

FRAMEWORK FOR EVALUATION

**SPECIAL GROUPS STATE MODEL
for
LOCAL EVALUATION**

MANUAL

Tennessee Department of Education

Revised 2009

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OVERVIEW

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The Special Groups State Model for Local Evaluation is intended for educators who cannot be evaluated using the State Model for Local Evaluation. The special groups evaluation model can be applied to educators who work in a non-classroom setting most of the time. This population includes counselors, psychologists, social workers, consulting teachers, and attendance supervisors. Although all instruments in this model can be used for educators who have a mix of classroom and non-classroom settings, the special groups model was designed for coordination with the State Model for Local Evaluation. For example, the evaluator can use the observation instrument from the special groups model or the one from the State Model for Local Evaluation when observing a consulting teacher or counselor in a classroom setting.

The Comprehensive Education Reform Act of 1984 (CERA) required that apprentice educators be evaluated at the local level using a State model or a locally developed plan that has been approved by the State Board of Education. State Board of Education rules require the local evaluation of educators with a professional license. The State Board of Education has approved guidelines for local evaluations. The local school system has the option of evaluating educators more often than required by law.

Groups of educators who must be evaluated to meet the requirements of the law are:

- ◆ Educators with Apprentice License - Apprentice educators are educators who are in their first through third years of teaching. Apprentice educators must be evaluated each year.
- ◆ Educators with Professional License are evaluated formally once every 5 years. Performance Assessment is conducted 2 times in the five year cycle.

Evaluations shall be conducted by the immediate supervisor or their designee. This designee must be the person responsible for evaluating educators as defined by the local board of education.

FOCUS OF EVALUATION

Educators are evaluated in six major areas (domains) of competency. These major areas are similar to the domains of competence in the comprehensive assessment for classroom teachers. The six domains are:

- ◆ Planning
- ◆ Delivers Effective Service
- ◆ Evaluation

- ◆ Program Management
- ◆ Leadership
- ◆ Communication

INDICATORS

To make the evaluation as objective as possible, there are specifics within the broad domains of competence that are examined. For example, in measuring Planning, the evaluation assesses if an educator establishes appropriate goals and objectives; prepares for program implementation; and assists in planning appropriate educational programs for staff, parents, and appropriate others. The specific descriptors within the broad competencies are referred to as indicators.

Domains of Competence are listed in the Competencies and Indicators sections of this manual. Domains are preceded by Roman numerals. The indicators are the lettered statements labeled A, B, C, and D. Below each indicator is illustrative statements, which provide the basis for measurement.

EVALUATION PROCESS

Evaluations are to be conducted by the immediate supervisor of their designee. The use of a team of evaluators is optional.

Throughout the evaluation period, the evaluator gathers information about the educator through observations, conferences with the educator, and a review of the educator's professionally related materials and professional leadership activities. This information must be reviewed with the educator at a year-end conference and be translated into a five-point rating scale.

Scores are generated for indicators of competence rather than for assessment instruments or processes. There are sixteen rating scales. Each scale consists of five descriptors. These ratings are determined through a qualitative, holistic approach based upon the information and data gathered during the evaluation period.

COMPETENCY SCORES

Many of the educators evaluated under this model will already have a professional license. A few may be beginning public school experience. One does not expect beginning educators to have the same levels of performance as more experienced educators. Therefore, the following patterns of performance as indicated by competency scores should be present for an individual's performance to be judged satisfactory:

1. Educators with Apprentice License (first year educators) - for the first four competencies: 3 competency scores of 3.0 or higher and 1 score of 2.0 or higher; for Competency V (Leadership): a score of 2 or higher; for Competency VI (Communication) a score of 3 or higher.
2. Educators with Apprentice License (second through third year educator) - For the first five competencies: 2 competency scores of 4.0 or higher and 3 scores of 3.0 or higher; and for competency VI (Communication): a score of 4 or higher.
3. Educators with Professional License (educator with three or more years creditable experience) - For the first five competencies: 4 scores of 4.0 or higher and 1 competency score of 3.0 or higher; and for competency VI (Communication): a score of 4 or higher.

FUNDAMENTAL BELIEFS & PRINCIPLES

FUNDAMENTAL BELIEFS AND PRINCIPLES

THE PROGRAM

- ◆ The most important goal of the evaluation program is instructional improvement.
- ◆ A sound evaluation program focuses on performance rather than credentials.
- ◆ To be most useful, the evaluation program must be coupled with a strong professional development program.

THE EDUCATOR

- ◆ The educator wants to be a competent professional.
- ◆ Delivery of services is the primary element in the overall role of the educator.
- ◆ It is possible to assess differences in educator performance.
- ◆ The skills needed and manifested by experienced educators are not different in kind from those needed and manifested by beginning educators.
- ◆ Most, if not all, educators can improve performance.

THE EVALUATOR

- ◆ Rigorous training is essential to the development of an evaluator.
- ◆ Evaluation is best conducted by a team of evaluators rather than a single individual.
- ◆ The evaluator must have a commitment to instructional and school improvement.

THE PROCESS

- ◆ The evaluation process should not discourage diversity in delivery of service behavior.
- ◆ Multiple observations in the setting are necessary to obtain a reliable picture of practice behavior.
- ◆ Effectiveness of the educator's behavior must be assessed in light of the school and/or school system characteristics, needs, and organizational structures.

- ◆ The evaluation process should focus on the identification of patterns of delivery of service behavior.
- ◆ Multiple sources of data are essential to the development of a complete picture of performance.

THE EVALUATION INSTRUMENTS

- ◆ The evaluation instruments must be developed from the evaluation process.
- ◆ The instruments must be understood by all educators and administrators.
- ◆ The instruments must assess the performance of competencies/skills deemed important to effective educational practice.
- ◆ Checklists and rating scales are useful only as reflections of summarized information.

COMPETENCIES & INDICATORS

SPECIAL GROUPS EVALUATION SYSTEM

(Attendance Supervisor, Consulting Teacher, School Counselor, School Psychologist, School Technology Coordinator, and School Social Worker in a non-classroom setting)

COMPETENCIES AND INDICATORS WITH MEASUREMENT STATEMENTS

I. PLANNING

A. Establishes appropriate goals and related objectives

- ◆ Identifies needs of students, staff, and appropriate others
- ◆ Establishes appropriate long-term goals
- ◆ Selects and sequences short-term objectives in accordance with goals and needs

B. Prepares for program implementation

- ◆ Identifies resources needed for service delivery
- ◆ Plans with appropriate others to select and implement appropriate services
- ◆ Plans appropriate intervention and consultation strategies
- ◆ **(Counselor Only)** Plans for the development of decision-making skills

C. Assists in planning appropriate educational programs for staff, parents, and appropriate others

- ◆ Assists in planning parent education programs
- ◆ Assists in planning staff development programs
- ◆ Assists in planning educational programs for others, where appropriate

II. DELIVERS EFFECTIVE SERVICES

A. Delivers effective intervention

- ◆ Provides clear and appropriate communication
- ◆ Provides correct/current information
- ◆ Provides effective intervention(s) appropriate to the population/individuals served
- ◆ Coordinates resources and directs service recipients to appropriate persons or agencies
- ◆ Assists in the clarification of problems and the development of alternative solutions
- ◆ **(Counselor Only)** Assists students in developing decision-making skills
- ◆ **(Psychologist Only)** Collects pertinent behavioral and background information from a variety of sources
- ◆ **(Attendance Only)** Initiates court proceedings when necessary and develops and validates the charges in an organized and systematic manner
- ◆ **(Psychologist and Social Worker Only)** Develops a comprehensive written report based on appropriate analysis and interpretation of data

B. Delivers effective consultation

- ◆ Communicates with appropriate groups concerning needs, outcomes, and recommendations
- ◆ Provides professional assistance to appropriate groups in formulating program services for students
- ◆ Provides information to appropriate groups concerning available programs and services

C. Establishes positive, purposeful relationships with populations served

- ◆ Demonstrates positive verbal and nonverbal behavior
- ◆ Maintains confidentiality when necessary
- ◆ Encourages goal attainment
- ◆ Establishes and maintains behavioral conditions conducive to obtaining optimal results from student(s), when applicable.

III. USES EVALUATION TO IMPROVE SERVICES

- A. Obtains and uses assessment information to improve educational performance
 - ◆ Synthesizes information from a variety of sources and uses this information to plan educational improvements
 - ◆ Uses information about student performance to diagnose/remediate needs
 - ◆ **(Counselor Only)** Serves as a resource person for developing/identifying and arranging for needed assessment materials
 - ◆ **(Psychologist Only)** Uses screening information to provide services to students
 - ◆ **(Psychologist Only)** Assesses appropriateness of instruments and procedures used in conducting individual evaluations
- B. Reports status and progress to appropriate others
 - ◆ Provides information gained from assessment to appropriate others
 - ◆ Regularly provides progress reports to appropriate persons
- C. Evaluates program/services provided
 - ◆ Requests information from all appropriate sources regarding the adequacy and appropriateness of goals, objectives, and services
 - ◆ Evaluates success of methods and approaches which have been implemented
 - ◆ Conducts follow-up studies of those to whom services have been provided
 - ◆ Synthesizes information gained from all sources, including student performance data, and makes changes in program/services, where appropriate
- D. Improves student performance
 - ◆ Improves student academic performance
 - ◆ Improves student attitudes toward learning, self, and others

IV. MANAGES PROGRAM/SERVICES EFFECTIVELY

A. Effectively manages an ongoing program in cooperation with other staff

- ◆ Establishes and maintains appropriate procedures for managing the program
- ◆ Follows applicable policies and procedures
- ◆ Maintains appropriate records which are accurate and up-to-date

B. Manages resources effectively

- ◆ Provides clear and detailed plans and directions for professional staff/clerical staff/aides
- ◆ Shows flexibility in the use of assigned facilities
- ◆ Manages time and schedule for maximum delivery of services
- ◆ Organizes and arranges materials and equipment for ease of availability

V. ESTABLISHES AND MAINTAINS A PROFESSIONAL LEADERSHIP ROLE

A. Improves professional skills and knowledge

- ◆ Takes formal coursework related to assignment/advancement
- ◆ Participates in "non-required" staff development activities
- ◆ Uses ideas from books, professional journals, and professional organizations to enhance services
- ◆ Tries new methods/approaches and evaluates their success
- ◆ Seeks and utilizes community resources to enhance services

B. Takes a leadership role in improving education

- ◆ Conducts workshops/training sessions
- ◆ Creates materials/programs/ideas and shares them with others

- ◆ Holds a leadership position in system/school
- ◆ Receives special honor(s)
- ◆ Holds leadership position in professional/educational organizations
- ◆ Assists in establishing system/school goals and takes an active role in achieving them
- ◆ Takes an active role in resolving system/school problems
- ◆ Initiates activities and projects in the system/school
- ◆ Shares material and resources with peers and others
- ◆ Discusses professional topics with peers and others
- ◆ Assists peers and others in identifying and solving instructional/learning problems
- ◆ Promotes parent/community interest in the school

C. Performs professional responsibilities efficiently

- ◆ Maintains accurate and up-to-date records
- ◆ Completes assigned tasks on schedule
- ◆ Arrives on time for appointments, meetings, and other scheduled activities
- ◆ Maintains a satisfactory record of attendance
- ◆ Manages routine business and record-keeping efficiently
- ◆ Follows applicable policies and procedures of the state

VI. COMMUNICATE EFFECTIVELY

A. Writes clearly and correctly

- ◆ Handwrites or prints legibly
- ◆ Organizes written information

- ◆ Uses vocabulary and style appropriate to the level of the audience
- ◆ Uses correct grammar and mechanics

B. Communicates oral information effectively

- ◆ Speaks clearly at an appropriate pace and volume
- ◆ Organizes oral information
- ◆ Uses vocabulary appropriate to the level of the audience
- ◆ Uses grammar correctly
- ◆ Utilizes effective listening skills to enhance communication with students, parents, and school staff

C. Reads professionally relevant literature/materials with comprehension

STEPS IN EVALUATION PROCESS

STEPS IN EVALUATION PROCESS

INTRODUCTION

Evaluations are to be conducted by the immediate supervisor or their designee. This designee must be the person responsible for reevaluating special groups of educators as defined by the local board of education. The use of a team of evaluators is optional. All evaluators must have been trained in the evaluation procedures before conducting evaluations. If a team of evaluators is used, the immediate supervisor or designee shall determine the responsibilities of each team member and shall be responsible for the final evaluation decision.

Some steps in the evaluation process are required for all groups of educators. Some steps are required only for educators in specific categories. Evaluation instruments used in the process are located at the back of the manual.

