

“All we are trying to do is put in place a process that allows and encourages two adults to get together and talk about teaching”

Thomas L. McGreal

Contributions from

Professional Evaluation Committee

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PHILOSOPHY

The majority of special educators are competent individuals who value professional growth. The ANW professional appraisal system reflects this fact and is built to meet the needs of the majority by being designed to facilitate this professional growth. Accordingly, the emphasis is on setting goals or establishing individual development plans which improve instruction and special education support services.

With this professional growth, as individuals demonstrate increased competency and gain experience, should come progressively more self-direction in the evaluation process. Those with less experience will require more direction from the supervisor.

Besides facilitating growth and allowing for increasing self-direction, an appraisal system should help administration ensure competency and make decisions regarding retention, remediation and dismissal.

OUTCOMES OF PROCESS

The evaluation process will:

1. allow flexibility for supervisor and professional to work together in a collaborative, nonthreatening relationship to improve instruction and special education support services,
2. provide for different evaluation procedures for beginning and experienced professionals,
3. allow for accountability by helping the administration ensure competency and make decisions regarding retention, remediation and dismissal,
4. include procedures for ongoing determination of ability to meet core standards,
5. develop structured assistance to those individuals demonstrating difficulty meeting core standards,
6. build community confidence in the quality of ANW professional personnel, and
7. facilitate coordination of professional appraisal and staff development activities.

- A. CORE STANDARDS SPECIFIC TO PROFESSIONALS PROVIDING DIRECT INSTRUCTION INCLUDING TEACHERS, SPEECH PATHOLOGISTS, OCCUPATIONAL THERAPISTS AND PHYSICAL THERAPISTS**
1. Meets learners at designated locations and times.
 2. Takes all necessary and reasonable precautions to provide a healthy and safe environment for students.
 3. Develops IEPs for students per state and federal regulations.
 4. Plans and implements effective lessons.
 - A. Lessons based on student's IEP.
 - B. Manages student time on task, materials and resources effectively.
 - C. Prepares for assigned classes and responsibilities. Shows evidence of adequate preparation.
 - D. Demonstrates clear purpose and objectives.
 - E. Provides instruction at the appropriate level of difficulty for each learner.
 - F. Provides opportunities for active involvement of the learner.
 5. When appropriate, correlates lesson/unit planning with district core curriculum.
 6. Monitors and responds to the efforts of the learners and adjusts instruction to maximize learning by using a variety of methods and materials.
 7. Appropriately assesses and records learner performance.
 8. Sets high, but realistic, expectations for student achievement and behavior.
 9. Conveys clear behavioral expectations to students and manages behavior in a constructive and consistent manner.

B. CORE STANDARDS SPECIFIC TO SCHOOL PSYCHOLOGISTS

1. Demonstrates fundamental organizational skills (e.g., attention to detail, time management, setting priorities)
2. Maintains visibility and accessibility within school.
3. Considers all alternatives and implications before making recommendations.
4. Adheres to the ethical standards of the profession of school psychology.
5. Clearly identifies the nature of the referral problem and the purpose of the assessment.
6. Uses appropriate assessment procedures that are directly related to the identified purpose.
7. Appropriately administers and scores tests.
8. Integrates raw data and other information into meaningful and accurate statements about the student.
9. Is sensitive to sources of bias when selecting, administering, and interpreting tests.
10. Understands and correctly applies theoretical concepts and terms that underlie assessment.
11. Makes recommendations that follow logically from the assessment results and are educationally relevant.
12. Presents assessment information at case staffings accurately, intelligibly, and concisely.
13. Facilitates meetings effectively.
14. Acts effectively as case manager.
15. Effectively involves teachers and other school staff in collaborative/consultative relationships.
16. Identifies clear objectives when providing consultation services.
17. Demonstrates knowledge of effective consultation strategies that address case objectives.
18. Injects useful and pertinent knowledge into the consultative project.
19. Gathers evidence that consultation strategies were effective before discontinuing services.
20. Plans and implements effective inservice presentations for staff as needed.
21. Identifies clear and realistic treatment of objectives when providing intervention services.
22. Uses intervention strategies that directly address objectives.
23. Demonstrates an awareness of school district and community agencies, resources, and programs.
24. Gathers evidence to evaluate effectiveness of intervention strategies used.
25. Conducts behavioral assessments that facilitate the development of behavior management plans.

