2. If a rating of *Ineffective* occursin a subsequentobservation or evaluation within a year, then aProfessional Improvement Plan will be developed, or the present one will be modified or continued***.***
3. All individuals identified in the Professional Improvement Plan will document their participation and will be held accountable for the implementation of the plan***.***

## DORCHESTER COUNTY PUBLIC SCHOOLS

**PROFESSIONAL IMPROVEMENT PLAN**

|  |  |
| --- | --- |
| Teacher’s Name: |  |
| School: | School Year: |

PERFORMANCE AREA(S)

GOAL(S) AND OBJECTIVE(S)

Dates

RESOURCES, ACTIVITIES, STRATEGIES

Documentation

Person(s)

Responsible

Started

Completed

Principal’

s

Signature

Date

Supervisor

’s

or Coordinator’s

Signature

Date

|  |
| --- |
| DISTRIBUTION: |
| 1-Teacher    2-Principal |

Teacher’s Signature Date

|  |  |  |
| --- | --- | --- |
|  | Admin. Initials |  |

|  |  |  |
| --- | --- | --- |
|  | Admin. Initials |  |

|  |  |  |
| --- | --- | --- |
|  | Admin. Initials |  |

FOLLOW-UP/MODIFICATIONS: At subsequent review points, show plan alterations in these addendum cells.

PIP modified

–

Date:

Teacher Initials

Dates

REVISED Resources, Activities, Strategies

Person(s) Responsible

Started

Completed

PIP modified

–

Date:

Teacher Initials

Dates

REVISED Resources, Activities, Strategies

Person(s) Responsible

Started

Completed

PIP modified

–

Date:

Teacher Initials

Dates

REVISED

Resources, Activities, Strategies

Person(s) Responsible

Started

Completed

**APPEAL OF AN EVALUATION**

In the event of an overall rating of *Ineffective*, the school system shall, at a minimum, provide individuals with a meaningful appeal in accordance with Education Article, Section 4-205(c)(4), Annotated Code of Maryland.

If an observation report is a component of an *Ineffective* evaluation, the observation report may be appealed along with the *Ineffective* evaluation.

The burden of proof is on the teacher appealing an overall rating of *Ineffective*.

**LEGAL REFERENCE:** ANNOTATED CODE OF MARYLAND--EDUCATION:4-205, 6-103

**HISTORY:** ADOPTED, AUGUST 14, 1989; AMENDED, SEPTEMBER 10, 1990; AMENDED, AUGUST 9, 1993; AMENDED, JULY 10, 1995; REVIEWED, 1996; AMENDED, JUNE 9, 1997; AMENDED, JULY, 1998; AMENDED, NOVEMBER 9, 1998; AMENDED, JUNE 14, 1999; AMENDED, JUNE, 2003; AMENDED, JULY, 2005; PILOT, AUGUST 2012

**APPENDICES**



**POST-OBSERVATION GUIDING QUESTIONS &**

**SPECIALIZED OBSERVATION AND EVALUATION DOCUMENTS**

**RUBRICS**

**OBSERVATION FORMS**

**EVALUATION FORMS**

**INSTRUCTIONAL COACHES/**

**SPECIAL EDUCATION COACHES**

**~**

**MEDIA SPECIALISTS**

**~**

**SCHOOL COUNSELORS**

**~**

**SCHOOL PSYCHOLOGISTS**

**~**

**SERVICE PROVIDERS**

**~**

**DORCHESTER COUNTY PUBLIC SCHOOLS**

**Post-Observation Guide Questions**

**Objective: To affirm sound professional practices and brainstorm instructional improvements through a one-on-one professional development dialogue guided by the language of the DCPS Observation Rubric. (These questions should guide the post-observation conference as well as guide the teacher in reflecting on their own instructional practice.)**

|  |  |
| --- | --- |
| **Initial Reflection Focus** | |
| What did I want students to know and/or be able to do by the end of the lesson? | Teacher should reference a concise and meaningful objective statement that was posted during the lesson. |
| How did I determine the objective for this lesson and these students? | Teacher should be able to demonstrate the alignment of this same objective to Common Core Standards and the appropriate state/county curriculum. |
| What did I do to make students aware of the purposes for learning? | Teacher should be able to cite a specific discussion of and periodic references to the objective during the lesson. |
| **Planning an d Preparation** | |
| **Components** | **Evidence(s)** |
| How was my lesson based on curriculum outcomes/indicators? | \*Alignment  \*Sequence of learning  \*Objective is assessable |
| What student assessments do I use that matched the learning outcomes? | \*Use of assessment data  -formal/informal to monitor student learning during  and at the end of the lesson |
| How was my instruction designed with a coherent structure with an appropriate pace and sequence of the lesson? | \*Designed for differentiation  \*Sequence of activities is coherent |
| How did I plan instruction based on what I know about my students’ interests, background and needs? | \*Display an understanding of the characteristics of students  \*Differentiates based on how students learn  (applied to whole class, groups, individuals) \*Displays an understanding of the diversity of the individuals in my classroom  \*Creates instruction tailored to meet the individual needs |
| How did I demonstrate that I have knowledge of the content to plan appropriate instruction? | \*Displays extensive knowledge of the concepts in the discipline and how they relate to one another and to other disciplines  \*Plans reflect understanding of prerequisite relationships among topics  \*Plans reflect a range of effective pedagogical approaches |

**Instructional Strategies**

How did I engage students in learning activities? \*All students are cognitively engaged in the content

\*Instructional groupings are productive and appropriate; students self-monitor the productivity of the group

\*Peer interaction is appropriate and successful \*Lesson is coherent, appropriately paced and allows for student reflection

How did I use effective questioning and \*Questions are consistently high quality,

discussion techniques? culturally and developmentally appropriate and

lead to meaningful dialogue

\*All students are engaged

How did I monitor student learning throughout \*Students know the standards used for

the lesson? evaluating their work

\*Students are actively monitored through formative/summative assessments regarding their understanding throughout the lesson \*Feedback is timely and of high quality \*Students assess and monitor their own

learning and use feedback in their own learning How did I demonstrate accurate content \*Demonstrates command of the subject matter

knowledge? \*Makes connections to students’ knowledge

and experience

\*Uses developmentally appropriate vocabulary \*Provides information from a bias-free, multicultural perspective How did I communicate clearly and accurately \*Learning outcomes are posted

with my students? \*Expectations for learning, directions,

procedures, and explanations are consistently clear to students

\*Uses oral and written language that extends students vocabularies, is culturally appropriate and anticipates possible student misconceptions

How did I demonstrate flexibility and \*Make adjustments when needed responsiveness if needed? \*Uses opportunities for teachable moments that

enhances student learning

\*Uses a variety of strategies/effective

approaches for students who need help, including using resources beyond classroom

**Managing the Classroom/Learning Environment**

How have I created an environment of respect \*Interactions with my students are caring,

and rapport? respectful and appropriate to students’ culture How have I established a culture for learning?

and development

\*Students take responsibility for positive classroom environment and demonstrate genuine caring for each other and monitor one another’s treatment of peers, correcting

classmates respectfully when needed

\*Displays interest and excitement in the

content, creating motivation for learning \*Has high expectations for student achievement by demonstrating belief that students can and will master learning outcomes

\*Requires students to demonstrate attention to detail and take pride in their work and put obvious effort forward to revise and improve their work

How have I established, communicated, and \*Independent and small group work is well

maintained rules and procedures? organized and students are productively

engaged at all times \*Transitions are seamless

\*Routines for handling materials and supplies are smooth with no teacher direction

Processes/routines for non-instructional duties are well established with students assuming responsibilities

How do I manage student behavior? \*Expectations for standards of conduct are clear

to all students and modeled by students \*Monitoring of student behavior is subtle and prevents disruption

\*Students monitor own behavior and correct peer’s behavior respectfully

\*Responses to misbehavior are effective and sensitive

\*Students’ behaviors are entirely appropriate How is my classroom organized for safety and \*Classroom is safe, teacher and students take instructional effectiveness? responsibility for maintaining safety

\*Learning is equally accessible to all students \*Teachers and students use physical resources easily and skillfully to enhance learning

**Professional Responsibilities**

How am I meeting the professional \*Maintains timely and accurate records responsibilities as laid out in Domain Four? \*Demonstrates professional growth and development

\*Communicates effectively with parents

|  |  |
| --- | --- |
|  | \*Performs non-instructional responsibilities  \*Professionalism and integrity |
| How am I making progress on my Student Learning Objectives? | \*Mid-year check |
| Based on the review of my lesson, it would seem that a goal for me would be \_\_\_\_. |  |
| You can support me in the following ways… |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Planning and Preparation *SERVICE PROVIDER*** | | | |
| **1. Complies with timelines and due dates** | | | |
| The service provider meets mandated timelines for screenings, assessments, reports, and IEPs in accordance with county, state, and federal guidelines. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| Service provider demonstrates thorough understanding of county, state, and federal guidelines and supports others in ensuring that timelines are consistently met. | Service provider consistently meets timelines of completing screenings within 30 days, assessments and reports within 60-90 day timeline, and IEPs submitted to the building coordinator on scheduled due dates. | Service provider inconsistently meets mandated timelines and requires occasional prompting from the building coordinator and/or administrators. | Service provider consistently requires prompting from the building coordinator and/or administrators to complete and compile information within mandated timelines. |
| **Planning and Preparation** | | | ***SERVICE PROVIDER*** |
| **2. Selects and interprets screening/assessment** | | |  |
| The service provider uses a variety of formal and informal assessment tools and analyzes results. | | |  |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| * Service provider is proactive in responding to referrals and makes highly competent assessment of student needs.      * Service provider is proactive in collecting important information, interviewing teachers, and parents if necessary. | Service provider responds to referrals and makes thorough assessments of student needs.    Service provider collects all the important information on which to base educationally relevant treatment plans. | Service provider responds to referrals and makes adequate assessment of student needs.    Service provider collects most of the important information on which to base educationally relevant treatment plans. | Service provider fails to respond to referrals or makes hasty assessment of student needs.    Service provider neglects to collect important information on which to base educationally relevant treatment plans. |
| **Planning and Preparation *SERVICE PROVIDER*** | | | |
| **3. Clearly communicates assessment results and provides relevant recommendations in the context of the educational setting** | | | |
| The service provider thoroughly communicates, verbally and in writing, assessment and screening results in order to make appropriate recommendations for the student to benefit from their educational program. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| Service provider generates reports that are accurate, clearly written, and tailored for the audience.    Service provider clearly articulates the educational impact of assessment results and makes appropriate recommendations to family and staff that include specific examples to enhance student access to and participation in the educational program. | Service provider generates reports that are accurate and appropriate to the audience.  Service provider clearly articulates the educational impact of assessment results and makes appropriate recommendations to enhance student access to and participation in the educational program. | Service provider generates reports that are accurate, but lacking in clarity and not always appropriate to the audience.    Service provider articulates the educational impact, but fails to make appropriate recommendations to enhance student access to and participation in the educational program. | Service provider generates reports that are inaccurate or not appropriate to the audience.    Service provider fails to articulate the educational impact and appropriate educational recommendations. |
| **Planning and Preparation *SERVICE PROVIDER*** | | | |
| **4. Utilizes student data to develop, monitor, and refine appropriate IEP goals** | | | |
| The service provider identifies measurable assessment criteria for the development and monitoring of student achievement. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| Service provider’s plan is highly coherent, proactive, and serves to support students individually within the broader educational program.    Service provider’s evaluation plan is highly sophisticated, with adequate artifacts and a  clear plan to regularly improve student achievement. | Service provider has developed a plan that includes the important aspects of work in the setting.    Service provider’s plan to evaluate student achievement is organized around clear goals and artifacts indicate the degree to which goals have been met. | Service provider has a guiding principle and includes worthwhile activities that may not fit with the broader goals.    Service provider has a rudimentary plan to evaluate student achievement. | Service provider has no plan or has a plan that consists of unrelated activities lacking coherence and structure.    Service provider has no method to evaluate student achievement. |
| **Planning and Preparation *SERVICE PROVIDER*** | | | |
| **5. Plans and prepares for student transitions** | | | |
| The service provider demonstrates knowledge of student needs and interventions necessary to plan appropriate transitions between programs, grades, schools, and the community. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| Service provider demonstrates extensive knowledge of resources for students available through the school, the district, and the larger community.    Service provider plans program to promote transition, provides in-service and/or modeling for students and receiving/prior providers, and passes on strategies and materials. | Service provider demonstrates thorough knowledge of resources for students available through the school district and some familiarity with resources outside the district.    Service provider plans program to promote transition and maintains open line of communication with receiving/prior providers passing on strategies and materials. | Service provider demonstrates basic knowledge of resources for students available through the school district.    Service provider plans a program to promote transition, but does not ensure that strategies and materials are communicated in a timely manner. | Service provider demonstrates little or no knowledge of resources for students available through the school or district.    Service provider fails to consider planning for transition and communicating resources. |