APPRENTICE

To evaluate an educator who is an apprentice the following must be done:

- ◆ The evaluator(s) must review the educator's previous evaluations (could use self-assessment)
- ◆ The evaluator(s) must review the educator's in-service and professional development activities (could use EIR #3&4)
- ◆ The evaluator(s) must review the educator's program plan and delivery of service plan (similar to lesson plan)
- ◆ The evaluator(s) must observe the educator in the job setting at least three times (pre- and post observation conferences required)
- ◆ The evaluator(s) must complete the Educator Conference Information Gathering Form
- ◆ The evaluator(s) must work with the educator in completing the Development Plan (prefer Future Growth Plan)
- ◆ The evaluator(s) must complete the Summative Evaluation Form

PROFESSIONALLY LICENSED EDUCATORS

To evaluate an educator for renewal of a certificate, the following must be done:

- ◆ The evaluator(s) must review the educator's previous evaluations (use self-assessment)
- ◆ The evaluator(s) must review the educator's in-service and professional development activities(could use EIR #2&4)
- ◆ The evaluator(s) must observe the educator in the job setting at least two times (pre- and post observation conferences required)
- ◆ The evaluator(s) must review the educator's program plan and delivery of service plan (similar to lesson plan)
- ◆ The evaluator(s) must complete the Educator Conference Information Gathering Form
- ◆ The evaluator(s) must work with the educator in completing the Development Plan (Future Growth Plan)
- ◆ The evaluator(s) must complete the Summative Evaluation Form

STEP ONE: REVIEW OF PREVIOUS EVALUATIONS

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Step One: Review of Previous Evaluations is required for all educators. Prior to scheduling the evaluation activities, the evaluator(s) must review the previous evaluation of the educator. These evaluations are to cover the last two State mandated evaluations.

Areas for needed improvement should be noted and plans to address these areas should be discussed as part of the first pre-observation conference or during another conference with the educator. The educator should have an opportunity to explain professional development activities which have been undertaken to improve performance. Areas of strength should be examined from the previous evaluations in order to share positive areas of performance with the educator.

**STEP TWO:
REVIEW OF IN-SERVICE &
PROFESSIONAL
DEVELOPMENT ACTIVITIES**

STEP TWO: REVIEW OF IN-SERVICE AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Step Two: Review of In-service and Professional Development Activities is required for all educators. In the first conference of the year the evaluator(s) should review with the educator the status and needs of their current professional activities.

The **EDUCATOR CONFERENCE INFORMATION GATHERING FORM** should be used as a guide during this review. This review should encompass activities undertaken since the educator's last completed evaluation. This initial review will provide the basis for assisting the educator during the year and will provide information for assessing development at the end of the evaluation process. The competency being measured throughout the evaluation process is:

- V. Establishes and maintains professional leadership role

Throughout the year, evaluator(s) should discuss with the educator their continuing professional development activities. At the end of the year, the **EDUCATOR CONFERENCE INFORMATION GATHERING FORM** should be completed. This form is shown in the Instrument Section of this manual.

**STEP THREE:
REVIEW OF PROGRAM PLAN/
DELIVERY OF SERVICE PLAN**

STEP THREE: REVIEW OF PROGRAM PLAN/ DELIVERY OF SERVICE PLAN

Step Three: Review of Program Plan/Delivery of Service Plan is required for apprentice and/or non-tenured educators.

Sometime prior to the first observation, the educator will provide the immediate supervisor with an element from a program plan and at least one delivery of services plan for that program element. The program and service plans provide data for measuring the planning domain. In particular, these plans address specific goals and objectives for both the program and the corresponding delivery of service strategy. The plans also address the preparation essentials and procedures necessary for the implementation of chosen strategies.

The supervisor will analyze the various plans and report the strengths and needs to the educator. This analysis may be shared with the educator during another conference with the educator. If the first plans submitted are rated high on the analysis sheet, no further plans will be required. However, if a need for improvement exists in the educator's planning, a second plan should be requested for analysis prior to the second observation.

The form used for this procedure is **ANALYSIS OF PROGRAM PLAN AND DELIVERY OF SERVICE PLAN**. This form is shown in the Instrument Section of this manual.



STEP 4: THE OBSERVATION

STEP FOUR: THE OBSERVATION

PROCEDURES

Step Four: The Observation is required for all educators. The evaluator will observe the educator conducting a conferencing session with an individual or group of individuals. For those educators who also teach part of the time, the evaluator may wish to observe a class instead. Individuals in the conferencing sessions or meetings may include students, teachers, parents, or professional staff. The observation is a three step process: a pre-observation conference, the visit to the classroom or session, and a post-observation conference. This sequence of activities contributes to the understanding and evaluation of the educator's performance.

Apprentice or non-tenured educators have three observations during the school year. Professionally licensed educators must be observed at least twice during the school year.

At least one observation must be done by the immediate supervisor or board-appointed designee. All the observations should be scheduled.

THE PREOBSERVATION CONFERENCE

The pre-observation conference is an extremely important part of the observation sequence and the total evaluation process. It is during this conference that the evaluator establishes a perspective on the session or classroom, the participants or students, and the agenda or lesson which they are planning to observe. This conference also provides information about conditions, which may impact the educator's performance. Further, and perhaps more importantly, the pre-observation conference provides an opportunity for the evaluator to establish rapport with the educator being observed. Rapport is essential to the establishment of a "helping" relationship, to the post-observation sharing of strengths and areas needing improvement, and to the proposal of recommendations for improvement.

The pre-observation conference should be scheduled and held at a time preceding the observation but convenient to the educator and evaluator. However, the conference should be held within three days of the visit. Before the conference, the educator may complete the pre-observation portion of the **PRE- AND POST-OBSERVATION CONFERENCE RECORD** to save time during the conference. In this situation at least twenty (20) minutes should be set aside to conduct the conference.

During the conference, the evaluator will gather information needed to understand what will be happening in the session or classroom, what previous interventions have occurred, and what interventions are expected to occur in the future. This information helps to clarify this session's role in the overall plan.

RECORDING THE CONFERENCE

The evaluator or educator records information about the participants in the session, the goal(s) and objective(s), the activities planned, and any special circumstances or conditions that might affect the session to be observed.

The top of the form should be completed with the educator's name, the observation number (1, 2, 3), and the date of the observation. Section I; II; the "a" part of III; IV; V; the "a" part of VI; and VII should be completed before the observation. The following questions may serve as a guide for obtaining this information during the pre-conference.

I. Participants

Describe the participants in today's session.

II. Overall Goal(s)

What is the overall problem that is to be resolved? State the ultimate desired outcome as a result of your work on this problem.

III. Session Objective(s)

What is/are the specific objective(s) of today's session? What do you want to have accomplished at the end of this session?

IV. Previous Interventions

What have you done prior to today's session to resolve this problem? Briefly summarize the most significant information already obtained which would impact today's session.

V. Future Plan

What interventions are expected to occur after today's session to resolve the original problem?

VI. Specific Activities of Today's Session

Describe the activities that will take place in today's session, including your activities and the participants' activities. Include a brief description of any materials/media that will be used. (Provide a copy of any handouts to be used during the session.)

VII. Special Conditions

Provide any additional information you think might affect today's session.

THE OBSERVATION

The observation focuses on effective delivery and intervention practices. The evaluator should schedule sufficient time for observing one complete session or one class period.

The evaluator should be seated in a place which allows a clear view of the room and allows the evaluator to see and hear the educator. The evaluator needs to recognize and record educator and participant behaviors as they occur in the session or classroom. Checks in the blanks provided should be accompanied by descriptive notes in the "Notes" column which support or explain checks recorded. A copy of the **SPECIAL GROUPS OBSERVATION INSTRUMENT** is shown in the Instrument Section of this manual. This information will be used as input for the completion of the form **SCORES FROM THE SUMMATIVE EVALUATION** after all observations and other data collection procedures are completed.

RECORDING THE OBSERVATION

The observation instrument contains six clusters of items. Each cluster of items provides information about observable indicator(s) within the domains of competence. To the right of the item clusters is space in which to record supporting information.

On the reverse side of the instrument are blanks in which to complete certain demographic data and additional space for notes and comments.

To complete the process of coding, the evaluator must be able to clearly identify the interactions in progress. In essence, the evaluator asks himself questions in an attempt to identify specific behaviors. Examples of these questions are:

- ◆ In what activity (cluster) is the educator involved?
 - Presenting material?
 - Gathering information?
 - Providing feedback?
 - Providing recommendations?
 - Providing positive, purposeful relationships?
 - Conducting other activities?
- ◆ What is the participant or learner behavior? What are the participants doing?
- ◆ What specific educator behavior within the cluster is the educator exhibiting?
- ◆ What have I seen or heard that supports my decision?

Following are descriptions, definitions and examples of each activity, educator behavior, and participant action to be coded.

DELIVERS EFFECTIVE SERVICES

Competency II addresses the effectiveness of the educator's delivery of services. This indicator includes providing a clear presentation of information; using effective intervention strategies for goal attainment; encouraging participation; providing appropriate recommendations for goal attainment; and establishing positive, purposeful relationships with populations served.

NOTE: Included in these areas are both direct actions in which the educator is presenting material and indirect actions in which the educator elicits information from students or others which help in developing the presentation. These indirect actions should not be confused with attempts to elicit responses for purposes of gathering information described in Competency III.

PRESENTATION

OVERVIEW

Mark this category when the educator presents the objectives or purpose of the session, the content or problem to be discussed/studied, and this session's relationship to the overall plan. The overview should set the stage for the session and focus on why this session is being conducted.

- ◆ Our objective today is to discuss why Tamela is having difficulty in getting along with others.
- ◆ Our session today is to determine whether the operant conditioning used to modify Beverly's behavior in the classroom has produced effective results.
- ◆ Our activity today will help you develop decision-making skills.
- ◆ During the last support group meeting, we discussed the problem Joe is having with math. Today, we will focus on the improvements Joe has made. I hope to discuss at the next meeting some of the slippages which need to be addressed.
- ◆ Susie, I will be testing you to see if you should be placed in Mrs. Maxwell's class. This test will determine your capabilities for doing advanced work such as that found in her class. Now.

- ◆ Ida, your teacher has asked me to work with you. Today, you will be taking the Wechsler test in order to identify your strengths and weaknesses. I will be having you work with a set of blocks and you will be doing....

EXPLANATIONS

Mark this category when the educator presents directly or elicits indirectly explanations, rules, or attributes that are necessary for development of the session. Explanations usually involve a discussion of causes and/or effects, description of processes or procedures, and discussion of underlying constructs.

- ◆ Johnnie has scored 132 on the Stanford-Binet test. This score indicates your son is in the 98th percentile. What this means is that....
- ◆ In observing Carol, I noticed that she tended to look away when she was called upon. Mr. Jones, why do you think she does that? (response from Mr. Jones)...Right, I feel she does that for the same reason. In further testing....

Rules are commonly accepted generalizations, principles, or other application of concepts.

- ◆ Yes, non-language tests show fairly substantial correlation with the more widely used verbal measures. For the Lorge-Thorndike, the correlation....
- ◆ Usually when a behavior modification plan is implemented, student behavior can be expected to deteriorate before it improves.

Attributes are characteristics of a phenomenon being discussed.

- ◆ Gifted children are often disorganized, have difficulty performing routine tasks, and don't pay attention to detail.
- ◆ Hyperactive children demonstrate short attention spans, are easily distracted, and may cause disruptions in the classroom.
- ◆ The Woodcock-Johnson Reading Test measures three types of reading skills.

PROVIDES CONTEXT

Mark this category when the educator places the current content in some broader perspective, relating the content to other areas or to familiar events and situations.

- ◆ Do you remember when you were looking for a house loan and it took such a long time - you felt discouraged at times - ready to "forget it, we don't have to move." Well, your son has a similar type of frustration when things seem indefinite to him. He gets very impatient, he....

- ◆ Sara's messy writing is the result of frustration with lengthy writing assignments. Think of what some people might do if they find a job too difficult. What would you do? (Educator responds). Right, we get frustrated and don't care about the quality - we just want to get it over with. Well, Sara's case....
- ◆ (To parents) I want you to read this paragraph (educator shows paragraph of mirror words). It's difficult, but you were able to make out some of the words through an adjustment. Glen's perceptual problems are similar to attempting to read a sentence in which all the words are spelled backwards.

REVIEWS

Mark this category when the educator summarizes (or asks the individual or group to summarize) the content of the session or reviews specific points which were discussed. Review is merely summarizing, clarifying, or highlighting content which has been presented. Do not confuse review with overview. Review is a summarization of content while overview describes what is to be accomplished as a task. Review may occur at any time - at the beginning of a session, in the middle, or at the end.

- ◆ Let's see where we are. From discussing Melvin's cumulative record, including anecdotal information from previous teachers and school staff, we seem to have agreed that Melvin's problem is probably behavioral in nature.
- ◆ The last time we met, we came to the conclusion that Bobby was very hyper, perhaps due to the amount of sugar in his diet. We also felt that his hyperactivity was not due to his medication. His parents had also indicated....

PROVIDES PRACTICE, WHERE APPROPRIATE

Mark this category when the educator provides opportunity for participants to practice skills or concepts with the direct supervision of the educator. This category should also be marked when the educator provides opportunities for participants to work as a group or independently as the educator monitors.

NOTE: Practice may not always be appropriate given the nature and purpose of the session.

COUNSELOR ONLY-DEVELOPS DECISION MAKING SKILLS

Mark this category when the counselor is working with students and uses strategies/techniques for the development of decision-making skills.

GATHERING INFORMATION

Competency III (Indicator A) states that a distinguished educator should collect that information which is necessary and sufficient to the effective delivery of intervention and consultation services. This cluster includes coding those things which an educator does to elicit background or other pertinent information which is specific to student/staff/others involved in intervention activities.

QUESTIONS

Mark this category when the educator asks questions to gather information related to the goals of the session. Questions are posed for the purpose of gathering cursory information.

- ◆ When did Marsha have her last physical examination?
- ◆ Where in the classroom is George's seat located?
- ◆ What are some of the things which upset you or make you angry?

REVIEWS MATERIALS

Mark this category when the educator asks for information gathered through sources other than the educator or any documentation and other relevant materials.

- ◆ I'd like to take a look at Anthony's last psychological report.
- ◆ I'd like to see the letter from Jane's pediatrician.
- ◆ Would you please tell me what you found out when you talked with Billy's parents?