C. CORE STANDARDS SPECIFIC TO THE WORK STUDY/VOCATIONAL COORDINATORS

1. Provides students with an opportunity to earn school credit while gaining valuable work experience.
2. Works effectively with community organizations.
3. Notifies qualified students of possible employment opportunities.
4. Determines student eligibility for employment.
5. Acts as liaison between student and employer to ensure a productive experience for both.
6. Assigns student responsibility relative to training, job seeking and job maintenance.
7. Develops and maintains data sheets on employment, training, counseling and follow-up.
8. Develops and maintains training and work sites.
9. Provides for the vocational training needs of students.
10. Employs effective guidance techniques.
11. Handles emergencies in calm professional manner.
12. Prepares training plans that relate to student objectives.
13. Meets vocational service needs of students.

D. CORE STANDARDS SPECIFIC TO SCHOOL NURSES

1. Establishes and maintains a comprehensive health program for students, parents, and employees of the cooperative.
2. Conducts student health appraisals, including, follow-up of problems noted.
3. Coordinates a comprehensive program of caring for students who are injured or who become ill at school.
4. Provides faculty and staff with first-aid and bloodborne pathogen training and supplies.
5. Assists in providing emergency care for accidents and sudden illness of pupils until parents assume responsibility.
6. Enforces and monitors medication guidelines.
7. Requests assistance for dentally indigent children.
8. Coordinates and supervises a comprehensive program of health education.
9. Assists in planning health curriculum and instructional materials.
10. Submits accurate and timely reports as required by various health agencies.
11. Immediately reports to the Director any safety hazards or unsanitary conditions observed in the school environment.
12. Is knowledgeable of proper nursing practice.
13. Effectively demonstrates proper medical related practice to school staff.
14. Monitors the implementation of needed medical related service.
15. Coordinates medical and health related services available from other agencies.
16. Maintains necessary records to document effective practice.
17. Monitors intervention effects at least every twelve weeks.
18. Consults doctors, specialists, and related professionals in evaluating own plans, methods and results.

E. CORE STANDARDS SPECIFIC TO SCHOOL SOCIAL WORKERS

1. Helps students attain an optimum level of personal and social adjustment.
2. Consults with parents, teachers, administrators, and supporting agencies concerning the needs and abilities of students.
3. Works effectively with community organizations.
4. Consults with students regarding their learning and behavior problems and counsels them as necessary.
5. Assists with public awareness activities which lead to a better understanding of the needs of exceptional children.
6. Makes classroom presentations to promote social and emotional well-being.
7. Prepares a social or developmental history on a child with an exceptionality when needed.
8. Works with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school.
9. Mobilizes school and community resources to enable the child to learn as effectively as possible in his or her educational program.
10. Assists in developing positive behavioral intervention strategies.
11. Provides effective individual and group counseling with children and families.
12. Acts as liaison between the home, school and the community.
13. Helps other school personnel understand the social and cultural factors related to school performance.
14. Maintains necessary records to document effective practice.

II. PROCEDURES

GENERAL

So that they are informed of the core standards and procedures for evaluation, all professionals will receive appropriate inservice and will be provided with a copy of this handbook. The evaluation procedures and standards will be reviewed with all new professionals during their initial orientation.

All professionals will be continually appraised by ANW and district administration regarding their ability to meet core standards. This appraisal will occur through routine contact with administrators. Meeting these core standards is essential for successful employment. For those professionals experiencing difficulty, problems will be dealt with immediately according to procedures described under the PROFESSIONAL ASSISTANCE PROGRAM section.