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| **Service Delivery *SERVICE PROVIDER*** | | | |
| **1. Provides services in alignment with the IEP** | | | |
| The service provider designs and implements intervention activities based on meaningful content and clearly indicated IEP goals. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| Service provider’s goals for therapy or service are highly appropriate to the situation in the school, to the age of the students, and have been developed collaboratively.    Service provider develops comprehensive plans for students creatively meeting student needs and works collaboratively toward student achievement. | Services provider’s goals for therapy or service are clear and appropriate to the situation in the school and the age of the students.    Service provider’s plans for students are suitable for them and are aligned with identified needs. | Service provider’s goals for therapy or service are rudimentary and are partially suitable to the situation and to the age of the students.    Service provider’s plans for students are partially suitable for them or sporadically aligned with identified needs. | Service provider has no clear goals for the therapy or service program or the goals are inappropriate to the situation or age of the students.    Service provider fails to develop treatment plans suitable for students or plans are mismatched with the findings of assessments. |
| **Service Delivery *SERVICE PROVIDER*** | | | |
| **2. Demonstrates flexibility, priority setting, and effective time management** | | | |
| The service provider demonstrates flexibility in response to student need and adjusts the interventions or schedule accordingly. The service provider schedules for programs effectively and makes efficient use of allotted time. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| Service provider demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.    Service provider is continually seeking ways to improve the treatment program and makes changes as needed in response to the student, parent or teacher input. | Service provider exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.  Service provider makes revisions in the treatment program when needed. | Service provider’s time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.    Service provider makes modest changes in the treatment program when confronted with evidence of the need for change. | Service provider exercises poor judgment in setting priorities, resulting in confusion, missed deadlines and conflicting schedules.    Service provider adheres to the plan or program despite evidence of inadequacy. |
| **Service Delivery *SERVICE PROVIDER*** | | | |
| **3. Manages student behavior** | | | |
| The service provider establishes and reinforces behavioral expectations that are consistent, predictable, and developmentally appropriate. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| Standards of conduct have been established for the testing and treatment room. Provider’s monitoring of students is subtle and proactive.    Service provider’s response to misbehavior is highly effective and sensitive to student’s individual needs. | Standards of conduct have been established for the testing and treatment room. Service Provider monitors student behavior.    Service provider’s response to misbehavior is appropriate, successful, and respects the student’s dignity. | Standards of conduct appear to have been established for the testing and treatment center. Attempts are made to correct negative student behavior.    Service provider attempts to respond to student misbehavior but with uneven results. | No standards of conduct have been established and provider disregards or fails to address negative student behavior.    Service provider does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student’s dignity. |
| **Service Delivery *SERVICE PROVIDER*** | | | |
| **4. Communicates with families** | | | |
| The service provider effectively communicates with families in a variety of mutually agreed upon ways (phone, written notes, communication logs/books, e-mail, progress reports, or meetings/conferences with family members). Phone calls and verbal communication are documented on appropriate forms. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| Promptly responds to family contacts and questions.    Initiates multiple contacts with families to communicate positive news as well as to discuss learning or behavior issues.    Manages each communication opportunity to create and maintain positive relationships. | Responds to family requests for information.  Initiates contact with parents to discuss learning problems or behavioral concerns.    Maintains positive communications and working relationships with families. | Makes initial effort to respond to family calls or notes, but may not persevere to assure contact and does not initiate contacts.  Does not initiate contact with parents individually.    Communications with parents are not consistently positive and productive. | Is not responsive to parent requests for information or communication.    Does not call or write to enlist parent support.    Allows communications to become nonproductive,  antagonistic, or unprofessional. |
| **Service Delivery *SERVICE PROVIDER*** | | | |
| **5. Promotes skill acquisition and generalization to enhance learning and student participation in the general education setting** | | | |
| The service provider ensures skill acquisition and generalization to enhance learning and student participation in the general education environment. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| Service provider seeks out staff to confer regarding cases and solicits multiple perspectives on students.    Service provider is reflective about student progress and cites specific examples of generalization skills and strategies when appropriate. | Service provider initiates contact with staff to confer regarding cases.    Service provider is reflective about student progress and cites examples with some specific suggestions to staff. | Service provider is available to staff for questions and planning, and provides materials when requested.    Service provider is reflective with moderate accuracy and provides global suggestions for improvement to staff. | Service provider is not available to staff for questions and planning, and declines to provide background material when requested.    Service provider does not reflect on practice or reflections are inaccurate. |
| **Service Delivery *SERVICE PROVIDER*** | | | |
| **6. Maintains student records** | | | |
| The service provider documents delivery of services and student performance and adheres to established timelines. This includes therapy logs, data points and artifacts, and medical assistance documentation when appropriate. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| Service provider has developed a highly effective data management system for monitoring progress with specific artifacts and is able to utilize the system to communicate with teachers and parents.    Service provider consistently documents services and progress reports with specificity and follows county guidelines for timely completion. | Service provider has developed an effective data management system for monitoring student progress and utilizes it to adjust services to students.    Service provider consistently documents service and progress reports, and follows county guidelines for timely completion. | Service provider has developed a rudimentary data management system for monitoring progress and occasionally uses it to adjust services when needed.    Service provider documents services and progress reports; however, documentation  lacks clarity or fails to meet the county guidelines for timely completion. | Service provider has not developed a data management system or it is in disarray. It cannot be used to monitor student progress or adjust services.    Service provider inconsistently documents services and progress reports, and fails to meet county guidelines for timely completion. |

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| **Managing the Learning Environment *SERVICE PROVIDER*** | | | |
| **1. Establishes rapport with students and team members** | | | |
| The service provider initiates positive interaction, treats students and team members with dignity, and respects differing opinions and ideas. The service provider collaborates with team members to support student participation with an emphasis on inclusion and integration within the general education setting. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| Students seek out the Service Provider, reflecting a high degree of comfort and trust in the relationship.    The service provider regularly collaborates with team members to discuss student performance and strategies to enhance achievement. | Service Provider’s interactions with students are positive and respectful; students appear comfortable with the service provider.    The service provider collaborates with team members to discuss student performance and strategies for carryover. | Service Provider’s interactions are a mix of positive and negative, and efforts to develop a rapport are partially successful.    The service provider occasionally collaborates student performance with team members. | Service Provider’s interactions with students are negative or inappropriate; students appear uncomfortable with the service provider.    The service provider fails to collaborate with team members to support student achievement. |

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| **Managing the Learning Environment *SERVICE PROVIDER*** | | | | | | | |
| **2. Organizes environment for instructional effectiveness** | | | | | | | |
| The service provider arranges the learning space to allow for safety, efficient movement, and effective instruction. The environment design supports student learning activities and interventions. Resources and instructional equipment are accessible for use during the lesson as needed. | | | | | | | |
| **Highly Effective** | | **Effective** | | **Developing** | | **Ineffective** | |
| The testing and therapy room is highly organized and is inviting to students. Materials are convenient when needed.    The therapy environment is safe. Service provider and students themselves ensure that all resources are equally accessible to all students. | | The testing and therapy room is well organized; materials are available when needed.    The therapy environment is safe and resources are equally accessible to all students. | | The testing and therapy room is moderately well organized and moderately well suited to work with students. Materials are difficult to find when needed.    The therapy environment is safe and at least essential resources are accessible to most students. | | The testing and therapy room is disorganized and poorly suited to working with students. Materials are usually unavailable.    The therapy environment is unsafe and essential resources are not accessible to most students. | |
| **Related Professional Responsibilities *SERVICE PROVIDER*** | | | | | | |
| **1. Demonstrates professional growth and development [addressed during summative evaluations]** | | | | | | |
| The service provider participates in professional development opportunities provided by the school or district and/or independently pursues additional learning opportunities related to the content or process of their skill area. Together with peers in a professional learning community, the service provider both seeks information and contributes to the knowledge of others. | | | | | | |
| **Highly Effective** | **Effective** | | **Developing** | | **Ineffective** | |
| * Seeks multiple opportunities to learn new content, embrace new technologies, and attempt new strategies.      * Shares knowledge with peers, both when working alongside them and in formal in-service learning settings.      * Demonstrates leadership in forming/maintaining a peerfacilitated, professional learning community.      * Actively pursues advance certification ahead of required renewal cycles. | * Participates in optional learning opportunities as well as those assigned by administrator.      * Upon prompting and assignment, will present and share information of effective practices with peers.      * Attends and fully participates in peer-facilitated professional learning community sessions.      * Maintains current certification within timelines required of MSDE/COMAR. | | * Avoids participation in assigned learning opportunities, or minimally attends without personal engagement.      * Participates in school centered learning efforts only   when required and monitored.     * Does not actively participate in peer-facilitated professional learning community efforts, even when time is provided during the workday.      * Ongoing certification is at jeopardy in the absence of required coursework or related activities. | | * Does not participate in assigned learning opportunities.      * Does not participate in any school centered learning efforts.      * Takes leave during county or school professional development days.      * Allows certification to lapse. | |
| **Related Professional Responsibilities *SERVICE PROVIDER*** | | | | | | | | |
| **2. Demonstrates professionalism and integrity [addressed during summative evaluations]** | | | | | | | | |
| Service providers conduct themselves in the business of the school honestly and ethically. They adhere to principles of confidentiality and make decisions in the best interest of children. Service providers comply with district and school policies and regulations in regard to such items as attendance, punctuality, and the use of school property. | | | | | | | | |
| **Highly Effective** | | **Effective** | | **Developing** | | **Ineffective** | | |
| Service provider actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.    Service provider can be counted on to hold the highest standards of honesty, integrity and confidentiality and to advocate for students.    Service provider serves as a model of professional appearance, language, and behavior in and beyond the school day. | | Service provider seeks out opportunities for professional development based on individual assessment of need.    Service provider displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students.    Service provider meets established guidelines for professional appearance and displays appropriate language and demeanor in school settings. | | Service provider participates in limited professional development activities based on convenience or requirement.    Service provider is honest in interactions with colleagues, students, and the public, and plans a moderate advocacy role for students not violating the norms of confidentiality.     Teacher inconsistently follows guidelines for professional appearance, language, and demeanor in school settings. | | Service provider does not participate in professional development activities even when such activities are clearly needed for the development of skills.    Service provider displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.    Service provider shows disregard for expectations of proper dress, language, and decorum in the workplace. | | |
| **Related Professional Responsibilities *SERVICE PROVIDER*** | | | | | | | | |
| **3. Performs non-instructional responsibilities [addressed during summative evaluations]** | | | | | | | | |
| The service provider assumes roles of leadership and support in activities not directly associated with their personal assignment. Acting as a responsible citizen of the school community, service providers give their time and talents to special events as well as regular operational routines that enhance the quality of the school’s educational programs. | | | | | | | | |
| **Highly Effective** | | **Effective** | | **Developing** | | **Ineffective** | | |
| Service provider makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues. | | Service provider participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues. | | Service provider does not develop relationships with colleagues. Service provider participates in school and district events and projects only when specifically asked to do so. | | Service provider’s relationships with colleagues are negative or self-serving. Service provider avoids being involved in school and district events and projects. | | |