PROBES

Mark this category when the educator asks for more in-depth information about a specific topic or problem. Questions should generate comprehensive responses.

- ◆ You mentioned that you have problems with Carl when his older sister brings her friends home. Tell me more about these problems; for example; what kind of problems and why you think they are problems?
- ◆ Describe other instances when Carol exhibited behaviors which made you think she may have a medical problem.
- ◆ Danny, you said that you are afraid of Mrs. Number's math class because you feel dumb. Why do you think you're dumb?

TESTS

Mark this category when the educator places the participant in a testing situation.

FEEDBACK

Competency III (Indicator B) states that an effective educator provides feedback to participants to enhance goal attainment. This feedback can occur immediately through reacting to student, individual, or group responses. Feedback can also occur by status reporting such as test results or interpretive reporting. The categories in this cluster presume that a student, individual, or group has reacted or responded in some way. Feedback behavior may be verbal or nonverbal.

RECOGNIZES RESPONSES

Mark this category when the educator make a statement or exhibits behavior which acknowledges comments from others. This behavior may be verbal or non-verbal.

- ◆ Educator says, "I understand."
- ◆ Educator says, "That's a good point."
- ◆ Educator overtly nods head and smiles.

NOTE: Many praise behaviors are merely recognition of response.

ENCOURAGES RESPONSES

Mark this category when the educator attempts to lead others into clarification or elaboration of a previous response. The educator provides a statement or question which solicits more information.

- ◆ That's a very interesting opinion. Why do you believe that way?
- ◆ Umm-hmm - would you elaborate on your answer?

PARAPHRASES RESPONSES

Mark this category when the educator paraphrases another's comment.

- ◆ You're saying that Margie's problems began after the death of her grandmother?
- ◆ In your opinion, then, Brenda can comprehend material that is read to her but cannot understand what she reads.

- ◆ It makes you feel badly when you make poor grades?

PROVIDES CLARIFICATIONS/CORRECTIVES

Mark this category when the educator provides additional information about a given topic to facilitate understanding. Also mark this category when the educator points out the inadequacies or misconceptions of a response and provides a correct response. The educator must also specify what is wrong with the answer or response.

- ◆ A percentile rank of 75 means that the child did as well as 75% of children their age who took the test.
- ◆ A seriously emotionally disturbed child's behavior may not be totally different from that of other children but fits this category based on severity and frequency of the behavior.
- ◆ No, the WRAT doesn't measure reading comprehension; it only assesses word recognition skills.
- ◆ His behavior isn't related to hyperactivity; but rather seems to be the result of emotional problems.

REPORTS STATUS

Mark this category when the educator provides specific information about progress or relative standing.

- ◆ Johnny's reading achievement score falls at the seventy-fifth percentile rank.
- ◆ Susan performed very well with math concepts but had trouble with application.
- ◆ You will be classified as a junior this year since you lack the total credits for senior classification.

RECOMMENDATION

Competency II (Indicator A) includes the strategies/techniques the effective educator uses to communicate needs, outcomes, and recommendations. The recommendations should be specific, address the content or problem at hand, and be solution oriented.

The effective educator facilitates the decision-making process to obtain appropriate services based on identified needs. Outcomes include recommendations which are specific to the problem or area. Recommendations may include alternatives posed by the educator or referral to other agencies or professionals when appropriate.

PROVIDES SUGGESTIONS/DIRECTIVES

Mark this category when the educator either directly or indirectly offers an idea for consideration by the individual/group or states specific tasks to be completed as a part of the ongoing intervention strategy.

- ◆ Try moving Johnny's desk to the front of the room for a few days.
- ◆ You may wish to consult a dietitian about Bill's weight problem.
- ◆ I'd like you to go back to class now and think about what makes you angry. Every time you begin to feel angry with someone, I want you to write down on this paper what it is that upsets you. Write how you feel and why you were upset. Bring this back to your next session.

PROVIDES ALTERNATIVES

Mark this category when the educator presents several suggestions which address the problem. The intent is to provide appropriate choices so that the individual or group may select those which may work best for their particular situation or which may be substituted should a previous suggestion not prove fruitful.

- ◆ The educator suggests the local mental health center, a well-known family therapist, and two private psychologists in order to comply with a recommendation for family counseling.
- ◆ The educator suggests the school's ACT Prep Sessions, a practice test book, and a computer-based program to help a student prepare for the ACT.

PROVIDES CORRECTION

Mark this category when the educator makes a recommendation which focuses on changing a specific behavior or behavior pattern. To be a correction, the reason for the action or why something was wrong must also be identified.

- ◆ Rather than allowing Martin to choose his own bedtime, set a specific schedule for having him go to bed each night. This action will provide the consistency needed to change his erratic behavior.
- ◆ Joe always wants to pay attention to things around him. In order to reduce off-task behavior, allow Joe to use a study carrel when completing independent activities.

MAKES REFERRAL, WHERE APPROPRIATE

Mark this category when the educator recommends that the individual seek assistance from another provider of services or the educator offers to contact additional resources.

- ◆ I'm going to give you the name and phone number of the school psychologist for our system. I feel that she can be of assistance with Ann's problem.
- ◆ Our school counselor can be helpful in providing career information in order to facilitate Bart's decision. Let me contact him for you and I'll have him give you a call.

SUMMARIZES AGREED UPON PLAN OF ACTION

Mark this category when the educator summarizes the agreed upon plan of action and sequences the recommendation into logical steps in order to achieve desired outcomes. This may come about as a result of the educator having explored several alternatives with the individual/group or having made several suggestions/directives at various points during the session and then pulling these together by summarizing the resulting plan of action.

- ◆ The educator has asked the teacher to follow sequential steps for correcting Paul's careless errors in math. The structured activity covers a six week period and increases the child's ability to identify and correct his own errors.
- ◆ In order to reduce Linda's school phobic behavior, the educator recommends that the mother and teacher work together to provide a rewards system. The prescription addresses sequential activities which gradually increases the amount of time the student stays at school.
- ◆ In order to help your child sleep without music playing, I would recommend you 1) put Timmy to bed without any music, 2) when he begins to cry, wait ten minutes then go into his bedroom and tell him that you are nearby, 3) leave the room, 4) when he begins to cry a second time, wait 20 minutes before entering the room and

CLIMATE

Competency II (Indicator C) addresses the educator's establishment of positive, purposeful relationships with populations served. The assessment of this indicator is not solely dependent upon the educator's exhibition of positive respectful behaviors toward participants. It is also dependent upon the degree to which a purposeful relationship has been or is being established which will serve to motivate and empower the participant(s) to work toward growth.

PROVIDES POSITIVE VERBALS AND NON-VERBALS

Mark these categories when the educator demonstrates positive verbal and non-verbal behaviors that promote a purposeful relationship with the participant(s). Research indicates that the most effective verbal comments are specific to a situation and/or participant(s).

MAINTAINS CONFIDENTIALITY, WHEN NECESSARY

Mark this category when the educator takes steps to maintain confidentiality when it is necessary. Dependent on the nature of the session, this may not always be appropriate.

REINFORCES EFFORT/ACCOMPLISHMENT

Mark this category when the educator exhibits behaviors that reinforce the effort as well as the accomplishment of the participant(s). These behaviors should be specific to the participant(s). Research indicates that reinforcement provided for effort may motivate the participant(s) to strive for goal attainment thereby leading to accomplishment of the task.

EXHIBITS HIGH EXPECTATIONS

Mark this category when the educator exhibits high expectations for all participant(s). Research indicates a direct correlation between the expectations communicated to the participant(s) and their resulting behavior/attitude.

VALUES PARTICIPANT INPUT

Mark this category when the educator communicates the belief that all participants have valuable input. This may be facilitated by providing for the maximum involvement of all participants.

STUDENTS OFF TASK

If the participants in the session are students, the educator should establish and maintain behavioral conditions conducive to obtaining optimal results from students(s). The number of students off task should be tallied.

One of the areas addressed in Competency IV is the effective management of resources. This includes categories which do not contain intervention/consultation-related behaviors but take up time during the session (i.e., procedures, educator off-task, schedules.)

PROCEDURES

Mark this category when the educator is engaged in management activities or procedures during the session.

NOTE: For a mark in this category, the procedures should take away from session time rather than having procedure occur concurrently with intervention activities.

- ◆ Passing out materials
- ◆ Going over rules with the student
- ◆ Gathering materials or tests for activities to be used next in the session

EDUCATOR OFF TASK

Mark this category if the educator is not engaged in activities which are necessary to the conduct of the session. This category is not coded if an unavoidable interruption occurs.

- ◆ Educator leaves the room
- ◆ Digressing from the topic or focus of the session
- ◆ Doing nothing
- ◆ Finding materials for Sue during the session

SCHEDULES

Mark this category when the educator makes reference to a follow-up meeting or upcoming event for the purpose of setting a specific timeframe.

- ◆ Let's plan to meet next Monday at the same time to continue our discussion.
- ◆ Call me as soon as you check your calendar and we can set a time for the meeting.

COMMUNICATION

Competency VI deals with the written and spoken communication by the educator as well as their reading comprehension. Several aspects of written and spoken communication are observable.

USES CORRECT GRAMMAR

Mark this category when there are no errors in the educator's spoken or written grammar.

NOTE: Errors in the educator's spoken or written grammar should be noted in the Notes or Comments Section.

SPEAKS CLEARLY/WRITES LEGIBLY

Mark this category when information that the educator writes on the blackboard, overhead transparencies, ditto sheets, or other materials is readable. Also mark this category when the educator can be clearly understood by you and the learners in the classroom.

USES APPROPRIATE VOCABULARY

Mark this category when the educator's spoken and written vocabulary is appropriate to the level of the participant in the session or the learner audience and the content being taught.

THE POST OBSERVATION CONFERENCE

The post observation conference offers one of the best opportunities for the evaluator and educator to share intervention experiences, insights gained during their time together in the session and ideas for improvement. Notes taken during the observation will assist in identifying areas of strengths and needed improvements. If needed, a **DEVELOPMENT PLAN** should be completed for those areas needing improvement.

The evaluator should accomplish three things during this conference:

- ◆ The evaluator should share insights and perceptions gained during the observation and solicit the educator's comments on these.
- ◆ The evaluator should share specific, competency related strengths and needs observed.
- ◆ The evaluator should develop with the educator recommendations for improvement. Needs improvement is not synonymous with weakness. All educators can grow and improve in some areas. Areas with the lowest observation ratings (even though these ratings may be relatively high) should be targeted for professional growth. Further, an educator may identify an area in which they want to improve even though this area does not show low observation ratings.

The rapport which has been developed during the pre observation conference will be of utmost importance now. A helping relationship is built upon rapport, trust, and respect.

The post observation conference should be held as soon as possible after the observation. However, it need not be held immediately. For best results, conferences should be held at a time when the educator is free from the pressures and anxieties of educational responsibilities. This may mean holding the conference during the educator's free period (if late in the day), after school, or even before school begins the next morning. If there

are many "needs" to share, it is best to share them at a time when the educator will not be returning to face a class or session until the next day.

A second condition is necessary to a successful post observation conference. The evaluator must have time following the observation to analyze the data and record appropriate comments on the post observation conference record before discussion with the educator.

Forty-five minutes should be allowed for the post observation conference. Some conferences will require less time, some more. **The PRE- AND POSTOBSERVATION CONFERENCE RECORD** should be completed before this conference, but information on the form can be changed during the conference, if necessary.

RECORDING THE CONFERENCE

Two copies of the conference record are required. One copy will remain with the educator for their use and evaluation file. The evaluator will file one copy with the observation record obtained during the visit. A copy of this form, **PRE- AND POSTOBSERVATION CONFERENCE RECORD**, is shown in the Instrument Section of this manual. Instructions for completing the form are:

GENERAL INFORMATION: The same form is used for both the pre- and post observation conferences. Information filled in at the top of the form when the pre-conference was conducted should be checked for accuracy. During the conference you may need to explain particular categories within the observation system to the educator who may not understand the terminology and concepts.

- I. **PARTICIPANTS:** Compare what you observed with the information supplied by the educator in the pre observation conference. Note any discrepancies in the participants listed in the pre-conference and those present during the session.

- III. **OBJECTIVES:** Consider the objective(s) of today's session and its relationship to the overall goal(s) (stated in Section II of the pre-conference). Was the focus of this session appropriate for meeting the overall goal(s)? If not, explain the inappropriateness as specifically as possible.

- VI. **ACTIVITIES:** Consider the activities observed during the session. Did the activities facilitate the accomplishment of the objective(s)? If not, explain as specifically as possible.

- VIII. **GENERAL COMMENTS:** Do you have general comments or observations about the session which should be shared with the educator? Perhaps, several students were off-task and the educator didn't see them. Perhaps the educator provided incorrect information. Perhaps the

educator's nonverbal communication with participants was very effective. Roman numeral VIII provides a place for recording and sharing of information which might not be covered in the preceding areas. If some of the conditions which the educator identified during the pre observation conference as influencing the session really did seem to influence what happened in the session, you can note that in this section.

- IX. **STRENGTHS:** Information recorded by the evaluator in this category should be based on the observational data. Analyze the patterns of data which you recorded on the observation record. Then, list the competency-related strengths which you found. As often as possible, relate the particular strength observed to a specific competency. Be specific; don't speak in glowing generalities. You should cite examples from the observational data which illustrate the strength(s).
- X. **AREAS OF NEED:** Again, in this area, information shared should be data based. When you explain these needs to the educator, you should cite examples from observational data which have led you to suggest that there is room for improvement in this area. Remember that needs are not necessarily weaknesses. You should be prepared to help even the best educators see their areas of lesser strengths and show how these areas can improve.

RECOMMENDATIONS: Recommendations will be recorded on the **DEVELOPMENT PLAN**. Think carefully before making recommendations. Is there something in staff development programs used in the local school system which might be of help? Are you aware of an article, book or other publication which might provide assistance? Have you used an intervention strategy or management technique or activity which might be useful? Have you seen other educators in this or nearby schools who are very strong in this area and could be observed? Is there a college course which might help? Involve the educator in generating recommendations. They may have some good ideas.

- XI. **EDUCATOR COMMENTS:** The educator should make comments in this section at the end of the conference. They may want to disagree with some of your observations or record additional information which the evaluator(s) should know.
- XII. **EVALUATOR COMMENTS:** after conferring with the educator, you, the evaluator, can make any additional comments in this section which you feel should be made. Be sure to write these comments while still with him/her. The educator does not need to agree but they should know about your comments and understand them. Try to make the last comment here a positive one. It sets a good final tone to the conference.

SIGNATURES: When the conference is completed, both parties should sign and date the form. The signatures do not mean that you agree with each other. They merely verify that the conference has taken place as is required by law.

When the conference is completed, there should be no confusion about any of the comments, recommendations, or next steps in the evaluation process. The feeling which results from every conference should be one of encouragement and excitement about the improvement possibilities.

**STEP FIVE:
EDUCATOR
CONFERENCE TO
GATHER
INFORMATION**

STEP FIVE: EDUCATOR CONFERENCE TO GATHER INFORMATION

PROCEDURES

Step Five: Educator Conference to Gather Information is required for all educators. The immediate supervisor and/or designee must have a personal conference with the educator to obtain additional information about the following competencies:

- ◆ **Planning**
- ◆ **Delivers Effective Services**
- ◆ **Evaluation**
- ◆ **Program Management**
- ◆ **Leadership**
- ◆ **Communication**

This conference may be part of the post observation conference or may be scheduled at another time. The evaluator should use the **EDUCATOR CONFERENCE INFORMATION GATHERING FORM** found in the Instrument Section to structure the conference and should discuss each item with the educator to ascertain how the educator performs in these stipulated areas. If an educator performs unsatisfactorily in any of the areas, this should be noted on the **DEVELOPMENT PLAN**.

The evaluator should accomplish four things during this conference:

- ◆ **Record specific and general information about the competencies being measured**
- ◆ **Share ideas and suggestions with the educator**
- ◆ **Ascertain how the educator performs in each stipulated competency**
- ◆ **Develop, with the educator, specific recommendations and related activities for improvements to be targeted on the DEVELOPMENT PLAN**

The evaluator may want to include other items during this conference. The professional activities or the analysis of professional materials may be discussed at this time. The immediate supervisor or designee and the educator should both sign and date the **EDUCATOR CONFERENCE INFORMATION GATHERING FORM**.

EDUCATOR CONFERENCE GUIDE

The sample dialogue which follows may be used to structure the conference and focus educator responses on the indicated competencies. Responses should be noted in the "Comments" section of the form. If uncertain about the appropriateness of the response, the evaluator should ask additional questions or probe by asking for specific examples. Some questions pertain to only one type of educator. For example, in planning, the counselor should address the first five questions in addition to the question for counselors only.

◆ **Planning**

Tell me at least two goals that you have for your program this year. (IA)

Discuss the services you provide to address these goals. (IA)

Tell how you decided upon these goals and services. (IA)

Tell me about some of the strategies/techniques/resources you have used or will use to address these identified goals and why you chose these particular strategies/techniques/resources. (IB)

Tell me about some of your plans for the development of parent education activities and staff development activities. How did you decide upon these activities? (IC)

Counselor Only

How do your goals address decision-making skills? Discuss some of your strategies/techniques/resources used for the development of decision-making skills. (IB)

◆ **Delivers Effective Services**

Discuss some of your intervention strategies/techniques/procedures including referrals to other agencies or person as appropriate. (**Attendance Only:** Include strategies/procedures for enforcement of compulsory attendance including court proceedings and due process.) (IIA)

Tell me how you serve the professional staff, parents, and appropriate others as a resource in identifying needs, formulating solutions, and implementing strategies for problem solution. (IIB)

Describe your procedures for communicating appropriate information to all appropriate groups. (**Attendance Only:** Include communication with parents

and staff regarding rules and procedures for addressing the suspension of students.) (IIB)

Psychologist Only

Tell me about the procedures you use for collecting information on students referred and for choosing assessment instruments. Explain how the information/data obtained is used to develop report/recommendations. (IIA)

◆ **Evaluation**

Tell me about the assessment techniques you use to determine the specific services you provide to your target population. Include a discussion of the results obtained from these assessments and how you used these results. (**Counselor Only:** Include how you provide assistance to staff in developing/identifying and arranging for needed assessment materials. **Psychologist Only:** Include how you provide assistance to staff in implementing screening activities, interpreting screening results, and identifying students at risk.) (IIIB)

Describe procedures you use to report information gained from assessment to appropriate others (i.e., students, parents, etc.). (IIIB)

Tell me how you evaluate the effectiveness of your program/services. What results did you obtain? What did you do with these results? (IIC)

Tell me how you know you have improved student's academic performance and how you have improved student's attitudes. (IIID)

◆ **Management**

Tell me about the procedures you use for program management. (IVA)

Tell me about your record-keeping procedures. (IVA)

Tell me how you manage your resources (i.e., facilities, materials, equipment, scheduling of time, personnel) for effective service delivery. (IVB)

◆ **Leadership**

Describe some staff development activities in which you have participated within the past year which are above and beyond the required in-service for your school system. (VA)

Describe some activities or techniques which you use in your delivery of services which come directly from professional literature. (VA)

Tell me about some community resources you have used in your program within the past year. (VA)

Describe some leadership activities in which you have been involved within the past year. (VB)



**STEP SIX:
A DEVELOPMENT PLAN**

STEP SIX: A DEVELOPMENT PLAN

Step Six: A Development Plan is required for all educators. The purpose of the plan is to provide recommendations to the educator in those competency areas identified as needing improvement. Even the best educators can see their areas of lesser strength and work to improve these areas. Related activities should be identified which may assist an educator in improving. Timelines and follow-up activities should also be agreed upon.

The **DEVELOPMENT PLAN** is completed jointly by the evaluator(s) and the educator. The plan should be generated from the evaluation data obtained from all sources, not just session observations. The plan can be updated continuously during the years. The areas for improvement may be addressed throughout the school year or may require an extension beyond the school year.

The date when the conference(s) took place should be recorded. The second column is for recording specific recommendations for improvement of needs. The third column should include those related activities needed to assist the educator in the completion of these recommendations. The fourth column should show the anticipated timeline for completion of the activities. The next column should include the results of the evaluator's follow-up. The last column is for the educator's initials signifying completion of the recommended activities. The immediate supervisor and the educator should sign the development plan form at the end of the evaluation year. The **DEVELOPMENT PLAN** should be a part of the educator's evaluation file to be reviewed each year. A copy of the **DEVELOPMENT PLAN** form can be found in the Instrument Section of this manual.

**STEP SEVEN:
SUMMATIVE CONFERENCE**

STEP SEVEN: SUMMATIVE CONFERENCE

PROCEDURES

Step Seven: Summative Conference is required for all educators. Throughout the evaluation period, the evaluator gathers information about the educator through observations, conferences with the educator, and a review of the educator's professionally related materials and professional leadership activities. This information must be reviewed with the educator at a year-end conference and be translated into a five-point rating scale for each of the indicators of competence.

Scores are generated for competency descriptors rather than for assessment instruments or processes. Educator performance is related to the competencies, not to performance on the instruments used for observations, conferences, professionally related activities, or professional leadership activities. If an educator "fails" it will be on the competency, not on the instrument or process used for gathering information.

This conference may occur during the last post observation conference with the educator. A copy of the form used, **SCORES FROM THE SUMMATIVE EVALUATION**, is located in the Instrument Section of this manual.

RATING SCALES

The purpose of the five-point rating scale is to provide a method for deciding the outcome of the evaluation. The scores provided by these scales will be compared to a standard (or standards) to determine the educator's status.

The rating scales for the competency descriptors are presented in the succeeding section. The sixteen rating scales are arranged in the following pattern (consistent with the pattern of descriptors for each competency):

- Competency I - 3 rating scales
- Competency II - 3 rating scales
- Competency III - 4 rating scales
- Competency IV - 2 rating scales
- Competency V - 3 rating scales
- Competency VI - 1 rating scale

COMPETENCY SCORES

After ratings on each scale within a competency are completed, these ratings are averaged to provide a final rating on that competency for the educator. For example, a hypothetical educator has for Competency I (Planning) a score of "2" on scale A, a score of "4" on scale B, and a score of "3" on scale C. The summative ratings for Competency I will be

an average of three (i.e., $2 + 4 + 3 = 9$). Nine divided by three equals three. This is the average score. All average scores shall be rounded to the nearest whole number. The educator's performance will generate summative scores in each of the other five competencies in a similar fashion.

One does not expect the same levels of performance from beginning educators and more experienced educators. Therefore, the following patterns of performance as indicated by competency scores should be present for an individual's performance to be judged satisfactory:

- (1) Educators with Apprentice License (first year educators) for the first four competencies: 3 competency scores of 3.0 or higher and 1 score of 2.0 or higher; for competency V (Leadership): a score of 2 or higher; for Competency VI (Communication); a score of 3.0 or higher.
- (2) Educators with Apprentice License (second through third year educator) – For the first five competencies: 2 competency scores of 4.0 or higher and 3 scores of 3.0 or higher; and for competency VI (Communication): a score of 4.0 or higher.
- (3) Educators with Professional License (educator with three or more years creditable experience) for the first five competencies: 4 scores of 4.0 or higher and 1 competency score of 3.0 or higher; and for competency VI (Communication): a score of 4.0 or higher.

RATING SCALES

RATING SCALES

On the following pages are five-point rating scales used for determining the score for each competency descriptor. The scores for the descriptors will be averaged to determine the score for each competency. The results are recorded on the form **SCORES FROM THE SUMMATIVE EVALUATION**.

Data sources and descriptive information are given for each indicator on the page preceding each rating scale. The evaluators should use any data sources which can measure a competency and are not limited to data from specific instruments. The rating scales for some indicators contain additional criteria for specific groups of educators. This criterion is to be considered in addition to the criteria which apply to all groups of educators.

NOTE: The standards used in assigning each 1-5 score are applicable only to evaluation of apprentice or professionally licensed educators.

COMPETENCY I: PLANS FOR DELIVERY OF SERVICES

A. Establishes appropriate goals and related objectives

DATA SOURCES

Program plans and delivery of service plans and educator conference

BACKGROUND

This competency addresses the establishment of goals (statements of desired outcomes that correspond to the identified problems-for-work) and the establishment of objectives (small steps designed to overcome barriers to achievement of the goal). The scale is based on the quality of the goals and objectives and the sensitivity of goals and objectives to identified needs (how the goals and objectives were selected or established).

SCALE

Goal statements should be broad in scope, identifying what is to be accomplished by participants/students on a long-term basis. The goals should be based on identified needs, related to current research, and reflect a comprehensive and logically sequenced approach to goal attainment. Goals should be sensitive to changing populations and originate from identified needs of all populations served.

Objective statements should be specific; identifying what is to be accomplished by participants for a particular session or sessions. Objectives should be related to the goals. These statements should describe what behavior is expected of participants/students.

Counselors should incorporate goals/objectives which foster the development of decision-making skills.

RATING SCALE

COMPETENCY I: PLANS FOR DELIVERY OF SERVICES

A. Establishes appropriate goals and related objectives

- 1 - Very few, if any, goals or objectives have been established or the goals or objectives are typically inappropriate.
- 2 - Goals or objectives tend to be unclear. There is some confusion as to what is to be accomplished and what is expected of participants/students. Goals or objectives tend to be more inappropriate than appropriate. Goals and objectives are not consistent with state/local program requirements.
- 3 - The quality of the goals or objectives varies. The goals or objectives are more appropriate than inappropriate. Goals and objectives are consistent with the program requirements but do not take into account all related program areas. Goals or objectives are not based on participant/student needs.
- 4 - Goal and objective statements are clear. The goals and objectives are appropriate. Goals and objectives are consistent with the program requirements and, more often than not, take into account all program components. Goals and objectives address participants/students needs.
- 5 - Goals and objectives are clear. Goals and objectives are appropriate. Goals and objectives are consistent with the program requirements. Goals/objectives are based on identified needs of all populations served. Goals/services are related to current research/practices. Goals/objectives/services reflect a comprehensive and logically sequenced approach to goal attainment.

COMPETENCY I: PLANS FOR DELIVERY OF SERVICES

B. Prepares for program implementation

DATA SOURCES

Program plans and delivery of service plans, educator conference, and observation

BACKGROUND

This competency addresses the preparation of needed information content, materials, and procedures for introducing and implementing goals and objectives to participants. In this process, the educator identifies needed content (concepts, principles, or skills), materials (such as worksheets, manipulative), media (such as visual aids, films), and prepares a logical and complete plan for goal attainment.