## DORCHESTER COUNTY PUBLIC SCHOOLS

# RELATED SERVICE PROVIDER OBSERVATION FORM

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| Service Provider: | | | | | | Date: | | | | | |  | |
| School: | | | Service Area: | | | Time of Observation: | | | | | |  | |
| Tenured |  | Non-Tenured |  |  | Announced | | |  | Unannounce | | | d |  |
|  | | | | | | | | | | | |  | |
| **PLANNING AND PREPARATION** | | | | | | | Highly  Effective | | Effective | Developing | Ineffective | N/A | |
| 1. Complies with timelines and due dates | | | | | | |  | |  |  |  |  | |
| 2. Selects and interprets screening/assessments | | | | | | |  | |  |  |  |  | |
| 3. Clearly communicates assessment results and provides relevant recommendations in the context of the educational setting | | | | | | |  | |  |  |  |  | |
| 4. Utilizes student data to develop, monitor, and refine appropriate IEP goals | | | | | | |  | |  |  |  |  | |
| 5. Plans and prepares for student transitions | | | | | | |  | |  |  |  |  | |
| Comments: | | | | | | | | | | | |  | |

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| **SERVICE DELIVERY** | Highly  Effective | Effective | Developing | Ineffective | N/A |
| 1. Provides services in alignment with the IEP |  |  |  |  |  |
| 2. Demonstrates flexibility, priority setting, and effective time management |  |  |  |  |  |
| 3. Manages student behavior |  |  |  |  |  |
| 4. Communicates with families |  |  |  |  |  |
| 5. Promotes skill acquisition and generalization to enhance learning and student participation in the general education setting |  |  |  |  |  |
| 6. Maintains student records |  |  |  |  |  |
| Comments: |  |  |  |  |  |

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| **MANAGING THE LEARNING ENVIRONMENT** | Highly  Effective | Effective | Developing | Ineffective | N/A |
| 1. Establishes rapport with students and team members |  |  |  |  |  |
| 2. Organizes classroom for instructional effectiveness |  |  |  |  |  |
| Comments: |  |  |  |  |  |

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| **RELATED PROFESSIONAL RESPONSIBILITIES** |  |
| 1. Demonstrates professional growth and development | The components in this domain will be considered in summative evaluations. |
| 2. Shows professionalism and integrity |
| 3. Performs non-instructional responsibilities |
| Comments: |  |

Observer’s Signature

Title

Observer’s Signature

Title

Provider’s Signature\* Date Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with

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| DISTRIBUTION: |
| 1-Provider  2-Supervisor  3-Principal |

observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

## DORCHESTER COUNTY PUBLIC SCHOOLS Tenured

**RELATED SERVICE PROVIDER SUMMATIVE EVALUATION FORM** Non-Tenured

Teacher: Date:

School(s): Content:

Based on the following observations: Formal Announced Informal

Formal Unannounced Narrative

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|  |  | Highly  Effective | Effective | Developing | Ineffective |
| 1. Planning and Preparation |  |  |  |  |  |
| 2. Instructional Strategies |  |  |  |  |  |
| 3. Managing the Classroom/Learning Environment |  |  |  |  |  |
| 4. Related Professional Responsibilities |  |  |  |  |  |
| **Professional Practices Subscore TOTAL** |  |  |  |  |  |
|  |  | |  |  |  |
| 5. STUDENT ACHIEVEMENT |  | |  |  |  |
| Smart Goal #1 |  |  |  |  |  |
| Smart Goal #2 |  |  |  |  |  |
| **Student Achievement Subscore TOTAL** |  |  |  |  |  |
|  |  | |  |  |  |
| Domains 1 - 4: Summary Evaluation |  |  |  |  |  |
| Domain 5: Summary Evaluation |  |  |  |  |  |
|  |  | |  |  |  |
| Final Evaluation |  | HE | E | D | InE |
| Comments: |  | |  |  |  |

Evaluator’s Signature

Title

Evaluator’s Signature

Title

Provider’s Signature\* Date Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with observation.

The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher

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| DISTRIBUTION: |
| 1-Provider  2-Supervisor  3-Principal |

Evaluation Handbook.

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| **Planning and Preparation** | | | ***SCHOOL COUNSELOR*** |
| **1. Plans and schedules for program effectiveness** | | |  |
| The counselor uses collected data to create a schedule in order to develop an effective program. | | |  |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Counselor’s plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program. |  Counselor has developed a plan that includes important aspects of counseling in the setting. |  Counselor’s plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the broader goals. |  Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure. |

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| **Planning and Preparation *SCHOOL COUNSELOR*** | | | | | | |
| **2. Exhibits creativity, resourcefulness, and initiative** | | | | | | |
| The counselor exhibits creativity, resourcefulness, and initiative through the collection of data and the development of a school counseling program. | | | | | | |
| **Highly Effective** | **Effective** | | **Developing** | | **Ineffective** | |
|  Counselor is continually seeking innovative ways to utilize a variety of resources to effectively assess needs and plan for the implementation of the school counseling program. |  Counselor seeks ways to use a variety of resources to effectively assess needs and plan for the implementation of the school counseling program. | |  Counselor uses provided resources to assess needs and plan for the implementation of the school counseling program. | |  Counselor does not appropriately assess needs and/or utilize resources provided to implement the school counseling program. | |
| **Planning and Preparation** | | | | | | ***SCHOOL COUNSELOR*** | |
| **3. Establishes/maintains appropriate goals for the counseling program** | | | | | |  | |
| The counselor will analyze the collected data and periodically modify the goals of the counseling program. | | | | | |  | |
| **Highly Effective** | | **Effective** | | **Developing** | | **Ineffective** | |
|  Counselor’s goals for the counseling program are highly appropriate to the situation in the school and to the age of the students. Goals have been developed following consultations with students, parents, and colleagues. | |  Counselor’s goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students. | |  Counselor’s goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students. | |  Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students. | |

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| **Planning and Preparation *SCHOOL COUNSELOR*** | | | |
| **4. Demonstrates knowledge of policies, regulations, programs, and resources both within and beyond the school system** | | | |
| The counselor will have a working knowledge of the policies, regulations, programs, and resources both within and beyond the school system. The counselor will apply the knowledge appropriately. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Counselor’s knowledge of  policies, regulations, programs, and resources for students is extensive, including those available through the school system, agencies within Dorchester County, and in the broader community. |  Counselor displays knowledge  of policies, regulations, programs, and resources for students available through the school system, and some familiarity with resources available through the school system, agencies within Dorchester County, and in the broader community. |  Counselor displays limited knowledge of policies, regulations, programs, and resources for students available through the school system, with no familiarity of resources available through the school system, agencies within Dorchester County, and in the broader community. |  Counselor demonstrates little or no knowledge of policies, regulations, programs, and resources for students available through the school system, agencies within Dorchester County, and in the broader community. |

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| **Service Delivery** | | | ***SCHOOL COUNSELOR*** |
| **1. Assesses student needs** | | |  |
| The counselor creates and implements an effective assessment tool to determine student needs. | | |  |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Counselor conducts detailed and individualized assessments of student needs to contribute to program planning. |  Counselor adequately assesses student needs and knows the range of student needs in the school. |  Counselor’s assessments of student needs are inadequate, or the assessment results are inaccurate. |  Counselor does not assess student needs. |

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| **Service Delivery *SCHOOL COUNSELOR*** | | | |
| **2. Assists students and teachers in the formulation of academic, personal/social, and career plans based on knowledge of student needs** | | | |
| The counselor will assist students and collaborate with teachers to formulate a plan based on students’ needs. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Counselor helps individual students and teachers formulate academic, personal/social, and career plans. |  Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students. |  Counselor’s attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful. |  Counselor’s program is independent of identified student needs. |

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| **Service Delivery *SCHOOL COUNSELOR*** | | | |
| **3. Provides responsive services: coordination, consultation, and counseling through individual, group, and school-wide programs** | | | |
| The counselor identifies the need and provides the most favorable course of action through coordination, consultation, and counseling services. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Counselor successfully identifies the need and takes a leadership role in planning and implementing the most favorable response through coordination, consultation, and/or counseling services which may include individual, group, and/or school-wide programs. |  Counselor successfully identifies the need and plans  and implements an appropriate response through coordination, consultation, and/or counseling services which may include individual, group, and/or school-wide programs. |  Counselor identifies the need and plans and implements a response through coordination, consultation, and/or counseling services which may include individual, group, and/or school-wide programs. |  Counselor does not identify the need or does not provide an appropriate response through coordination, consultation, and/or counseling services which may include individual, group, and/or school-wide programs. |

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| **Service Delivery *SCHOOL COUNSELOR*** | | | |
| **4. Uses appropriate counseling techniques in individual, group, and/or classroom programs** | | | |
| The counselor uses extensive counseling techniques to address student needs and facilitate growth through individual, group, and/or classroom programs. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Counselor uses an extensive range of counseling techniques to help students acquire skills in decisionmaking and problem solving for both interactions with other students and future planning. |  Counselor uses a range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and future planning. |  Counselor displays a narrow range of counseling techniques to help students acquire skills in decisionmaking and problem solving for both interactions with other students and future planning. |  Counselor has few counseling techniques to help students acquire skills in decisionmaking and problem solving for both interactions with other students and future planning. |

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| **Service Delivery *SCHOOL COUNSELOR*** | | | |
| **5. Maintains an effective relationship with parents/guardians and stakeholders** | | | |
| The counselor proactively establishes and fosters positive communication in order to build and maintain effective relationships. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Counselor is proactive in establishing and fostering positive communication to maintain an effective relationship with parents/guardians and stakeholders through a variety of means. |  Counselor establishes and fosters communication to maintain an effective relationship with parents/guardians and stakeholders. |  Counselor inconsistently establishes a relationship with selected parents/guardians and stakeholders. |  Counselor fails to establish a relationship with parents/guardians and stakeholders, or the majority of the relationships are detrimental to the school system. |

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| **Service Delivery** | | | ***SCHOOL COUNSELOR*** |
| **6. Demonstrates flexibility** | | |  |
| The counselor continuously demonstrates flexibility in making adjustments to the counseling program. | | |  |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input. |  Counselor makes effective revisions in the counseling program when they are needed. |  Counselor makes modest or inconsequential changes in the counseling program when confronted with evidence of the need for change. |  Counselor adheres to the plan or program, in spite of evidence of its inadequacy. |

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| **Organization of Setting** | | | ***SCHOOL COUNSELOR*** |
| **1. Creates an environment of respect and rapport** | | |  |
| The counselor fosters a welcoming environment that supports an atmosphere of mutual respect and trust. | | |  |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions. |  Counselor’s interactions with students are positive and respectful, and the counselor actively promotes positive interactions. |  Counselor’s interactions are a mix of positive and negative; the counselor’s efforts at encouraging positive interactions among students are partially successful. |  Counselor’s interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students. |

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| **Organization of Setting** | | | ***SCHOOL COUNSELOR*** |
| **2. Manages student behavior effectively** | | |  |
| The counselor establishes and maintains clear behavioral expectations for students in a variety of settings. | | |  |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Counselor has established clear expectations for student behavior, and consistently encourages students to contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility. |  Counselor has established clear expectations for student behavior and encourages students to contribute to maintaining them. Counselor  makes a significant contribution to the environment of civility. |  Counselor’s efforts to establish expectations of student behavior are partially successful.  Counselor attempts with limited success to contribute to the environment of civility. |  Counselor has established no expectations of student behavior and makes no contribution to maintaining an environment of civility. |

|  |  |  |  |  |  |  |
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| **Organization of Setting *SCHOOL COUNSELOR*** | | | | | | |
| **3. Promotes an environment conducive to learning** | | | | | | |
| The counselor sets the tone by actively promoting an atmosphere where students and stakeholders are treated with dignity and respect. The counselor fosters caring and a sense of belonging that supports a positive and productive learning environment. | | | | | | |
| **Highly Effective** | **Effective** | | **Developing** | | **Ineffective** | |
|  Counselor takes a leadership role in promoting productive and respectful communication that supports an environment conducive to learning. |  Counselor successfully promotes productive and respectful communication that supports an environment conducive to learning. | |  Counselor is partially successful at promoting productive and respectful communication that supports an environment conducive to learning. | |  Counselor makes no attempt to establish productive and respectful communication that supports an environment conducive to learning. | |
| **Related Professional Responsibilities *SCHOOL COUNSELOR*** | | | | | | | | |
| **1. Engages in professional development [addressed during summative evaluations]** | | | | | | | | |
| The counselor actively pursues and participates in professional development opportunities that further develop their counseling skills. | | | | | | | | |
| **Highly Effective** | | | **Effective** | | **Developing** | | **Ineffective** | |
|  Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. | | |  Counselor seeks out opportunities for professional development based on an individual assessment of need. | |  Counselor’s participation in professional development activities is limited to those that are convenient or are required. | |  Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills. | |

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| **Related Professional Responsibilities** | | | ***SCHOOL COUNSELOR*** |
| **2. Exhibits professionalism and ethical practices [addressed during summative evaluations]** | | |  |
| The counselor practices ethical behavior and professionalism to the highest degree. | | |  |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Counselor holds the highest ethical standards of honesty, integrity, and confidentiality; advocates for students, taking a leadership role with colleagues. |  Counselor displays high ethical standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed. |  Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality; does not advocate for students when needed. |  Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality. |

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| **Related Professional Responsibilities *SCHOOL COUNSELOR*** | | | |
| **3. Maintains appropriate records and submits them by prescribed deadlines [addressed during summative evaluations]** | | | |
| The counselor maintains accurate reports, records, and documentation and submits in a timely fashion. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Counselor’s approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools. Reports, records, and documentation are submitted accurately and promptly. |  Counselor’s reports, records, and documentation are accurate and are submitted in a timely fashion. |  Counselor’s reports, records, and documentation are generally accurate, but are occasionally late. |  Counselor’s reports, records, and documentation are missing, late, or inaccurate, resulting in confusion. |

**DORCHESTER COUNTY PUBLIC SCHOOLS**

# SCHOOL COUNSELOR OBSERVATION FORM

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Counselor: | | | | | Date: | | | | | | |  |
| School: | | | | | Time of Observation: | | | | | | |  |
| Tenured |  | Non-Tenured |  |  | Announced | |  | | Unannounced | | |  |
|  | | | | | | | | | | | |  |
|  | | | | | | | | | | | |  |
| **PLANNING AND PREPARATION** | | | | | | Highly  Effective | | Effective | | Developing | Ineffective | N/A |
| 1. Plans and schedules for program effectiveness | | | | | |  | |  | |  |  |  |
| 2. Exhibits creativity, resourcefulness, and initiative | | | | | |  | |  | |  |  |  |
| 3. Establishes/maintains appropriate goals for the counseling program | | | | | |  | |  | |  |  |  |
| 4. Demonstrates knowledge of policies, regulations, programs, and resources both within and beyond the school system | | | | | |  | |  | |  |  |  |
| Comments: | | | | | | | | | | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SERVICE DELIVERY** | Highly  Effective | Effective | Developing | Ineffective | N/A |
| 1. Assesses student needs |  |  |  |  |  |
| 2. Assists students and teachers in the formulation of academic, personal/ social, and career plans based on the knowledge of student needs |  |  |  |  |  |
| 3. Provides responsive services: coordination, consultation, and counseling through individual, group, and school-wide programs |  |  |  |  |  |
| 4. Uses appropriate counseling techniques in individual, group, and/or classroom programs |  |  |  |  |  |
| 5. Maintains an effective relationship with parents/guardians and stakeholders |  |  |  |  |  |
| 6. Demonstrates flexibility |  |  |  |  |  |
| Comments: |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ORGANIZATION OF SETTING** | Highly  Effective | Effective | Developing | Ineffective | N/A |
| 1. Creates an environment of respect and rapport |  |  |  |  |  |
| 2. Manages student behaviors effectively |  |  |  |  |  |
| 3. Promotes an environment conducive to learning |  |  |  |  |  |
| Comments: |  |  |  |  |  |

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| --- | --- |
| **RELATED PROFESSIONAL RESPONSIBILITIES** |  |
| 1. Demonstrates collaboration with colleagues to |  |
| determine best practice to address student needs | The components in this domain will be considered in summative evaluations. |
| 2. Exhibits professionalism and ethical practices |
| 3. Maintains appropriate records and submits them by prescribed deadlines |
| Comments: |  |

Observer’s Signature

Title

Observer’s Signature

Title

Counselor’s Signature\* Date Conference Held

|  |
| --- |
| DISTRIBUTION: |
| 1-Counselor  2- Coordinator  3-Principal |

\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

## DORCHESTER COUNTY PUBLIC SCHOOLS Tenured

**SCHOOL COUNSELOR SUMMATIVE EVALUATION FORM** Non-Tenured

Teacher: Date:

School: Content: Based on the following observations: Formal Announced

Formal Unannounced

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Highly  Effective | Effective | Developing | Ineffective |
| 1. Planning and Preparation |  |  |  |  |  |
| 2. Service Delivery |  |  |  |  |  |
| 3. Organization of Setting |  |  |  |  |  |
| 4. Related Professional Responsibilities |  |  |  |  |  |
| **Professional Practices Subscore TOTAL** |  |  |  |  |  |
|  |  | |  |  |  |
| 5. STUDENT ACHIEVEMENT |  | |  |  |  |
| Smart Goal #1 |  |  |  |  |  |
| Smart Goal #2 |  |  |  |  |  |
| **Student Achievement Subscore TOTAL** |  |  |  |  |  |
|  |  | |  |  |  |
| Domains 1 - 4: Summary Evaluation |  |  |  |  |  |
| Domain 5: Summary Evaluation |  |  |  |  |  |
|  |  | |  |  |  |
| Final Evaluation |  | HE | E | D | InE |
| Comments: |  | |  |  |  |

Evaluator’s Signature

Title

Evaluator’s Signature

Title

Counselor’s Signature\* Date Conference Held

|  |
| --- |
| DISTRIBUTION: |
| 1-Counselor  2- Coordinator  3-Principal |

\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Planning and Preparation *INSTRUCTIONAL COACH*** | | | | | | |
| **1. Aligns professional development with the Maryland Professional Development Standards, DCPS philosophical framework, and/or school improvement plan** | | | | | | |
| The professional developer selects professional development standards for the instructional session that aligns with the professional development experience. These standards are in accordance with the DCPS philosophical framework and address the school improvement plan as applicable. | | | | | | |
| **Highly Effective** | | **Effective** | | **Developing** | | **Ineffective** |
|  Standard(s) addressed is *intentionally* aligned to the professional development experience, the DCPS philosophical framework, and/or the school improvement plan. | |  Standard(s) is aligned to the professional development experience. | |  Standard(s) is not aligned to the professional development experience. | |  No evidence of standard(s). |
| **Planning and Preparation *INSTRUCTIONAL COACH*** | | | | | | |
| **2. Utilizes qualitative and/or quantitative data for planning and/or reflection** | | | | | | |
| The professional developer uses formal and/or informal data to plan the components of professional development and to prepare for the delivery of the sessions. The professional developer plans for monitoring of participant learning. The professional developer plans for meaningful and purposeful feedback. | | | | | | |
| **Highly Effective** | **Effective** | | **Developing** | | **Ineffective** | |
| * Uses data results to plan differentiated professional development.      * Plans opportunities to assess participant learning during the session that are appropriate, suitable to the situation, and varied to support the learning purpose.      * Plans for feedback are directly related to the outcome(s) and measure participant learning and the affective domain. | * Uses relevant data to plan.      * Plans opportunities to assess participant learning during the session that are appropriate and suitable to the situation.      * Plans for feedback are directly related to the outcome(s) and measure participant learning. | | * Uses irrelevant or misinterpreted data to plan.      * Plans opportunities to assess participant learning during the session that are partially suitable to the situation.      * Plans for feedback are not aligned to the stated outcome(s). | | * Data is not used to plan.      * No planned opportunities to assess participant learning during the session.      * No feedback was planned. | |