SCALES

Plans should identify the methods and strategies for intervention. Methods and strategies should be complete and show a logical sequence in the development of a session and should foster the accomplishment of the stated goals and objectives. Materials and media should be chosen to enhance goal attainment (i.e., translating abstract concepts to concrete examples or showing application of what was learned). Counselor should include provision for development of decision-making skills when working with students.

NOTE: The rating for this area is not solely dependent upon whether the educator knew what was to take place and had materials readily available for use but is also dependent upon the degree to which the educator demonstrated planning for effective intervention -- the degree to which the plans enhanced the attainment of the goal and the achievement of the objectives(s).

RATING SCALE

COMPETENCY I: PLANS FOR DELIVERY OF SERVICES

B. Prepares for program implementation

- 1 - Little or no preparation is demonstrated. Little, if any, activities are defined.
- 2 - Preparation demonstrates very little thought to the logic and completeness of the plans. Session activities are unclear or not appropriate for accomplishment of the objectives. Little, if any, consideration is given to the use of materials or media to enhance goal attainment.
- 3 - Preparation demonstrates thought to the accomplishment of objectives. Session activities are defined. Consideration is given to the use of materials or media. Some consideration is given to previous intervention.
- 4 - Preparation demonstrates appropriate advanced planning through the logic and completeness of plans. Session activities are well defined. Materials and media are identified and appropriate for the session objectives. Preparation considers previous intervention/participant background. Preparation indicates monitoring strategies. Preparation demonstrates time allotted for practice when appropriate.
Counselor Only: Preparation demonstrates attention to decision-making skills.
- 5 - Preparation demonstrates effective advanced planning through the logic and completeness of plans. Session activities are well defined and show application of what is to be achieved. Materials and media are identified, appropriate, and enhance goal attainment. A strong relationship to previous interventions shown. Preparation demonstrates effective strategies for accomplishing the session objectives. Sufficient time is allotted for participant interaction/involvement, including practice (when appropriate) and a variety of activities for monitoring as appropriate.

COMPETENCY I: PLANS FOR DELIVERY OF SERVICES

C. Assists in planning appropriate educational programs for staff, parents, and appropriate others

DATA SOURCES

Educator conference

BACKGROUND

This indicator addresses the educator's involvement with appropriate others, including school and non-school personnel/populations, in planning educational programs for parents, staff, and appropriate others which support and enhance services to students. The methods and activities utilized should attend to differences in the target group(s) (i.e., parents, staff, etc. background and needs) Planning efforts should involve representatives of the target populations. For example, a session to plan parent education activities should involve parents, staff, and student representatives as appropriate.

SCALE

The effective educator identifies needs of parents, staff, and others related to student intervention and works with appropriate groups to plan programs/activities to address these identified needs. The effective educator will use a variety of strategies/techniques to involve others in formulating plans for these services and will incorporate a variety of strategies/materials in program plans for the delivery of effective services.

NOTE: The focus here is what the educator has done to determine what parent and/or staff development activities are needed. It is not necessary that the educator actually conduct the activities; the educator may assist in the planning of these activities.

RATING SCALE

COMPETENCY I: PLANS FOR DELIVERY OF SERVICES

C. Assists in planning appropriate educational programs for staff, parents, and appropriate others

- 1 - Plans reflect little or no attention to educational activities/programs for parent, staff, or appropriate others.
- 2 - Plans indicate programs/activities for appropriate non-student groups. Involvement of others in the planning process is not evident. Assessment of group's needs is not reflected.
- 3 - Plans indicate educational programs for parents, staff, and/or others as appropriate. Involvement of others in the planning process is evident but may not include representation of target groups served. There is little or no indication of needs assessment.
- 4 - Plans reflect attention to education programs for all appropriate non-student groups. Input from groups served is evident. Some assessment of needs of target groups is conducted.
- 5 - Plans reflect use of assessment information to determine effective programs/activities for all appropriate non-student groups served. Input from each group served is indicated. Activities and programs are matched to participant and identified needs.

COMPETENCY II: DELIVERS EFFECTIVE SERVICES

A. Delivers effective intervention

DATA SOURCES

Observation, delivery of service plans, and educator conference

BACKGROUND

This competency addresses the implementation of intervention strategies, including methods and materials for: 1) presentation of information, 2) use of appropriate intervention strategies, 3) encouragement of participation, and 4) provision of recommendations.

SCALES

Presentation of information - The effective educator provides clear communication that is appropriate for the participants. Information is correct and current. Materials and techniques are used to introduce the session activities and enhance the clarity of presentation. The educator matches the pacing of presentation to the participants.

Use of appropriate intervention strategies - Strategies should be matched to the presenting problem/need. Strategies should be varied to accommodate differences in individuals served. Counselor's strategies/techniques should include provision for the development of decision-making skill in all students served.

Encouragement of participation - Information should be related to events, activities which are familiar to participants. Participant questions/comments should be used to expand the topic/illustrate a point. Sessions should include opportunities/activities for active participation of session participants and adjustments should be made to enhance participation as needed.

Provision of recommendations - The effective educator should assist participant in clarification of problems and in development of alternative solution. Specific suggestions/directions should be provided when appropriate. Referrals to other persons/agencies should be made when a different source of intervention would be more appropriate or additional intervention support is indicated. Once a plan of action is agreed upon by the educator and participant(s), the educator should summarize the plan.

Psychologists should demonstrate that information gathered provides a complete profile of the student (may include social history, classroom observations, information obtained from teachers(s), adaptive behavior measures, etc.) **Attendance Supervisors** should employ appropriate strategies/procedures regarding court proceedings and due process.

RATING SCALE

COMPETENCY II. DELIVERS EFFECTIVE SERVICES

A. Delivers effective intervention

- 1 - Information presented is unclear. Information may be incorrect/inappropriate and presented too quickly/slowly. Inappropriate strategies may be used, i.e., methods/materials may not fit the problem/need or may not fit participant(s). There may be little or no participant interaction. Recommendations are not made (and would have been appropriate) or are made but are inappropriate. **Counselor Only:** Strategies for developing decision-making skills are not included. **Attendance Supervisor Only:** Strategies/procedures for enforcement of compulsory attendance are not included.
- 2 - Information presented is somewhat clear. Information is correct but may not be current/appropriate to participants. The quality of strategies tends to vary. Strategies may fit the problem/need but not the participants or vice versa. There is little opportunity for active participation. Some suggestions/directions may be provided but the educator does little or nothing to assist in problem clarification/resolution. **Counselor Only:** Assistance is rarely provided to students in developing decision-making skills. **Attendance Supervisor Only:** Procedures related to court proceedings and due process has been established but is unclear.
- 3 - Information is correct and current and tends to be clear and appropriate to participants. Strategies may not be appropriate for all participants. There tends to be little variety or variance in strategies. There are opportunities/activities for active participation of session participants but not all participants interact. Some assistance is given in problem clarification and some suggestions/directions are given; however, they tend to be somewhat general. **Counselor Only:** Assistance is provided to students in developing decision-making skills. **Attendance Supervisor Only:** Procedures related to due process somewhat clear and court proceedings are initiated when necessary.
- 4 - Information is appropriate and clearly presented. Strategies are appropriate but may not be varied. Opportunities/activities are provided for active participation of session participants and there tends to be consistent interaction between most participants and the educator. The educator generally assists participants in clarification of problems/needs and exploration of alternative solutions. Referrals to other persons/agencies are made when appropriate. **Counselor Only:** Appropriate strategies/techniques are employed to develop students' decision-making skills. **Attendance Supervisor Only:** Appropriate strategies/procedures related to due process regulations are well established. There is evidence of orderly procession of information used to document charges related to non-compliance of compulsory attendance.

5 - Information is current and obtained from a variety of sources. A variety of techniques/materials are used for presentation of information. Varied intervention strategies are utilized to fit both the presenting problem/need and participant(s) as appropriate. A wide range of techniques foster participant interaction and there may be a high level of participant interaction. The educator tends to use different directive/non-directive behaviors to encourage goal attainment as appropriate, including specific suggestions, assistance to participants in development of alternatives, referral to other persons/agencies, etc. A summary of the agreed upon plan of action may be provided. **Counselor Only:** Effective strategies/techniques are employed to develop students' decision-making skills. Specific activities are provided to develop these skills. **Attendance Supervisor Only:** Effective strategies/procedures related to due process regulations are established, court proceedings are initiated when necessary, and charges are developed and validated in an organized and systematic manner.

COMPETENCY II. DELIVERS EFFECTIVE SERVICES

B. Delivers effective consultation

DATA SOURCES

Program and delivery of service plans and educator conference

BACKGROUND

This competency addresses the provision of consultation services to appropriate groups. The effective educator consultation services include assistance in identification of needs, formulation of solutions, and implementation of strategies/activities.

SCALE

The effective educator demonstrates knowledge of individual and/or group needs. The educator makes recommendations and works with individual/groups on exploring alternative solution. Assistance to others is on-going. Communication techniques are incorporated in consultation procedures.

Attendance supervisor's services should include: notifying parents of timelines and steps for suspensions; informing students of their rights; and communicating with staff and parents regarding the rules and procedures for addressing the suspension of students.

Counselors should work with school staff to provide school-wide activities to address the total counseling/guidance program (e.g., self-awareness, career development, and peer relationships activities). The effective counselor should also provide up-to-date information to parents regarding career development/employment opportunities. Assistance to staff and procedures for administering needed tests should be demonstrated by the counselor.

RATING SCALE

COMPETENCY II. DELIVERS EFFECTIVE SERVICES

B. Delivers effective consultation

- 1 - Little or no consultation services are provided.
- 2 - Some consultation services are provided but there is little relationship to identified needs. There is limited communication with appropriate groups concerning needs and recommendations for formulating student services.
- 3 - Consultation services are provided on an "as needed" basis and generally are not initiated by the educator. Communication strategies tend to be limited. Assistance tends not to be ongoing.
- 4 - Consultation services are generally provided to all appropriate groups. A variety of techniques is utilized to communicate appropriate information to all appropriate groups. Professional assistance is provided in formulation of program services to students but is generally not ongoing.
- 5 - Consultation services include provision of information based on identified needs to all appropriate groups. Assistance is ongoing and communication is varied and frequent.

COMPETENCY II. DELIVERS EFFECTIVE INTERVENTION

C. Establishes positive, purposeful relationships with populations served

DATA SOURCES

Observation

BACKGROUND

This indicator addresses the educator's establishment of positive purposeful relationships with populations served. The scale is based on the positive behaviors and the support for excellence which are demonstrated in sessions. Indicators of positive behavior include more than praise. These may include educator actions taken to maintain confidentiality, to reinforce effort as well as accomplishment, and to communicate high expectations.

SCALE

To establish and maintain a climate conducive to the focus of the session, the educator should demonstrate positive verbal and nonverbal behavior to the participants/students; however, the rating of this indicator is not solely dependent upon the educator's exhibition of positive, respectful behaviors toward participants. It is also dependent upon the degree to which a positive relationship, which will serve to motivate and empower the participant(s) to work toward growth, has been or is being established.

In establishing a purposeful relationship, the educator should demonstrate positive verbal and nonverbal behaviors, provide positive reinforcement of effort as well as accomplishment, communicate high expectations, and communicate the belief that all participants have valuable input. If the participants in the session are students, the educator should establish and maintain behavioral conditions conducive to obtaining optimal results for students.

Also considered here are measures taken by the educator to maintain confidentiality when a situation or topic warrants.

NOTE: If measures should have been taken to ensure confidentiality and they were not, a rating of 1 should be given regardless of the overall quality of the educator's behaviors in this competency.

RATING SCALE

COMPETENCY II. DELIVERS EFFECTIVE INTERVENTION

C. Establishes positive, purposeful relationships with populations served

- 1 - Treatment of participants/students is inconsistent. Favoritism is evident. The educator exhibits very little or no positive verbal or nonverbal behaviors toward participants/students. Very little or no consideration is given to encouragement for effort, progress, excellence, and achievement. Confidentiality is not maintained.
- 2 - Many participants/students are not treated in a manner consistent with others. Some evidence of favoritism exists. The educator exhibits little positive verbal or nonverbal behaviors toward participants/students. Little consideration is given to encouragement for effort, progress, excellence and achievement.
- 3 - At times some participants/students are not treated in a manner consistent with others; however, there is no evidence of favoritism. About half of the time, the educator demonstrates positive verbal and nonverbal behaviors toward participants/students. Some consideration is given to encouragement for effort, progress, excellence, and achievement. Some consideration is given to communicating high expectation to participants and to communicating the belief that all participants have valuable input.
- 4 - In general, participants/students are treated in a fair and consistent manner with no evidence of favoritism. The educator generally demonstrates positive verbal and nonverbal behaviors toward participants/students. Generally, participants/students are encouraged for effort, progress, excellence, and achievement.
- 5 - All participants/students are treated in a fair and consistent manner with no evidence of favoritism shown. The educator demonstrates positive verbal and nonverbal behaviors toward participants/students. There is a high degree of evidence which supports encouragement for effort, progress, excellence, and achievement. The educator communicates high expectations to all participants. The educator communicates the belief that all participants have valuable input.

COMPETENCY III: USES EVALUATION TO IMPROVE SERVICES

A. Obtains and uses assessment information to improve educational performance

DATA SOURCES

Observation, program plans, delivery of service plans, and educator conference

BACKGROUND

This indicator addresses the use of assessment information to assist in improving educational performance. Information should be synthesized from a variety of sources, including student performance data, and used to plan educational improvements (i.e., specific services). Data should be interpreted accurately and used to diagnose problems and to plan strategies to remediate needs. **Counselors** should provide assistance to staff in developing, identifying, and arranging for needed assessment materials. **Psychologists** should provide assistance to staff in implementing screening activities, in interpreting screening results, and in identifying students at risk.