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| **Planning and Preparation *INSTRUCTIONAL COACH*** | | | |
| **3. Designs coherent professional development** | | | |
| The professional developer selects and sequences activities that engage participants as they move through levels of complexity and depth of knowledge toward outcomes. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Plans learning activities that are highly structured and clearly connected to support movement through levels of complexity and depth of knowledge. |  Plans learning activities that are structured and logically connected to support movement through levels of complexity and depth of knowledge. |  Plans learning activities that are partially connected and/or structured. |  Plans learning activities that are not logically connected and/or structured. |
| **Planning and Preparation *INSTRUCTIONAL COACH*** | | | |
| **4. Demonstrates knowledge of participants in order to differentiate professional development** | | | |
| The professional developer demonstrates an understanding of the unique learning needs, styles, interests, and prior knowledge of the participants to plan effective professional development as demonstrated by designing activities and adjusting strategies to meet differentiated needs of the participants. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Planning reflects a deep understanding of current adult learning theory as well as embeds and adjusts those practices throughout professional development sessions. |  Planning reflects understanding of current adult learning theory practices. |  Planning reflects partial understanding of current adult learning theory practices. |  Planning does not reflect an understanding of current adult learning theory practices. |
| **Planning and Preparation *INSTRUCTIONAL COACH*** | | | |
| **5. Demonstrates knowledge of content, professional development structures, and current research to plan appropriate professional development** | | | |
| The professional developer demonstrates an accurate understanding of content and utilizes relevant resources to guide participants toward understanding and mastery. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Displays extensive knowledge of the important concepts and/or research and how these relate to one another. |  Displays knowledge of the important concepts and/or research and how these relate to one another. |  Displays limited knowledge of the important concepts and/or research. |  Displays lack of knowledge of important concepts and/or research. |
| **Service Delivery *INSTRUCTIONAL COACH*** | | | |
| **1. Engages participants in learning activities** | | | |
| The professional developer facilitates learning experiences in which participants are engaged and involved with the construction of understanding. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Strategies are utilized so that all participants have an equal opportunity to be cognitively engaged throughout the entire session. |  Strategies are utilized so that most participants have an equal opportunity to be cognitively engaged. |  Strategies do not allow all participants to have an equal opportunity to be cognitively engaged. |  Strategies for engagement are not utilized. |
| **Service Delivery *INSTRUCTIONAL COACH*** | | | |
| **2. Uses effective questioning and discussion techniques** | | | |
| The professional developer poses questions and discussion prompts to promote high-level thinking so that participants can make connections, draw conclusions, and form generalizations about session content. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Questions and discussion prompts reflect various levels of cognitive demand and appropriate scaffolding that promote thoughtful responses. |  Questions and discussion prompts reflect various levels of cognitive demand that promote thoughtful responses. |  Questions and discussion prompts do not reflect various levels of cognitive demand. |  Questions or discussion prompts are not utilized. |
| **Service Delivery *INSTRUCTIONAL COACH*** | | | |
| **3. Monitors participant learning** | | | |
| The professional developer assesses participant understanding for the purposes of adjusting delivery in the current session and/or future sessions. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Actively and systematically elicits information from all participants regarding their understanding to adjust delivery of content. |  Actively and systematically elicits information from selected participants regarding their understanding to adjust delivery of content. |  Monitors the progress of the participant group as a whole but elicits no information. |  Does not monitor participant learning. |
| **Service Delivery** | | | ***INSTRUCTIONAL COACH*** |
| **4. Demonstrates accurate content knowledge** | | |  |
| The professional developer demonstrates an accurate understanding of the content. | | |  |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. |  Displays knowledge of the important concepts in the discipline and how these relate to one another. |  Displays limited knowledge of the important concepts in the discipline. |  Makes content errors. |

Content here means “professional development content,” “instructional strategies content,” “the gifted child,” etc.

|  |  |  |  |
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| **Service Delivery *INSTRUCTIONAL COACH*** | | | |
| **5. Communicates clearly with participants** | | | |
| The professional developer’s verbal and written communication is clear and appropriate to participants’ teaching experiences, backgrounds, and levels of understanding. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| * Communication(s) for   learning, directions, procedures, and explanations of content are *completely* clear to participants. Clarification is provided as needed.     * The professional developer’s oral and written language reflects standard English in a manner that enriches the session. | * Communication(s) for   learning, directions, procedures, and explanations of content are clear to participants. Clarification is provided as needed.     * The professional developer’s oral and written language reflects standard English. | * Communication(s) for   learning, directions, procedures, and explanations of content are not always clear.     * The professional developer’s oral or written language does not reflect standard English. | * Communication(s) for   learning, directions, procedures, and explanations of content are confusing to participants.     * The professional developer’s oral and written language does not reflect standard English. |

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| **Service Delivery *INSTRUCTIONAL COACH*** | | | |
| **6. Demonstrates flexibility and responsiveness** | | | |
| The professional developer demonstrates flexibility and responds to participants’ learning and performance by adjusting the session as needed. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Adjusts the session based on the needs of participants, embracing spontaneous learning opportunities that maximize the session for all participants. |  Adjusts the session based on the needs of participants, embracing spontaneous learning opportunities. |  Adheres to the session instructional plan even though an adjustment is needed. |  Is unaware when an adjustment is needed. |

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| **Managing the Learning Environment *INSTRUCTIONAL COACH*** | | | |
| **1. Creates an environment of respect and rapport** | | | |
| The professional developer creates a learning environment based upon the partnership principles of choice, voice, equality, praxis, reflection, dialogue, and reciprocity. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Interactions with participants are caring, respectful, and appropriate to professional culture. |  Interactions with participants are consistently caring, respectful, and appropriate to professional culture. |  Interactions with participants are not consistently caring, respectful, and appropriate to professional culture. |  Interactions with participants are not caring, respectful, and appropriate to professional culture. |

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| **Managing the Learning Environment *INSTRUCTIONAL COACH*** | | | |
| **2. Supports a collaborative culture for learning** | | | |
| The professional developer works in collaboration with participants to establish a safe and inclusive culture for learning that embraces the partnership principles. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Establishes clear norms of mutual respect for professional interaction and revisits the norms when necessary. |  Establishes clear norms of mutual respect for professional interaction. |  Established norms of mutual respect are not effective. |  No norms of mutual respect are established. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Related Professional Responsibilities** | | | | | | ***INSTRUCTIONAL COACH*** | |
| **1. Maintains accurate and timely records [addressed during summative evaluations]** | | | | | |  | |
| The professional developer completes record keeping tasks accurately and follows established time lines. | | | | | |  | |
| **Highly Effective** | | **Effective** | | **Developing** | | **Ineffective** | |
|  Accurately and consistently completes record keeping tasks in an appropriate time line. | |  Accurately completes record keeping tasks in an appropriate time line. | |  Record keeping tasks are not accurately completed and/or are not completed within the appropriate time line. | |  No evidence of record keeping. | |
| **Related Professional Responsibilities *INSTRUCTIONAL COACH*** | | | | | | | |
| **2. Demonstrates professional growth and development [addressed during summative evaluations]** | | | | | | | |
| The professional developer participates in professional development opportunities and independently pursues additional learning opportunities related to the content or processes of education. The professional developer both seeks information and contributes to the knowledge of others when participating in a professional learning community. | | | | | | | |
| **Highly Effective** | | **Effective** | | **Developing** | | **Ineffective** | |
| * Seeks multiple opportunities to learn new content, embrace new technologies, and/or attempt new strategies.      * Demonstrates leadership in | | * Participates in optional learning opportunities as well as those assigned by administrators.      * Attends and fully participates in peer-facilitated | | * Avoids participation in assigned learning opportunities, or minimally attends without personal engagement.      * Does not contribute to peer- | | * Does not participate in assigned learning opportunities.      * Does not attend professional development opportunities. | |
|  | forming/maintaining a peerfacilitated, professional learning community.  Actively pursues advance certification ahead of required SPC/APC renewal cycles. |  | professional learning community sessions.  Maintains current certification within time lines required of MSDE. |  | facilitated professional learning community efforts, even when time is provided during the workday.    Ongoing certification is in jeopardy in the absence of required coursework or related activities. |  | Allows certification to lapse. |

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| --- | --- | --- | --- |
| **Related Professional Responsibilities *INSTRUCTIONAL COACH*** | | | |
| **3. Performs related professional responsibilities [addressed during summative evaluations]** | | | |
| The professional developer acts as a responsible citizen of the school/system community, assumes leadership roles, and supports the school/system’s educational programs. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| * Takes on roles of leadership and organization for school/system-wide programs and events.      * Is a positive “ambassador” for the system/school and embodies the values and vision of the system/school in active outreach opportunities. | * Voluntarily supports and participates in school/ system-wide programs and events.      * Is fully supportive of the system/school’s vision and works to fulfill the system/school’s announced mission. | * Nominally participates in school/system-wide programs and activities when required.      * Is not overtly negative or disrespectful of the system/school’s vision, and is generally compliant. | * Disregards school/ system-   wide initiatives and activities.     * Communicates negative   feelings and disregard for the system/school’s vision and general operating procedures. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Related Professional Responsibilities *INSTRUCTIONAL COACH*** | | | |
| **2. Demonstrates professionalism [addressed during summative evaluations]** | | | |
| The professional developer demonstrates ethical conduct in the business of the school system. The professional developer adheres to principles of confidentiality and makes decisions in the best interests of students/teachers. The professional developer complies with system and school policies and regulations in regard to such items as attendance, punctuality, appearance, language, demeanor, and the use of school property. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| * Can be counted on to hold the highest standard of honesty in interactions with colleagues, students, and the public.      * Handles all confidential matters with highest level of integrity.      * Is rarely absent except as required or requested for professional duties and maintains attendance according to district policies and procedures.      * Serves as a model of professional appearance, appropriate language, demeanor, and use of school property in and beyond the school day. | * Displays honesty in interactions with colleagues, students, and the public.      * Maintains confidentiality of information.      * Maintains attendance   according to district policies and procedures.     * Meets established guidelines for professional appearance and displays appropriate language, demeanor, and use of school property in school settings. | * Displays a questionable standard of honesty in interactions with colleagues, students, and the public.      * Nominally maintains confidentiality of information.      * Does not consistently maintain attendance according to district policies and procedures.      * Does not consistently meet established guidelines for   professional appearance, nor  consistently displays  appropriate language, demeanor, and use of school property in school settings. | * Displays dishonesty in interactions with colleagues, students, and the public.      * Does not maintain confidentiality of information.      * Does not maintain attendance   according to district policies and procedures.     * Shows disregard of established guidelines for professional appearance, language, demeanor, and use of school property in school settings. |