SCALE

In the analysis of this indicator, the range of sources used in the assessment as well as the types of assessments and the purposes for their use play an important part. Information from these assessments should be used to diagnose problems, determine specific programs/services, and to remediate identified needs.

RATING SCALE

COMPETENCY III: USES EVALUATION TO IMPROVE SERVICES

A. Obtains and uses assessment information to improve educational performance

- 1 - Assessment information is not used to improve educational performance.
- 2 - Assessment information is rarely used to assess intervention services. Little consideration is given to the use of performance data for intervention decisions. Little consideration is given to diagnosis and remediation.
- 3 - Limited assessment is used to determine services and to diagnose/remediate needs. **Counselor Only:** Limited assistance is provided to staff in developing/identifying and arranging for needed assessment materials. **Psychologist Only:** Limited assistance is provided to staff in implementing screening activities and interpreting screening results.
- 4 - Assessment information obtained from a limited number of sources is used to determine services and to diagnose/remediate needs. In general, decisions related to intervention services are based on assessment information. **Counselor Only:** Assistance is provided to staff in developing, identifying, and arranging for needed assessment materials. **Psychologist Only:** Assistance is provided to staff in implementing screening activities, interpreting screening results, and in identifying students at risk.
- 5 - A variety of assessment techniques is continually used to diagnose/remediate needs and to determine services. Assessment information is used for diagnosing participant needs. **Counselor Only:** Assistance to staff in developing, identifying, and arranging for needed assessment materials is effectively provided. **Psychologist Only:** Assistance is effectively provided to staff in implementing screening activities, interpreting screening results, and in identifying students at risk. Staff is provided with procedures to be used in determining the difference between normal behavior and that which signals a potential problem.

COMPETENCY III: USES EVALUATION TO IMPROVE SERVICES

B. Reports status and progress to appropriate others

DATA SOURCES

Observation and educator conference

BACKGROUND

This indicator addresses the procedures used to report information, gained from assessment, to appropriate others (i.e., students, parents, professional staff, etc.). In providing feedback during a session/lesson, the educator may paraphrase participant comments, encourage the participant to clarify and/or elaborate, provide information for clarification, provide information to participants which were gained through analysis and evaluation, and provide specific information regarding progress toward goal attainment.

The educator should also be providing feedback to appropriate others outside the consultation setting (i.e., parent professional staff, outside agencies, etc.)

SCALE

A variety of reporting techniques appropriate to the situation should be used. Reporting should be done in a timely manner. Progress toward goal attainment should be regularly reported to appropriate others. Depth of information reported is also considered here. Reports should provide diagnostic information as appropriate.

RATING SCALE

COMPETENCY III: USES EVALUATION TO IMPROVE SERVICES

B. Reports status and progress to appropriate others

- 1 - Feedback to parents, teachers, staff, and/or appropriate others is rare. Participants, in general, are not aware of their status, of standards, or their expectations. Very little status feedback is given.
- 2 - Very little feedback to students, parents, teachers, staff, or appropriate others occurs. Recommendations to parents, staff, or appropriate others and follow-up activities are not given. Participants are not well informed about expectations and standards. Status reporting to participants is occasional and is sometimes appropriate.
- 3 - Feedback to students, parents, teachers, and/or staff occurs only during the regular reporting periods. Few recommendations are provided. Very few follow-up activities occur. Participants are provided general expectations and standards. Performance feedback/status feedback is appropriate about half of the time and is provided to a moderate degree.
- 4 - Some feedback to parents, teachers, staff, and/or appropriate others occurs beyond the regular reporting periods. Few recommendations are provided in feedback and some follow-up activities occur. Participants and a few appropriate others are informed of expectations and standards. Status reports to participants and appropriate others are provided with some reporting occurring beyond the regular reporting periods. Intervention feedback is appropriate and is provided frequently.
- 5 - Feedback to parents, teachers, staff, and/or appropriate others occurs more frequently than just the required and includes recommendations or suggestions, when appropriate, and follow-up activities. Students, parent, teachers, and staff, and appropriate others are informed of expectations and standards. Feedback is on a timely basis and includes diagnostic information. Status reports occur frequently. Intervention feedback includes specific in-depth information.

COMPETENCY III: USES EVALUATION TO IMPROVE SERVICES

C. Evaluates program/services provided

DATA SOURCES

Program plans, delivery of services plans, and educator conference

BACKGROUND

This competency addresses the educator's efforts to obtain and use information regarding the adequacy and effectiveness of the delivery of services program. Various sources maybe used to obtain data from students, parents, staff, etc., on which to base program decisions.

SCALE

Evaluation of programs/services should include information obtained from all appropriate sources. An effective educator uses these data to determine appropriateness and relative effectiveness of goals and objectives, strategies, etc. Program changes to expand more effective components and/or discontinue or modify less effective ones should be evident.

RATING SCALE

COMPETENCY III: USES EVALUATION TO IMPROVE SERVICES

C. Evaluates program/services provided

- 1 - Information is not obtained to assess the delivery of services program.
- 2 - Assessment information is rarely used to assess the delivery of service program. Little consideration is given to data in making program decisions. Program changes, if any, are not related to evaluation data.
- 3 - Assessment data obtained from only one source are used to evaluate the adequacy of program/services. Methods and approaches which have been implemented are evaluated very generally and results of surveys are usually not used to make changes in techniques.
- 4 - More than one source of data is used to regularly assess the program/services. In general, program changes are based on assessment data. Follow-up studies may occasionally be conducted.
- 5 - Several sources of information, including student performance data, are continually used to make changes in program services where appropriate. Follow-up studies of those to whom services have been provided are routinely conducted.

COMPETENCY III: USES EVALUATION TO IMPROVE SERVICES

D. Improves students performance

DATA SOURCES

Educator conference

BACKGROUND

This indicator addresses the educator's use of assessment data to accurately measure student growth, both academically and attitudinally. It is the responsibility of all educators to improve student performance even though they may not be involved in direct instruction. Educators should utilize evaluation techniques to determine if consultation/intervention strategies are, in the final analysis, serving to improve student performance.

SCALE

In the analysis of this indicator, the educator's use of evaluation techniques to determine academic and attitudinal growth is considered. How does the educator KNOW there has been academic growth? How does the educator KNOW there has been attitudinal growth? Are there intervening variables which could have affected this change?

RATING SCALE

COMPETENCY III: USES EVALUATION TO IMPROVE SERVICES

D. Improves student performance

- 1 - Information is not obtained to assess student growth.
- 2 - Limited information is obtained to assess students' academic growth. Information is not obtained to assess growth in students' attitudes.
- 3 - Assessment data are used to show expected academic growth in students. Limited information is obtained to assess growth in students' attitudes.
- 4 - Assessment data are used to show expected academic growth. Assessment data are used to show growth in students' attitudes.
- 5 - Assessment data are used to show academic growth beyond what was expected. Assessment data are used to show growth in students' attitudes. Educator considers the role of intervening variables in affecting these changes.

COMPETENCY IV: MANAGES PROGRAM/SERVICES EFFECTIVELY

A. Effectively manages an ongoing program in cooperation with other staff

DATA SOURCES

Educator conference

BACKGROUND

This competency addresses the educator's ability to manage the delivery of services program and intervention. The educator should be able to show and articulate routines essential to the efficient operation of the program. Program management includes the educator's system for preparing and maintaining all appropriate records (i.e., student/teacher referrals, intervention activities, follow-up summaries).

SCALE

The scale is based on the appropriateness and the effectiveness of the procedures for program management. Records should provide appropriate, accurate, and up-to-date information presented in an organized manner easily understood, and readily accessible to the educator and others, as appropriate.

RATING SCALE

COMPETENCY IV: MANAGES PROGRAM/SERVICES EFFECTIVELY

A. Effectively manages an ongoing program in cooperation with other staff

- 1 - No guidelines for program management are established. No procedures for recordkeeping are established.
- 2 - Limited guidelines for program management are established. In general, recordkeeping is inaccurate and/or inconsistent.
- 3 - Some guidelines for program management are established. Records are kept on participant/student performance and current information is included.
- 4 - A management system is in place for preparing and maintaining appropriate records. Records are updated often and appropriate information is included.
- 5 - An efficient management system is in place for preparing and maintaining all appropriate records (i.e., student/teacher referrals, intervention activities, follow-up summaries). Records provide accurate and up-to-date information, are presented in a manner that is easily understood by the educator and appropriate others, and are organized to be readily accessible to the educator and appropriate others.

COMPETENCY IV: MANAGES PROGRAM EFFECTIVELY

B. Manages resources effectively

DATA SOURCES

Observations, program plans, delivery of services plans and educator conference

BACKGROUND

This competency addresses the management of resources used in effective service delivery. These resources include human as well as physical facilities, equipment, time, and materials. The scale is based on effective use of the resources.

SCALE

Resources (i.e., facilities, materials, equipment, and time) should be efficiently managed in order to provide effective services. Materials and equipment should be organized for ease of availability. Time should be efficiently managed in the scheduling of services. Scheduling should demonstrate the best use of time for the students, staff, and/or appropriate others as well as the educator. Effective use of time also includes maximizing the available time during intervention sessions. The educator should also provide clear and detailed plans and directions for substitutes, aides, and other assistants.

RATING SCALE

COMPETENCY IV: MANAGES PROGRAM ACTIVITIES EFFECTIVELY

B. Manages resources effectively

- 1 - No evidence of procedures/guidelines for the management of resources is provided. Plans and directions for substitutes, aides, or other assistants are nonexistent or ill-defined. These persons tend to be confused as to their role or the task they are to perform.
- 2 - Limited evidence of procedures/guidelines is provided for the management of resources. Facilities are not effectively used for delivery of services. The majority of participants/students have difficulty in movement to obtain resources and/or conduct intervention activities. A high percentage of available time is wasted during intervention.
- 3 - Some evidence of procedures/guidelines for the management of resources is provided. Materials and equipment are organized. Some participants/students have difficulty in movement to obtain resources and /or conduct intervention activities. A moderate percentage of available intervention time is wasted. A schedule of the educator's time is provided.
- 4 - Evidence of guidelines/procedures for the efficient management of resources is provided. Educator makes effective use of the facilities. Materials and equipment are organized. Participant/students have minimal difficulty in obtaining needed materials. In general, educator and participant activities allow for the maximum use of available intervention time. Time is efficiently managed in scheduling services with consideration given to students, staff, and/or appropriate others' schedules.
- 5 - Resources are efficiently managed in order to provide effective services. The educator makes effective use of facilities. Materials and equipment are organized for ease of availability for the educator and appropriate others. Scheduling demonstrates the best use of time for the educator, students, staff, etc. There is evidence of communication with school staff for the purpose of scheduling services. Educator maximizes available time during intervention.

COMPETENCY V: ESTABLISHES AND MAINTAINS PROFESSIONAL LEADERSHIP ROLE.

A. Improves professional skills and knowledge

DATA SOURCES

Educator materials and the educator conference

BACKGROUND

This competency addresses those activities which relate to the professional growth of an educator. An effective educator establishes a strong knowledge base from which to draw ideas for enhancing intervention or ideas for trying new methods and approaches. An educator may expand their knowledge base through such things as formal coursework, staff development activities, professional readings, professional conferences, or observations and discussions with peers.

SCALE

In the analysis of this competency, the degree to which an educator enhances their knowledge base through continued coursework or staff development activities is measured. An effective educator uses a knowledge base to enhance intervention and delivery of services. The educator may use ideas from books, professional journals, and professional organizations to augment delivery of services or to try innovative or new approaches to intervention. An effective educator will also seek and utilize community resources to enhance delivery of services.

RATING SCALE

COMPETENCY V: ESTABLISHES AND MAINTAINS PROFESSIONAL LEADERSHIP ROLE

A. Improves professional skills and knowledge

- 1 - The educator does not or rarely participates in staff development or professional growth activities.
- 2 - The educator does not participate in all the in-service activities required by the school system. No coursework is taken beyond that which may be required by the school system.
- 3 - The educator takes the coursework or attends all school system required in-service activities.
- 4 - The educator attends all required in-service activities. The educator takes coursework or seeks staff development activities beyond that which is required by the school system.
- 5 - The educator attends all required in-service activities. The educator takes coursework or seeks staff development activities beyond that which is required by the school system. Ideas and methods from various sources such as professional journals, workshops, or peers are applied to the delivery of services.

COMPETENCY V: ESTABLISHES AND MAINTAINS PROFESSIONAL LEADERSHIP ROLE

B. Takes a leadership role in improving education

DATA SOURCES

Educator materials and the educator conference

BACKGROUND

This competency addresses those activities which identify the educator as an active participant in the educational setting. Effective schools are promoted through the activities of the professional staff. The educator, in a leadership role, shares materials and ideas with others, initiates and participates in activities and projects in the school, and takes an active role in other activities which identify the educator as professional.

SCALE

In the analysis of this competency, the degree to which an educator is recognized as a leader is measured. To be a leader, one does not have to be in a publicized position, such as an officer in an organization. Many educators provide leadership functions through activities which may not be highly visible. The effective leader will be active in areas which assist their peers, the school, and parent/community relations.