**DORCHESTER COUNTY PUBLIC SCHOOLS**

# INSTRUCTIONAL COACH OBSERVATION FORM

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Teacher: | | | | | Date: | | | | | | |  | |
| School: | | | | | Time of Observation: | | | | | | |  | |
| Tenured |  | Non-Tenured |  |  | Announced | |  | | Unannounce | | | d |  |
| Activity Description: | | | | | | | | | | | |  | |
| **PLANNING AND PREPARATION** | | | | | | Highly  Effective | | Effective | | Developing | Ineffective | N/A | |
| 1. Aligns professional development with the Maryland Professional  Development Standards, DCPS philosophical framework, and/or SIP | | | | | |  | |  | |  |  |  | |
| 2. Utilizes qualitative and/or quantitative data for planning and/or reflection | | | | | |  | |  | |  |  |  | |
| 3. Designs coherent professional development | | | | | |  | |  | |  |  |  | |
| 4. Demonstrates knowledge of participants in order to differentiate professional development | | | | | |  | |  | |  |  |  | |
| 5. Demonstrates knowledge of content, professional development structures, and current research to plan appropriate professional development | | | | | |  | |  | |  |  |  | |
| Comments: | | | | | | | | | | | |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SERVICE DELIVERY** | Highly  Effective | Effective | Developing | Ineffective | N/A |
| 1. Engages participants in learning activities |  |  |  |  |  |
| 2. Uses effective questioning and discussion techniques |  |  |  |  |  |
| 3. Monitors participant learning |  |  |  |  |  |
| 4. Demonstrates accurate content knowledge |  |  |  |  |  |
| 5. Communicates clearly with participants |  |  |  |  |  |
| 6. Demonstrates flexibility and responsiveness |  |  |  |  |  |
| Comments: | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MANAGING THE LEARNING ENVIRONMENT** | Highly  Effective | Effective | Developing | Ineffective | N/A |
| 1. Creates an environment of respect and rapport |  |  |  |  |  |
| 2. Supports a collaborative culture for learning |  |  |  |  |  |
| Comments: |  |  |  |  |  |

|  |  |
| --- | --- |
| **RELATED PROFESSIONAL RESPONSIBILITIES** |  |
| 1. Maintains accurate and timely records | The components in this domain will be considered in summative evaluations. |
| 2. Demonstrates professional growth and development |
| 3. Performs related professional responsibilities |
| 4. Demonstrates professionalism |
| Comments: |  |

Observer’s Signature

Title

Observer’s Signature

Title

Coach

’s Signature\*

Date Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher

|  |
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| DISTRIBUTION: |
| 1-Coach   1. Principal 2. Supervisor |

Evaluation Handbook.

## DORCHESTER COUNTY PUBLIC SCHOOLS Tenured

**INSTRUCTIONAL COACH SUMMATIVE EVALUATION FORM** Non-Tenured

Teacher: Date:

School: Content: Based on the following observations: Formal Announced

Formal Unannounced

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Highly  Effective | Effective | Developing | Ineffective |
| 1. Planning and Preparation |  |  |  |  |  |
| 2. Instructional Strategies |  |  |  |  |  |
| 3. Managing the Classroom/Learning Environment |  |  |  |  |  |
| 4. Related Professional Responsibilities |  |  |  |  |  |
| **Professional Practices Subscore TOTAL** |  |  |  |  |  |
|  |  | |  |  |  |
| 5. STUDENT ACHIEVEMENT |  | |  |  |  |
| Smart Goal #1 |  |  |  |  |  |
| Smart Goal #2 |  |  |  |  |  |
| **Student Achievement Subscore TOTAL** |  |  |  |  |  |
|  |  | |  |  |  |
| Domains 1 - 4: Summary Evaluation |  |  |  |  |  |
| Domain 5: Summary Evaluation |  |  |  |  |  |
|  |  | |  |  |  |
| Final Evaluation |  | HE | E | D | InE |
| Comments: |  | |  |  |  |

Evaluator’s Signature

Title

Evaluator’s Signature

Title

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| DISTRIBUTION: |
| 1-Teacher  2-Principal  3-Supervisor |

Teacher’s Signature\* Date Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

**Media specialists will be observed and evaluated on the standard teacher rubric and scheme. This DOMAIN is an additional domain for them.**

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| **Media Center Program Management *MEDIA SPECIALIST*** | | | | | | | |
| **1. Establishes and maintains appropriate program goals** | | | | | | | |
| The media specialist uses knowledge of current trends and content standards to set program goals and evidence is collected to monitor growth towards those goals. The media specialist actively seeks out varied forms of professional development. | | | | | | | |
| **Highly Effective** | | **Effective** | | **Developing** | | **Ineffective** | |
| * Demonstrates rich understanding of literature and of current trends in information technology by drawing on extensive professional resources.      * Takes on leadership role within the schools and district to articulate the needs of students for information technology within the school’s academic program.      * Sets highly appropriate goals to the situation in the school and to the age of the students, and have been developed following consultations with students and colleagues.      * Creates evaluation plan that is highly sophisticated, with | | * Demonstrates thorough knowledge of literature and of current trends in practice and information technology.      * Demonstrates thorough knowledge of the school’s content standards and of students’ needs for information skills within those standards.      * Sets clear and appropriate goals to the situation in the school and to the age of the students.      * Creates evaluation plan that is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | | * Demonstrates limited knowledge of literature and of current trends in practice and information technology.      * Demonstrates basic knowledge of the school’s content standards and of students’ needs for information skills within those standards.      * Sets rudimentary and partially suitable goals to the situation in the school and the age of the students.      * Creates a rudimentary plan to evaluate the library/media program.      * States the importance of seeking information and reading literature without | | * Demonstrates little or no knowledge of literature and of current trends in practice and information technology.      * Demonstrates little or no knowledge of the school’s content standards and of students’ needs for information skills within those standards.      * Sets no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.        * Fails to create a plan to evaluate the program or resists suggestions that such an evaluation is important. | |
|  | imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.  Models and engages students in the essential nature of seeking information and reading literature.  Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |  | Models the importance of seeking information and reading literature.  Seeks out opportunities for professional development based on an individual assessment of need. |  | modeling.  Limits professional development activities to those that are convenient or required. |  | Does not support the importance of seeking information and reading literature.  Chooses not to participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. |

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| **Media Center Program Management *MEDIA SPECIALIST*** | | | |
| **2. Schedules and plans for media program** | | | |
| The media specialist designs a plan for the media program that supports collaboration with classroom teachers. The media specialist shares knowledge of the many available resources in the school, district, and community. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| * Demonstrates full awareness of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school’s program.      * Creates a plan taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the highly coherent plan has been developed after consultation with teachers.      * Initiates and strengthens collaboration with classroom teachers in the design of instructional lessons and units. | * Demonstrates strong awareness of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.      * Creates a well-designed plan to support both teachers and students in their information needs.      * Initiates collaboration with classroom teachers in the design of instructional lessons and units. | * Demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.      * Creates a plan with guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals.      * Collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. | * Demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.      * Creates a random collection of unrelated activities, lacking coherence or an overall structure.      * Declines to collaborate with classroom teachers in the design of instructional lessons and units. |

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| **Media Center Program Management *MEDIA SPECIALIST*** | | | | |
| **3. Organizes physical space to facilitate access to information** | | | | |
| The media specialist maintains and arranges the resources and work areas to make effective use of the physical space. | | | | |
| **Highly Effective** | | **Effective** | **Developing** | **Ineffective** |
| * Makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.      * Arranges work areas to streamline the various administrative tasks inherent to running the library.      * Maintains resources well and ensures they are easy to locate. Displays are designed to stimulate interest in reading and inquiry. | | * Makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to learning areas and computer use.      * Arranges work areas to support the various administrative tasks inherent to running the library.      * Maintains resources and ensures they are easy to locate. | * Efforts to make use of the physical environment are uneven, resulting in occasional confusion.      * Arranges an ineffective work area that may or may not support the various administrative tasks inherent to running the library.      * Maintains some resources and they may or may not be easy to locate, resulting in occasional confusion. | * Makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.      * Does not designate work areas for administrative tasks.      * Fails to maintain resources. Resources are difficult to locate resulting in general confusion. |
| **Media Center Program Management** | | |  | ***MEDIA SPECIALIST*** |
| **4. Follows district media programs and policies** | | |  |  |
| The media specialist complies with all program and district policies. | | |  |  |
| Highly Effective | Effective | | Developing | Ineffective |
| * Takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.      * Consistently submits inventories and reports on time. The database is maintained.      * Refers to and follows DCPS library manual policies. Suggests improvements to   those policies and procedures. | * Adheres carefully to copyright laws.      * Submits inventories and reports on time. The database is maintained.      * Refers to and follows DCPS library manual policies. | | * Demonstrates awareness of copyright laws, but applies them inconsistently.      * Submits inventories and reports late sometimes. The database is maintained.      * Shows some awareness of DCPS library manual policies. | * Ignores or violates copyright laws.      * Routinely submits incomplete or late inventories and reports.      * Ignores DCPS library manual policies. |

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| **Media Center Program Management** | | | ***MEDIA SPECIALIST*** |
| **5. Budgets to build and maintain a collection of appropriate materials and equipment** | | |  |
| The media specialist builds and maintains a collection that supports the needs and requests of all stakeholders. | | |  |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| * Selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.      * Anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures.      * Anticipates the shifting needs and interests of students. | * Adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.      * Honors teacher input when preparing requisitions and budgets and follows established procedures.      * Consistently supports a variety of student needs and interests (SpEd, ESL, High-lo). | * Partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.      * Attempts to prepare budgets,   but is partially successful, responding sometimes to teacher input and following procedures.     * Attempts to support a variety of student needs and interests (SpEd, ESL, High-Lo). | * Fails to adhere to district or professional guidelines in selecting materials for the collection, and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.      * Ignores teacher input when preparing requisitions and budgets or does not follow established procedures.      * Fails to consider student needs and interests. |

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| **Media Center Program Management *MEDIA SPECIALIST*** | | | |
| **6. Provides appropriate services to stakeholders** | | | |
| The media specialist builds relationships with stakeholders through services such as technology instruction, community outreach, and participation at school and district events. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| * Proactive in initiating sessions to assist students and teachers in the use of technology in the LMC.      * Proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.      * Makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. | * Initiates sessions to assist students and teachers in the use of technology in the LMC.      * Engages in outreach efforts to parents and the larger community.      * Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | * Assists students and teachers in the use of technology in the LMC when specifically asked to do so.      * Makes sporadic efforts to engage in outreach efforts to parents or the larger community.      * Relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. | * Declines to assist students and teachers in the use of technology in the LMC.      * Makes no effort to engage in outreach efforts to parents or the larger community.      * Relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects. |

## DORCHESTER COUNTY PUBLIC SCHOOLS

**SUPPLEMENTAL MEDIA SPECIALIST OBSERVATION FORM**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Media Specialist: | | |  | | Date: | | | |
| School: | | |  | | Time of Observation: | | | |
| Tenured |  | Non-Tenured |  |  | Announced |  | Unannounced |  |
| Activity Description: | | |  | | | | | |

**Media specialists are observed with the**

**Classroom Teacher Observation Form AND this Supplemental Form for this domain**

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| --- | --- | --- | --- | --- | --- |
| **MEDIA CENTER PROGRAM MANAGEMENT** | Highly  Effective | Effective | Developing | Ineffective | N/A |
| 1. Establishes and maintains appropriate program goals |  |  |  |  |  |
| 2. Schedules and plans for media program |  |  |  |  |  |
| 3. Organizes physical space to facilitate access to information |  |  |  |  |  |
| 4. Follows district media programs and policies |  |  |  |  |  |
| 5. Budgets to build and maintain a collection of appropriate materials and equipment |  |  |  |  |  |
| 6. Provides appropriate services to stakeholders |  |  |  |  |  |
| Comments: |  |  |  |  |  |