RATING SCALE

COMPETENCY V: ESTABLISHES AND MAINTAINS PROFESSIONAL LEADERSHIP ROLE

B. Takes a leadership role in improving education

- 1 - The educator rarely, if at all, shares ideas and materials with others. The educator does not take an active role in achieving the objectives of the school.
- 2 - The educator shares ideas and materials with other educators. The educator takes a role in achieving school objectives. The educator works cooperatively with peers and administrators.
- 3 - The educator shares ideas and materials with other educators on a regular basis. The educator takes an active role in achieving school objectives. The educator works cooperatively with peers and administrators and assists in planning and implementing curricula activities.
- 4 - The educator shares ideas and materials with other educators on a regular basis and assists educators in implementing these ideas or in using these materials. The educator takes an active role in achieving school objectives and assists in establishing objectives. The educator works cooperatively with peers and administrators and assists in planning and implementing curricula and extra-curricula activities. The educator promotes parent and community interest in the school.
- 5 - The educator shares ideas and materials with other educators on a regular basis and assists them in implementing these ideas or in using these materials. The educator assists peers and others in identifying and solving intervention problems. The educator takes an active role in school objectives. The educator initiates activities and projects in the school and takes a role in resolving school problems. The educator works cooperatively with peers. The educator promotes parent and community involvement in the school. The educator conducts workshops or training sessions for the overall benefit of other educators and the school.

COMPETENCY V: ESTABLISHES AND MAINTAINS PROFESSIONAL LEADERSHIP ROLE

C. Performs professional responsibilities efficiently

DATA SOURCES

Educator materials and the educator conference

BACKGROUND

This competency addresses those activities which relate to school/system policy. To assure an efficient and safe operation of a school or school system, policies and procedures are expected to be followed by professional staff. The operation of a school or school system also depends on accurate and up-to-date record-keeping.

SCALE

The scale measures the extent to which policies and procedures are adhered to by the educator. The scale assesses the performance of an educator with respect to professional responsibilities. A professional educator also manages routine business and record-keeping activities.

RATING SCALE

COMPETENCY V: ESTABLISHES AND MAINTAINS PROFESSIONAL LEADERSHIP ROLE

C. Performs professional responsibilities efficiently

- 1 - The educator typically does not adhere to school/system policies or procedures. The educator is typically late for sessions, meetings, or other scheduled activities. The educator has a high absentee rate. Records are not accurate or up-to-date.
- 2 - The educator sometimes does not adhere to school/system policies or procedures. More often or not, the educator arrives late for sessions, meetings, or other scheduled activities. The educator has an above normal absentee rate. Records are often late or inaccurate.
- 4 - The educator adheres to school/system policies or procedures. The educator is on time for sessions, meeting, or other scheduled activities. The educator has an above average attendance record. Records are turned in on time and are accurate.
- 5 - The educator adheres to school/system policies or procedures. The educator assists in promoting or developing policies and procedures. The educator is on time for sessions, meetings, or other scheduled activities. When necessary, the educator is willing to arrive early to provide assistance at meetings or events. The educator has an above average attendance record. Records are complete, accurate, and up-to-date. The educator provides assistance to others in managing record-keeping.

NOTE: An educator who receives a 1 or 2 on this rating scale should not be recommended for licensure, certification or recertification.

COMPETENCY VI: COMMUNICATES EFFECTIVELY

DATA SOURCES

Observation, educator materials, and educator conference

BACKGROUND

Effective communication is expected of all educators. Educators must not only communicate effectively with participants/students, but they must also communicate effectively with other professionals and parents. This competency is part of the evaluation to ensure that this expectation is maintained in the profession.

SCALE

This competency is considered to be a minimum competency. The scale measures oral and written communication. An educator must not only speak and write clearly and correctly but must also be able to organize oral and written information. The vocabulary must be appropriate to the level of the audience.

RATING SCALE

COMPETENCY VI: COMMUNICATES EFFECTIVELY

- 1 - The educator uses incorrect grammar. Participants/students have difficulty understanding the educator because of their speaking or writing difficulty
- 2 - The educator frequently uses incorrect grammar or does not speak clearly. Written and oral information is disorganized.
- 3 - Correct grammar use is the norm. The educator speaks clearly. Written and oral information is sometimes disorganized. Vocabulary is typically appropriate to the level of the audience.
- 4 - Correct grammar is predominant. The educator speaks clearly. Written and oral information is typically organized. Vocabulary is appropriate to the level of the audience.
- 5 - Correct grammar usage and mechanics are displayed. The educator speaks and writes clearly. The educator speaks at an appropriate pace and volume. Vocabulary is appropriate to the level of the audience.

NOTE: A minimum score is required for this competency.

SUGGESTED MANAGEMENT SYSTEM

SUGGESTED MANAGEMENT SYSTEM

INTRODUCTION

At the local level, the school principal or other designated person must evaluate apprentice and non-tenured educators on a regular basis. It will be necessary for the local system to have an efficient management system for handling the various evaluation procedures and forms. The following management system is provided as an example for use by the local school systems. It should be adapted or modified to meet local needs. The only required form presented in this section is the licensure recommendation form.

SCHOOL LEVEL STAFF ROSTER

The first step in the management system is to identify the current status of each staff member for the school year. A suggested form is located in this section of the manual. The names of all persons assigned to the school for the year should be listed alphabetically on the **SCHOOL LEVEL STAFF ROSTER**. To indicate the current status of each person, place a check in the appropriate column. This information may be obtained at a general staff meeting or the principal may require each person to submit in writing their status at the end of the preceding school year. A sample letter is presented for this purpose. For each person who must be evaluated during the school year, a check mark is placed in the column "To Be Evaluated". This form will allow the principal or immediate supervisor to see at a glance how many evaluations must be completed within the school year. The use of the form **SCHOOL LEVEL STAFF ROSTER** is not a requirement of the State Model for Local Evaluation or the Special Groups State Model for Local Evaluation.

HISTORY OF ANNUAL EVALUATIONS

The next step is to look at the long range plan for individual evaluations. The **HISTORY OF ANNUAL EVALUATIONS** form shown in this section of the manual will aid the school principal and the central office staff in planning for evaluations from year to year and will allow each individual's cycle of evaluation to proceed uninterrupted. As individuals transfer within the system and even from one system to another, this form will show when that individual is next scheduled to be evaluated. The use of this form is not required.

The name of each staff member should be entered alphabetically. The educator's social security number is listed as a reference number for easy transfer of information. A check mark is placed in each column to indicate in which years that person is to be evaluated.

The frequency of evaluations, as required by the Comprehensive Reform Act of 1984 or by the State Board of Education, is described in the Overview section of this manual. The local school system may have additional requirements above these minimums.

EDUCATOR RECORD OF EVALUATION FORM

The **EDUCATOR RECORD OF EVALUATION** form is a suggested method for a school system to use in recording and reporting the status of educators evaluated using the State Model for Local Evaluation or the Special Groups State Model for Local Evaluation. The use of this form is not required.

The information at the top of the form should be completed. The dates of the required observation and the dates of the pre- and post observation conferences should be listed. For each observation, the name of the observer should be recorded. A summary of the development plan may be recorded. Any activities should be noted that will be carried over into the next school year as part of a long-range plan. The recommended status for the next year should be recorded.

MAINTAINING/FORWARDING EVALUATION RESULTS

The principal or immediate supervisor should maintain an evaluation file for each educator so that all records and forms can be kept together to facilitate the evaluation process. A review of local evaluations by the state is required for third year apprentice educators applying for a professional license.

By December 15, evaluations for third year apprentice educators applying for a professional license must be completed and recommendations sent to the Regional Offices. It is assumed that principals or immediate supervisors will need to report this information to their central office by March 1. The appropriate forms for these recommendations may be obtained through the State Department of Education Regional Offices.

SPECIAL GROUPS STATE MODEL FOR LOCAL EVALUATION

Educator Record of Evaluations

School Year _____

Name _____ License/Certificate _____

School _____ Evaluator _____ Position _____

OBSERVATIONS	DEVELOPMENT PLAN SUMMARY	RECOMMENDED STATUS
Date _____ Pre _____ Post _____ Observer _____ Comments:		
Date _____ Pre _____ Post _____ Observer _____ Comments:		
Date _____ Pre _____ Post _____ Observer _____ Comments:		

INSTRUMENT SECTION

SELF-ASSESSMENT

EDUCATOR NAME: _____ DATE: _____

Self-Assessment:

Using the appropriate Performance Standards and corresponding rubrics for your job assignment, reflect upon the level of competency you have exhibited in each of these areas. Write out the specific Domain (Competence) and Indicator in the appropriate area.

Identify three areas of strength and three areas which you would like to strength [area(s) for growth] and be prepared to discuss your reasons for selecting these.

Please use this worksheet to organize your information.

Area of Strength*	Specific Reasons for Selecting (Evidence)
1. Domain (Competence) _____ Indicator _____	1.
2. Domain (Competence) _____ Indicator _____	2.
3. Domain (Competence) _____ Indicator _____	3.

*Use Appropriate Performance Standards to identify and list areas of strength.

Areas to Strengthen [Area(s) for Growth]*	Specific Reason for Selecting (Evidence)
<p>1. Domain (Competence) _____</p> <p>Indicator _____</p>	<p>1.</p>
<p>2. Domain (Competence) _____</p> <p>Indicator _____</p>	<p>2.</p>
<p>3. Domain (Competence) _____</p> <p>Indicator _____</p> <p>_____</p>	<p>3.</p>

**Use the appropriate Performance Standards to identify and list areas to strengthen.*

SPECIAL GROUPS STATE MODEL FOR LOCAL EVALUATION

Analysis of Program Plan and Delivery of Service Plan

EDUCATORS NAME _____

Check YES or NO as it applies

COMMENTS

PROGRAM PLAN

YES NO

- | | | |
|-------|-------|---|
| _____ | _____ | At least one program goal is stated. |
| _____ | _____ | The program goal(s) is/are consistent with the curriculum. |
| _____ | _____ | The goal(s) is/are appropriate for the students/participants. |
| _____ | _____ | Procedures for introducing the program goal(s) to the students and staff are given. |
| _____ | _____ | Materials/media are listed for the program. |
| _____ | _____ | Assessment of the program is provided. |
| _____ | _____ | The assessment of student understanding relates to the stated goal(s) of the program. |

DELIVERY OF SERVICE/INTERVENTION PLAN

- | | | |
|-------|-------|--|
| _____ | _____ | The delivery of service plan contains one objective. |
| _____ | _____ | The objective(s) is/are stated in terms of learning and behavior. |
| _____ | _____ | The objective(s) is/are appropriate for students/participants. |
| _____ | _____ | The plan explains how achievement of the objective(s) will be measured. |
| _____ | _____ | The delivery of service plan contains some introductory statement or procedures related to the objective(s). |
| _____ | _____ | The delivery procedures are related to the objective(s). |
| _____ | _____ | The delivery procedures are completed. |

ANALYSIS OF PROGRAM PLAN AND DELIVERY OF SERVICE PLAN

Page 2

Check YES or NO as it applies

COMMENTS

DELIVERY OF SERVICE PLAN

YES NO

- _____ The delivery procedures are properly sequenced.
- _____ The delivery procedures use more than one strategy, as appropriate.
- _____ The delivery procedures provide for review of previous interventions and/or information previously obtained.
- _____ Activities are planned for a specific purpose (feedback, practice).
- _____ Alternative and/or supplemental activities are included in the plan, as appropriate.
- _____ The plan contains statements related to how the participants will be involved.
- _____ The material and media for the delivery of service are listed.
- _____ The material and media are appropriate.
- _____ An explanation is provided for how the material and media will be used.
- _____ The plan contains specific procedures for re-addressing items, if necessary.

Supervisor, Principal, or Designee
Signature/Date

Educator Signature/Date

Educator's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments.

SPECIAL GROUPS STATE MODEL FOR LOCAL EVALUATION

Pre- and Post Observation Conference Record

EDUCATOR'S NAME _____

OBSERVATION NUMBER _____ DATE OF OBSERVATION _____

I. Participants:

II. What is the overall goal(s) of the intervention/consultation?

III What is the specific objective(s) of today's session?

IV What previous interventions (if any) have occurred?

V. Briefly summarize future plans.

PRE- AND POSTOBSERVATION CONFERENCE

Page 2

VI. Describe the activities that will take place in today's session, including your activities and the participants' activities. Include a brief description of any materials/media that will be used.

VII. Special Conditions:

VIII. Additional comments about session, management, student or participant involvement, climate or related areas:

PRE- AND POSTOBSERVATION CONFERENCE

Page 3

IX. Strengths exhibited during this observation:

X. Areas of need exhibited during this observation:

XI. Educator Comments:

Supervisor, Principal, or Designee
Signature/Date

Educator Signature/Date

Educator's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments.

SPECIAL GROUPS STATE MODEL FOR LOCAL EVALUATION

Observation Instrument

(Please complete information on reverse side.)