Observer’s Signature

Title

Observer’s Signature

Title

Media Specialist’s Signature\* Date Conference Held

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| DISTRIBUTION: |
| 1-Media Specialist  2- Principal  3-Supervisor |

\*Indicates copy has been received; does not necessarily indicate agreement with

observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

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## DORCHESTER COUNTY PUBLIC SCHOOLS Tenured

**MEDIA SPECIALIST SUMMATIVE EVALUATION FORM** Non-Tenured

Teacher: Date:

School: Content:

Based on the following observations: Formal Announced Informal

Formal Unannounced Narrative

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|  |  | | Highly  Effective | Effective | Developing | Ineffective |
| 1. Planning and Preparation |  | |  |  |  |  |
| 2. Instructional Strategies |  | |  |  |  |  |
| 3. Managing the Classroom/Learning Environment |  | |  |  |  |  |
| 4. Related Professional Responsibilities |  | |  |  |  |  |
| 5. Media Center Program Management |  | |  |  |  |  |
| **Professional Practices Subscore TOTAL** |  | |  |  |  |  |
|  |  | | |  |  |  |
| STUDENT ACHIEVEMENT |  | | |  |  |  |
| Smart Goal #1 |  |  | |  |  |  |
| Smart Goal #2 |  |  | |  |  |  |
| **Student Achievement Subscore TOTAL** |  |  | |  |  |  |
|  |  | | |  |  |  |
| Domains 1 - 4: Summary Evaluation |  | |  |  |  |  |
| Domain 5: Summary Evaluation |  | |  |  |  |  |
|  |  | | |  |  |  |
| Final Evaluation |  | | HE | E | D | InE |
| Comments: |  | | |  |  |  |

Evaluator’s Signature

Title

Evaluator’s Signature

Title

Media Specialist’s Signature\*

Date Conference Held

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| DISTRIBUTION: |
| 1-Media Specialist  2-Supervisor  3-Principal |

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| **Planning and Preparation *SCHOOL PSYCHOLOGIST*** | | | |
| **1. Considers the goals, objectives, content, referral question, and other aspects of the student(s) educational program when designing the activity** | | | |
| School psychologists plan for quality service using a comprehensive approach that combines knowledge of the student’s interests, background, and needs. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Demonstrates extensive knowledge of student(s) backgrounds, skills, interests, and needs; uses this knowledge to plan for participant learning or growth. |  Demonstrates thorough knowledge of student(s) backgrounds, skills, interests, and needs; uses this knowledge to plan for participant learning or growth. |  Demonstrates partial knowledge of student(s) backgrounds, skills, interests, and needs; attempts to use this knowledge to plan for participant learning or growth. |  Makes little or no attempt to acquire knowledge of student(s) backgrounds, skills, interests, and needs; does not use information in planning. |

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| **Planning and Preparation *SCHOOL PSYCHOLOGIST*** | | | |
| **2. Has a clear goal/objective of what will be learned/accomplished during the activity.** | | | |
| The school psychologist establishes goals for each activity (assessment, guidance, support) and makes these goals clear to all participants to enlist the collaborative efforts of all. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Goals/objectives are specific, clearly stated, understood, aligned with the needs of all participants, and are measurable. |  Goals/objectives are stated, understood by most participants, and aligned. |  Goals/objectives are broad, somewhat clear, and are marginally related to participant(s) needs. |  Goals/objectives are not specific, unclear, and unrelated to the needs of all participants. |

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| **Planning and Preparation *SCHOOL PSYCHOLOGIST*** | | | |
| **3. Includes a variety of activities which contribute to the attainment of the learning objective.** | | | |
| The school psychologist has a wide repertoire of activities and resources to employ in each learning/ assessment scenario. The selection of the most appropriate processes and materials is guided by the unique characteristics of each student. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Selects a wide variety of activities, materials, and resources appropriate to the participant’s individual factors including current age, ability, culture, and/or behavioral needs. Techniques are creative, highly effective and adapted for individual differences. Participants are responsive and are highly engaged in activities. |  Selects a variety of activities, materials, and resources appropriate to the participant’s individual factors including current age, ability, culture, and/or behavioral needs. Techniques are effective and adapted for individual differences. Participants display responsiveness and engagement in activities. |  Selects a limited number of activities and materials during service delivery. Activities are not adapted consistently. Participants display some inconsistent responsiveness and engagement in the activities. |  Selects activities and interventions that are inappropriate. Activities are undifferentiated to participants needs. Participants appear unresponsive and disengaged from activities. |

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| **Planning and Preparation *SCHOOL PSYCHOLOGIST*** | | | |
| 4. Demonstrates knowledge of applicable policies, procedures, and resources related to the objective. | | | |
| The school psychologist understands and adheres to county policy, state regulations and best professional practice standards. This mastery of the processes and procedures lends credibility to the observations made and services provided. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Meets proficiency standards; proficiently assists schools to maintain compliance with all mandated regulations and assists those in need of staff development. Is able to articulate and demonstrates exemplary knowledge of community resources. |  Is knowledgeable of laws, procedures, regulations, policies, and professional best practice standards. Can consistently explain/ articulate the different laws associated to the objective. Is able to articulate where to find information on community resources. |  Can state some of the regulations (one consistently but not integrated). Is unable to consistently articulate where to find information on community resources. |  Cannot articulate many (if any) of the state, federal, or DCPS regulations related to the objective. Has little or no  knowledge of local resources. |

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| **Service Delivery *SCHOOL PSYCHOLOGIST*** | | | |
| **1. Verbal and written communication is clear, concise, and appropriate to the setting and audience.** | | | |
| The school psychologist must use precise, accurate language that provides clear communication to the audience. Findings and observations are explained in a way that is clear to all participants. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Uses highly developed communication skills such as active listening, summarizing, paraphrasing, and clarifying. Oral and written communication is consistently accurate; Communication is clear, goal-directed, easily understood, and responsive to the needs of the targeted audience. Possible  participant(s) misconceptions are anticipated and addressed. |  Communicates clearly and accurately without overusing confusing professional jargon to participant(s), both orally and in writing.  Communication is appropriate to audience’s age, ability, culture, and/or needs. Encourages two-way communications and responds to audience questions/input. |  Is inconsistently responsive to the participant input. Oral and written communication contains few or no errors, but may not be completely appropriate to the age, ability, culture, and/or needs of the audience or may require further explanations to avoid confusion or misrepresentation. |  Does not give the audience feedback and is not attentive to their feelings and perspectives. Oral and written communication contains multiple errors, is unclear or vague, or used incorrectly, leaving audience confused. Communication conveyed may be inappropriate to the age, ability, culture, and/or needs participant(s). |

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| **Service Delivery *SCHOOL PSYCHOLOGIST*** | | | |
| **2. Participates in identifying/addressing factors that positively and negatively impact student achievement.** | | | |
| The school psychologist is called upon to be part of the entire school-wide instructional effort. These contributions occur in committee meetings as well as individual educational planning team meetings. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Meets proficiency standards; in addition, provides leadership and guidance while actively serving as a collaborative member of the problem-solving meetings (SST/504/IEP Teams). Makes purposeful and productive contributions to the team and volunteers services, as needed. Takes a leadership role by helping to ensure that decisions involve all stakeholders are data-driven, and reflect current research/best practice. |  Participates actively as a member of the problemsolving meetings  (SST/504/IEP Teams). When appropriate, provides guidance to the team. Tailors discussion to the questions raised in the referral and utilizes data-driven decision making. Consistently uses a variety of different academic and behavioral data to make specific recommendations for increased student achievement. |  Attends problem-solving meetings (SST/504/IEP Teams), but is not an active participant. Defers to others for guidance. Attempts to address questions or concerns raised in the referral are limited or inconsistent. Inconsistently accesses and/or interprets various types of academic and behavioral data (i.e., standardized/classroom benchmark). | * Does not attempt to identify/address factors that influence student   achievement. Fails to address questions or concerns raised in the referral.     * Interactions with participants are limited or negative. Makes decisions that are based on self-serving interests, not student needs. Is unable/unwilling to access and/or interpret various types of academic and behavioral data (i.e.; standardized/ classroom benchmark). |

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| **Service Delivery *SCHOOL PSYCHOLOGIST*** | | | |
| **3. Collaborates with participants in developing/providing interventions to maximize student success.** | | | |
| As a member of larger teams of professionals, the school psychologist has insights and information to help guide the development of intervention services. The psychologist actively seeks opportunities to assist in the development, monitoring and assessment of these services. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Employs techniques, and a  leadership role to facilitate the collaborative process. Supportive and active collaboration and mutual respect characterizes relationships with participants. Intervention plans are highly differentiated to meet the needs of a variety of students in different settings. |  Consults frequently with participants; tailors interventions in a methodical manner based on data and identified needs. Intervention plans are differentiated to meet the needs of students. |  Consults on a sporadic basis with participants, makes partially successful attempts to tailor interventions or align interventions with gathered data. Intervention plans have limited variety and differentiation to meet the needs of students. |  Fails to consult with participants and tailor activities, or designs interventions that are improperly matched with data gathered through methodical, empirically based methods. Intervention plans are uniform for all students, regardless of their skills and needs. |

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| **Service Delivery *SCHOOL PSYCHOLOGIST*** | | | |
| **4. Conducts and completes the activity in a timely manner and in accordance with professional best practices, as well as, local, state, and federal regulations.** | | | |
| In order to comply with state and federal regulations and to assist the school’s placement team in making timely decisions relative to a student’s academic program, the psychologist completes assessments and reports within appropriate timeline limits. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Meets proficiency standards; in addition, performs followup tasks as necessary and is seen as a leader in team and other professional duties as assigned per their buildings. |  Consistently completes all parts of the activity on time and in accordance with professional best practices, established laws, regulations, procedures, and guidelines. |  Completes only part of the activity in a timely manner and/or does not consistently follow best practice standards or established laws, regulations, procedures, and guidelines. |  Conducts the activity beyond the established due date/time, or the activity is contrary to best practices and/or established laws, regulations, procedures, and guidelines. |

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| **Service Delivery *SCHOOL PSYCHOLOGIST*** | | | |
| **5. Shows professionalism.** | | | |
| The school psychologist is guided by an established set of professional and ethical expectations. This commitment is seen in relationships with other professional peers and in the manner in which information is discussed, shared or held in confidence. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Promotes a culture focused on exemplifying respect for others. Consistently acts ethically, honestly, and with integrity. Is a calming presence when faced with conflict or challenge(s). Serves as a model for restraint and professionalism for other colleagues. |  Models respect for others when interacting with participant(s). Acts ethically, honestly, and with integrity at all times. Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations. Focuses on the problem or issue, not the person, and seeks resolution that results in mutual gain. |  Displays respect for others when interacting with participant(s). Acts ethically and honestly. Attempts to maintain composure in the face of conflict or difficult issues. |  Exhibits disrespectful behavior when interacting with participant(s). Displays unethical or dishonest conduct. Loses composure or becomes defensive when faced with a difficult problem. Disregards the needs of others or puts self-interests first when attempting to resolve conflicts. |