	Notes or Comments
<p>Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Overview <input type="checkbox"/> Explanations <input type="checkbox"/> Provides Context <input type="checkbox"/> Reviews <input type="checkbox"/> Provides Practice where appropriate <input type="checkbox"/> Counselor Only - Develops Decision Making Skills 	
<p>Gathers Information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Questions <input type="checkbox"/> Reviews Materials <input type="checkbox"/> Probes <input type="checkbox"/> Tests 	
<p>Feedback</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes Responses <input type="checkbox"/> Encourages Responses <input type="checkbox"/> Paraphrases Responses <input type="checkbox"/> Provides Clarifications/Correctives <input type="checkbox"/> Reports Status 	
<p>Recommendation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides Suggestions/Directives <input type="checkbox"/> Provides Alternatives <input type="checkbox"/> Provides Correction <input type="checkbox"/> Makes Referral, where appropriate <input type="checkbox"/> Summarizes Agreed Upon Plan of Action 	
<p>Climate</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides Positive Verbals <input type="checkbox"/> Provides Positive Nonverbals <input type="checkbox"/> Maintains Confidentiality, when necessary <input type="checkbox"/> Reinforces Effort/Accomplishment <input type="checkbox"/> Exhibits High Expectations <input type="checkbox"/> Values Participant Input <input type="checkbox"/> Students Off Task* 	

*Mark Frequency

OBSERVATION INSTRUMENT

Page 2

<p>Other</p> <p><input type="checkbox"/> Procedures</p> <p><input type="checkbox"/> Educator Off Task</p> <p><input type="checkbox"/> Schedules</p>	
<p>Communication</p> <p><input type="checkbox"/> Uses Correct Grammar</p> <p><input type="checkbox"/> Speaks Clearly/Writes Legibly</p> <p><input type="checkbox"/> Uses Appropriate Vocabulary</p>	

Name _____

Subject or Type of Conference _____

Observation Date _____

Notes or Comments

SPECIAL GROUPS STATE MODEL FOR LOCAL EVALUATION

Educator Conference Information Gathering Form

EDUCATOR'S NAME _____ DATE OF CONFERENCE _____

I. PLANNING

Establishes goals and objectives (IA)

Establishes program goals based on identified needs of students, staff, and appropriate others and goals/services based on current research/practice; selects and sequences short-term objectives in accordance with goals and needs; demonstrates evidence of a comprehensive and logically sequenced approach to goal attainment.

NOTE: The focus is on how the educator goes about the planning process. Why were these particular goals/objectives/services chosen?

COMMENTS:

Prepares for program implementation (IB)

Identifies reasons for choosing the strategies/techniques/resources; matches strategies/techniques/resources to goals/objectives; identifies why strategies/techniques/resources are appropriate to participants; involves appropriate others in the selection of services/strategies/resources.

Counselor Only - Chooses strategies/techniques/resources for the development of decision-making skills.

COMMENTS:

Assists in planning educational programs (IC)

Uses assessment information to plan appropriate parent education and staff development activities; uses input from groups served; identifies needs of target population; establishes a relationship between activities planned and identified needs.

COMMENTS:

II. DELIVERS EFFECTIVE SERVICES

Delivers effective intervention (IIA)

Uses strategies/procedures appropriate to the particular type of intervention; uses strategies/procedures appropriate for meeting identified needs of target population; coordinates resources effectively including directing service recipients to appropriate persons or agencies; demonstrates knowledge of the types and range of referral agencies/professionals who can augment services to students (selection of resource agencies/persons should be based on identified individual or group needs).

COMMENTS:

Attendance Supervisor Only (IIA)

Demonstrates knowledge of necessary procedures to initiate court proceedings; uses procedures appropriate to the specifics of the case; gathers information from a variety of sources to support charges; processes orderly (according to guidelines) the information used to document charges; communicates with courts and appropriate others involved in attendance related issues.

COMMENTS:**Psychologist Only (IIA)**

Gathers information from a variety of appropriate sources in order to provide a complete profile of the student; uses appropriate assessment instruments/procedures; uses appropriate procedures for administering instruments; thoroughly analyzes the data obtained; interprets the data accurately; appropriately uses the information obtained to meet the needs of the students referred.

COMMENTS:**Delivers effective consultation (IIB)**

Demonstrates knowledge of individual and/or group needs; provides alternative solutions and recommendations; provides ongoing assistance to others; communicates appropriate information to all appropriate groups.

COMMENTS:

Attendance Only (IIB)

Uses appropriate procedures for notifying parents of timelines and steps for suspensions and for informing students of their rights; uses appropriate procedures for making school staff and parents aware of rules and procedures for addressing the suspension of students.

COMMENTS:

III. EVALUATION

Obtains and uses assessment information to improve educational performance (IIIA)

Gathers information from a variety of sources including student performance data; analyzes information obtained; accurately interprets data; appropriately uses the results to diagnose problems and to plan strategies to remediate needs.

Counselor Only - Effectively provides assistance to staff in developing/identifying and organizing for needed assessment materials.

Psychologist Only - Effectively provides assistance to staff in implementing screening activities, in interpreting screening results, and in identifying students at risk.

COMMENTS:

Report status and progress to appropriate others (IIB)

Utilizes effective procedures to report information gained from assessment to appropriate others; provides for regular reporting; reports diagnostic information.

COMMENTS:**Evaluates program/services provided (IIC)**

Requests information from all appropriate sources regarding the adequacy and appropriateness of goals/objectives and services; synthesizes information to determine effectiveness of program/services and makes necessary changes based upon this information; conducts follow-up studies of those to whom services have been provided.

COMMENTS:**Improves student performance (IID)**

Uses assessment data to show evidence of the degree of student academic growth; uses assessment data to show a positive change in students' attitudes.

COMMENTS:

IV. MANAGEMENT

Effectively manages an ongoing program in cooperation with other staff (IVA)

Shows and articulates routines essential to the efficient operation of the program. Utilizes a management system for preparing and maintaining all appropriate records (i.e., student/teacher referrals, intervention activities, follow-up summaries, and other records appropriate to delivery of services); maintains records which provide accurate and up-to-date information.

COMMENTS:

Manages resources effectively (IVB)

Efficiently manages resources (i.e., facilities, materials, equipment, and time) in order to provide effective services; organizes materials and equipment for ease of availability, schedules time effectively considering student/staff schedules.

COMMENTS:

V. PROFESSIONAL LEADERSHIP

Improves professional skills and knowledge (VA)

Attends required in-service activities; takes formal coursework or obtains advanced degree related to program assignment/advancement; participates in "non-required" staff development activities; uses ideas from books, professional journals, and professional organizations to enhance intervention/delivery of services; tries new methods/approaches to enhance delivery of services and evaluates their success; seeks and utilizes community resources to enhance delivery of services.

COMMENTS:

Takes a leadership role in improving education (VB)

Conducts workshops/training sessions; creates materials/programs and shares with others; holds a leadership position in school/school system or education organization; receives special honor(s); assists in establishing school goals and takes an active role in achieving them; takes an active role in resolving school program; promotes parent/community interest in the school; initiates activities and projects in the school; shares materials and resources with peers and others; discusses professional topic with peers and others; assists peers and others in identifying and solving instructional problems; works cooperatively with peers, administrators and community members in planning and implementing curricular and extra-curricular activities.

COMMENTS:

Performs professional responsibilities efficiently (VC)

Maintains accurate and up-to-date records; completes assigned tasks on schedule; arrives on time for work, meetings, and other scheduled activities; maintains a satisfactory record of attendance; manages routine business and recordkeeping efficiently; follows applicable policies and procedures of the school system.

COMMENTS:

VI. COMMUNICATION

Writes clearly and correctly (VIA)

Handwrites or prints legibly; organizes written information; uses vocabulary and style appropriate to the level of audience; uses correct grammar and mechanics.

COMMENTS:

Communicates oral information effectively (VIB)

Speaks clearly at an appropriate pace and volume; organizes oral information; uses vocabulary appropriate to the level of the audience; uses grammar correctly.

COMMENTS:

Supervisor, Principal, or Designee
Signature/Date

Educator Signature/Date

Educator's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments.

COMPREHENSIVE ASSESSMENT
FUTURE GROWTH PLAN

EDUCATOR NAME: _____

DATE:

Area to be Strengthened (Area for Growth): State the Domain/Indicator [Should relate directly to the Comprehensive Assessment-Summative Report or to Special Groups/Library Media Summative]

Professional Growth Goal(s) of this Plan: State your professional growth goal(s) in measurable or observable terms.

Action Plan: Describe the actions you plan to take to accomplish this goal, including timelines for completion of each action. (What will you do to increase your knowledge in accomplishing your professional growth goals(s)? (What resources or support do you anticipate needing from your building level and/or district supervisors to fulfill your Future Growth Plan)?

The Professional Growth Plan stated above has been reviewed and is appropriate for implementation beginning _____ and ending _____
Month/Year Month/Year

Educator/Date

Evaluator/Date

Describe the impact on your instruction and student performance from the aforementioned action plan.

I verify that I personally engaged in these activities.

I have reviewed the above plan.

Educator/Date

Evaluator/Date

Development Plan

EDUCATOR'S NAME _____

Conference Date	Specific Recommendations	Related Activities	Timeline for Completion	Results of Follow-up	Educator's Initials

Supervisor, Principal, or Designee Signature/Date

Educator Signature/Date

Educator's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments.

SPECIAL GROUPS STATE MODEL FOR LOCAL EVALUATION

Scores from the Summative Evaluation

EDUCATOR'S NAME _____ S.S. NO. _____

SCHOOL _____ GRADE/SUBJECT _____

SCALE SCORE BY COMPETENCY DESCRIPTOR*

DOMAIN SCORE

I. PLANNING

I. _____

- ___ A. Establishes appropriate goals and related objectives.
- ___ B. Prepares for program implementation.
- ___ C. Assists in planning appropriate educational programs for staff, parents, and appropriate others.

II. DELIVERS EFFECTIVE SERVICES

II. _____

- ___ A. Delivers effective intervention.
- ___ B. Delivers effective consultation.
- ___ C. Establishes positive, purposeful relationships with populations served.

III. USES EVALUATION TO IMPROVE SERVICES

III. _____

- ___ A. Obtains and uses assessment information to improve educational performance.
- ___ B. Reports status and progress to appropriate others.
- ___ C. Evaluates programs/services provided.
- ___ D. Improves student performance.

IV. MANAGES PROGRAM/SERVICES EFFECTIVELY

IV. _____

- ___ A. Effectively manages an ongoing program in cooperation with other staff.
- ___ B. Manages resources effectively.

V. PROFESSIONAL LEADERSHIP ROLE

V. _____

- ___ A. Improves professional skills and knowledge.
- ___ B. Takes a leadership role in improving education.
- ___ C. Performs professional responsibilities

(MINIMUM SCORE OF 3 OR HIGHER REQUIRED).

VI. COMMUNICATION (MINIMUM SCORE REQUIRED) VI. _____

RECOMMENDATION: _____

Supervisor, Principal, or Designee
Signature/Date

Educator Signature/Date

* Refer to Rating Scales in the Special
Groups State Model for Local
Evaluation

Educator's signature acknowledges an
opportunity to review the scores from the
Summative Evaluation form. It does not
necessarily indicate agreement with the
comments.

STRENGTHS EXHIBITED:

AREAS FOR DEVELOPMENT:

EDUCATOR COMMENTS: (OPTIONAL)



**STATE OF TENNESSEE
Department of Education
Division of Instructional Leadership**

5th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, Tennessee 37243-0376
Phone (615) 532-4713 Fax (615)-532-8312

Timothy Webb, Commissioner

This school system has requested to use the Focused Assessment Option of the Framework for Evaluation and Professional Growth for appropriate educators in the Special Groups or Library Media Specialists Evaluation model.

As a means of gathering data for future revisions in these systems, this option may be used if **ALL** of the following criteria can be initialed as appropriate:

- _____ **The primary evaluator for this educator has previously been trained in the Special Groups/Library Media Specialist models. (Underline appropriate system.)**
- _____ The **educator** holds a professional license.
- _____ The **educator** has been evaluated in this current position at least once using either the traditional Special Groups or Library Media Specialist model.
- _____ The **educator** has chosen to participate in the Focused Assessment Option, rather than the traditional evaluation model.

Evaluator's Signature

Educator's Signature

Date

This form is to be included in the evaluation file of the educator.

Special Groups Educators

Attendance Supervisors, Consulting Teachers, Counselors,
Psychologists, and Social Workers

STATE MODEL FOR LOCAL EVALUATION

Checklist

1. ___ Identify educators to be evaluated
2. ___ Review previous evaluations
3. ___ Review In-service and Professional Development Activities
4. ___ Give educator copy of Analysis of Program Plan/Delivery of Service Plan and deadline to return
5. ___ Give educator copy of Educator Conference Guide and deadline to return
6. ___ Give educator copy of Pre-Observation Conference Guide
7. ___ Review responses on Educator Conference Guide and discuss with educator
8. ___ Review Program Plan/Delivery of Service Plan—If acceptable sign and have educator sign at the bottom of the analysis sheet
9. ___ Conduct pre-observation conference for each observation
10. ___ Conduct two/three observations (may want to script the sessions even if this is not required)
11. ___ Conduct post-observation conference after each observation
 - *Discuss strengths and areas for improvement that were exhibited
 - *Sign and have educator sign the bottom of the conference record
12. ___ Complete Educator Conference Information Gathering Form after at least one observation
13. ___ Complete Summative Evaluation Scores
14. ___ Conduct conference with educator
 - Review Educator Conference Information Gathering Form
 - Discuss scores, strengths, needs, and recommendations for improvement
 - Complete the Development Plan with the educator
 - Sign and have the educator sign the Educator Conference Information Gathering Form, the Scores from the Summative Evaluation, and the Development Plan
15. Place in the educator's personnel file
 - ___ Classroom Observation Instrument
 - ___ Analysis of Program Plan/Delivery of Service Plan
 - ___ Educator Conference Information Gathering Form
 - ___ Pre/Post-Observation Conference Guide
 - ___ Scores from the Summative Evaluation
 - ___ Development Plan



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