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| **Managing the Environment *SCHOOL PSYCHOLOGIST*** | | | |
| **1. The setting is safe, welcoming, and conducive to the learning activity.** | | | |
| School psychologists make contributions to the learning environment, supporting a culture that is conducive to student achievement and well-being. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  The physical environment is highly professional, welcoming, and conducive to the planned activities. A comprehensive library of varied and current resources is made available to students, faculty, and parents. |  The physical environment is professional, welcoming, and  conducive to the planned activities. A library of resources is made available to students, faculty, and parents. |  The physical environment is acceptable, meets basic needs, and is conducive to the planned activity. Resources for students, faculty, and parents are in need of improvement. |  The physical environment is in disarray, unsafe, or is inappropriate to the planned activities. Resources for students, faculty, and parents are unavailable and/or inadequate. |

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| **Managing the Environment *SCHOOL PSYCHOLOGIST*** | | | |
| **2. Open communication is encouraged and there is evidence that effective rapport has been established with the participant(s).** | | | |
| Accurate academic assessments and student growth require an environment that is safe and supportive. The psychologist maintains positive rapport with all participants. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Creates an atmosphere that encourages the participant(s) to participate in the lesson or session. An effective rapport with the participant(s) is obvious. Spontaneous and open communication between the participant(s) was observed. |  Creates an atmosphere that encourages the participant(s) to participate in the lesson or session. There appears to be an effective rapport with the participant(s). |  Creates an atmosphere that encourages the participant(s) to participate in the lesson or session. There appears to be a developing rapport with the participant(s). |  Create an atmosphere that discourages participant(s) from participating in the lesson or session. An effective rapport with the participant(s) has not been established. |

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| **Managing the Environment *SCHOOL PSYCHOLOGIST*** | | | |
| **3. Promotes mutual respect among participants and demonstrates culturally competent and effective practices.** | | | |
| The psychologist demonstrates acceptance and respect for the range of cultural and educational backgrounds of peers and family participants. These traits are critical to establishing a respectful, inviting professional relationship. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Meets proficiency standards; in addition, provides instruction to participants on issues of diversity and tolerance. |  Consistently demonstrates acceptance of others’ values and viewpoints. Shows concern, respect, and sensitivity for the needs of all participants, including those from diverse cultural and linguistic backgrounds. |  Generally shows acceptance and appreciation for diverse opinions and populations. Knowledge of individual differences related to diversity factors is incomplete and emerging. |  Displays indifference, limited awareness, or a lack of respect for diversity among others. Demonstrates a lack of sensitivity to the individual needs of participants.  Professional practices do not consider diverse characteristics, cultures and backgrounds. |

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| **Managing the Environment *SCHOOL PSYCHOLOGIST*** | | | |
| **4. Accurately observes the actions and reactions of the participants and makes adjustments whenever necessary.** | | | |
| In the course of working with the school’s planning team or with individual students, the psychologist will face situations that require agility and flexibility, resulting in adjustments to the planned course of action. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
|  Does an exceptional job of making adjustments during an activity based on the actions and reactions of the participant(s). Strategies are consistently and effectively adapted to meet the needs of the participant(s). |  Does an effective job of making adjustments during an activity based on the actions and reactions of the participant(s). Strategies are adapted to meet the needs of the participant(s). |  Does an adequate job of making adjustments during an activity based on the actions and reactions of the participant(s). Strategies are inconsistently adapted to meet the needs of the participant(s). |  Does an inadequate job of making adjustments during an activity based on the actions and reactions of the participant(s). Strategies are not adapted to meet the needs of the participant(s). |

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| **Related Professional Responsibilities *SCHOOL PSYCHOLOGIST*** | | | |
| **1. Demonstrates professional growth and development [addressed during summative evaluations]** | | | |
| The psychologist participates in professional development opportunities provided by the school or district and/or independently pursues additional learning opportunities related to the content or process of their skill area. Together with peers in a professional learning community, the psychologist both seeks information and contributes to the knowledge of others. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| * Seeks multiple opportunities to learn new content, embrace new technologies, and attempt new strategies.      * Shares knowledge with peers, both when working alongside them and in formal in-service learning settings.      * Demonstrates leadership in forming/maintaining a peerfacilitated, professional learning community.      * Actively pursues advance certification ahead of required renewal cycles. | * Participates in optional learning opportunities as well as those assigned by administrator.      * Upon prompting and assignment, will present and share information of effective practices with peers.      * Attends and fully participates in peer-facilitated professional learning community sessions.      * Maintains current certification within timelines required of MSDE/COMAR. | * Avoids participation in assigned learning opportunities, or minimally attends without personal engagement.      * Participates in school centered learning efforts only   when required and monitored.     * Does not actively participate in peer-facilitated professional learning community efforts, even when time is provided during the workday.      * Ongoing certification is at jeopardy in the absence of required coursework or related activities. | * Does not participate in assigned learning opportunities.      * Does not participate in any school centered learning efforts.      * Takes leave during county or school professional development days.      * Allows certification to lapse. |

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| **Related Professional Responsibilities *SCHOOL PSYCHOLOGIST*** | | | |
| **2. Demonstrates professionalism and integrity [addressed during summative evaluations]** | | | |
| School psychologists conduct themselves in the business of the school honestly and ethically. They adhere to principles of confidentiality and make decisions in the best interest of children. Psychologists comply with district and school policies and regulations in regard to such items as attendance, punctuality, and the use of school property. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.    Psychologist can be counted on to hold the highest standards of honesty, integrity and confidentiality and to advocate for students.    Psychologist serves as a model of professional appearance, language, and behavior in and beyond the school day. | Psychologist seeks out opportunities for professional development based on individual assessment of need.    Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students.    Psychologist meets established guidelines for professional appearance and displays appropriate language and demeanor in school settings. | Psychologist participates in limited professional development activities based on convenience or requirement.    Psychologist is honest in interactions with colleagues, students, and the public, and plans a moderate advocacy role for students not violating the norms of confidentiality.     Psychologist inconsistently follows guidelines for professional appearance, language, and demeanor in school settings. | Psychologist does not participate in professional development activities even when such activities are clearly needed for the development of skills.    Psychologist displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.    Psychologist shows disregard for expectations of proper dress, language, and decorum in the workplace. |

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| **Related Professional Responsibilities *SCHOOL PSYCHOLOGIST*** | | | |
| **3. Performs non-instructional responsibilities [addressed during summative evaluations]** | | | |
| The psychologist assumes roles of leadership and support in activities not directly associated with their personal assignment. Acting as a responsible citizen of the school community, psychologists give their time and talents to special events as well as regular operational routines that enhance the quality of the school’s educational programs. | | | |
| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| Psychologist makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues. | Psychologist participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues. | Psychologist does not develop relationships with colleagues. Service provider participates in school and district events and projects only when specifically asked to do so. | Psychologist ‘s relationships with colleagues are negative or self-serving. Service provider avoids being involved in school and district events and projects. |

**DORCHESTER COUNTY PUBLIC SCHOOLS**

# SCHOOL PSYCHOLOGIST OBSERVATION FORM

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School Psychologist: | | |  | |  | Date: | | | |
| School: | | |  | Activity Observed: |  | Time of Observation: | | | |
| Tenured |  | Non-Tenured |  |  | Announced | |  | Unannounced |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PLANNING AND PREPARATION** | Highly  Effective | Effective | Developing | Ineffective | N/A |
| 1. Considers the goals, objectives, content, referral question, and other aspects of the student(s) educational program when designing the activity |  |  |  |  |  |
| 2. Has a clear goal/objective of what will be learned/accomplished during the activity |  |  |  |  |  |
| 3. Includes a variety of activities which contribute to the attainment of the learning objective |  |  |  |  |  |
| 4. Demonstrates knowledge of applicable policies, procedures, and resources related to the objective |  |  |  |  |  |
| Comments: |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **SERVICE DELIVERY** | Highly  Effective | Effective | Developing | Ineffective | N/A |
| 1. Verbal and written communication is clear, concise, and appropriate to the setting and audience |  |  |  |  |  |
| 2. Participates in identifying/addressing factors that positively and negatively impact student achievement |  |  |  |  |  |
| 3. Collaborates with participants in developing/providing interventions to maximize student success |  |  |  |  |  |
| 4. Conducts and completes the activity in a timely manner and in accordance with professional best practices, as well as, local, state, and federal regulations |  |  |  |  |  |
| 5. Shows professionalism |  |  |  |  |  |
| Comments: |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **MANAGING THE ENVIRONMENT** | Highly  Effective | Effective | Developing | Ineffective | N/A |
| 1. The setting is safe, welcoming, and conducive to the learning activity |  |  |  |  |  |
| 2. Open communication is encouraged, and there is evidence that effective rapport has been established with the participant(s) |  |  |  |  |  |
| 3. Promotes mutual respect among participants and demonstrates culturally competent and effective practices |  |  |  |  |  |
| 4. Accurately observes the actions and reactions of participants and makes adjustments whenever necessary |  |  |  |  |  |
| Comments: |  |  |  |  |  |

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| --- | --- |
| **RELATED PROFESSIONAL RESPONSIBILITIES** |  |
| 1. Demonstrates professional growth and development | The components in this domain will be considered in summative evaluations. |
| 2. Shows professionalism and integrity |
| 3. Performs non-instructional responsibilities |
| Comments: |  |

Observer’s Signature

Title

Observer’s Signature

Title

School Psychologist’s Signature\*

Date Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with

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| DISTRIBUTION: |
| 1-School Psychologist  2-Principal  3-Supervisor |

observation. The school psychologist may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

**DORCHESTER COUNTY PUBLIC SCHOOLS**

**SCHOOL PSYCHOLOGIST EVALUATION FORM**

Tenured

Non

-

Tenured

School Psychologist:

Date:

School:

Based on the

following observations:

Formal Announced

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Highly  Effective | | Effective | | Developing | Ineffective |
| PROFESSIONAL PRACTICES |  |  | |  | |  |  |
| 1. Planning and Preparation |  |  | |  | |  |  |
| 2. Service Delivery |  |  | |  | |  |  |
| 3. Managing the Environment |  |  | |  | |  |  |
| 4. Related Professional Responsibilities |  |  | |  | |  |  |
| **Professional Practices Subscore TOTAL** |  |  | |  | |  |  |
|  |  | | |  | |  |  |
| STUDENT ACHIEVEMENT |  | | |  | |  |  |
| Smart Goal #1 |  | |  |  |  |  |  |
| Smart Goal #2 |  | |  |  |  |  |  |
| **Student Achievement Subscore TOTAL** |  | |  |  |  |  |  |
|  |  | | |  | |  |  |
| Professional Practices: Summary Evaluation |  | |  |  |  |  |  |
| Student Achievement: Summary Evaluation |  | |  |  |  |  |  |
|  |  | | |  | |  |  |
| Final Evaluation |  | | HE |  | E | D | InE |
| Comments: |  | | |  | |  |  |

Evaluator’s Signature

Title

Evaluator’s Signature

Title

School Psychologist’s Signature\*

Date

Conference Held

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| --- |
| DISTRIBUTION: |
| 1-School Psychologist  2-Supervisor  3-Principal |

\* Indicates copy has been received; does not necessarily indicate agreement with observation. The school

psychologist may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.