An evaluation form must be signed by the evaluator and professional acknowledging only that a conference was held and that the professional is aware of the contents of the form and that it has been thoroughly discussed with the professional. The professional shall be allowed to affix to the form a rebuttal of any portion of the report which he/she feels is inaccurate, unfair, or incomplete. This should be done within two (2) weeks of the completion and signature of the evaluation by both parties.

Signed copies of the evaluation form shall be provided for the professional.

Any evaluation will be removed and destroyed upon request of the employee any time after three years from the date of the evaluation.

All monitoring or observation of the performance of a professional shall be conducted openly and with full knowledge and permission of the professional.

YEARS 1 AND 2 OF EMPLOYMENT WITH ANW:

Every certified employee in the first two years of employment shall be evaluated at least once per semester with each evaluation completed not later than the sixtieth school day of the semester. Additional evaluations shall be scheduled as needed to provide new employees with assistance in strengthening and improving teaching performance. Assignment of a mentor (see appendix C) from a list of volunteers provided by the teacher's association is an administrative option.

Methods for each required evaluation will include an observation, artifact review, and review of appropriate special education documents. During the first evaluation of the first year of employment, the professional and evaluator will collaborate to develop an Individual Development Plan (see forms). This plan will be appraised, and possibly revised or refined, during subsequent evaluations. Goals from this plan can help to provide a focus for the required observations. {See guidelines for doing a focused observation (see appendix A) and steps for developing an Individual Development Plan (see appendix B)}.

A pre-evaluation conference shall be held between the administrator and the employee prior to each evaluation to discuss evaluation methods, review appropriate special education documents and set a date for the observation. This conference will also afford an opportunity for discussion which will help provide a focus for the observation.

Other options for evaluation include: teacher journals, student descriptions of class, student academic performance, or self evaluation. These options should be used only if agreed upon by both administrator and professional.

A post-evaluation conference between the employee and administrator shall be arranged at a mutually agreed time, but no later than within the first sixty (60) days of each semester. At this conference results of the evaluation will be summarized. Also an Individual Development Plan will be developed during the first year first semester post evaluation conference. Progress on this plan will be appraised during subsequent evaluations (see appendix D).

YEARS 3 AND 4 OF EMPLOYMENT WITH ANW:

Every certified employee in the third and fourth year of employment shall be evaluated at least one time each school year by no later than February 15.

Depending on administrative judgment, procedures for either 1 and 2 year professionals or 5 year and over professionals will be used (see appendix E).

MORE THAN 4 YEARS OF EMPLOYMENT WITH ANW:

Every certified employee with over 4 years of experience with ANW shall be evaluated once in every three years by no later than February 15.

Methods of evaluation will include a review of appropriate special education documents along with a summary appraisal of the professional's Individual Development Plan.

An evaluation conference shall be held between the administrator and the professional to review appropriate special education documents. This conference shall be arranged at a mutually agreed time, but no later than November 15. At this conference the professional's Individual Development Plan will be reviewed and updated if needed. Plans will be collaboratively made regarding the method of appraising the Individual Development Plan

At a mutually agreed upon time, but not later than February 15, a conference will be scheduled to conduct a summary appraisal of the Individual Development Plan.

Professional Assistance Program

The ANW Special Education Cooperative **Professional Assistance Program** is available to assist staff members who, in the judgement of the administration, need assistance in the performance of their duties. This program is comprised of three levels:

- 1. Awareness Plan 2. Professional Assistance Plan 3. Intensive Assistance Plan**
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Awareness Plan

- Step I. Initial discussion of situation/incident between administrator and staff member.
- Step II. A. Identification of the problem must be made to the teacher/professional in writing.
B. Administrator and the staff member will develop a plan of action to remedy the problem/situation which shall include a timeline for review.
- Step III. Upon review of progress toward correcting the problem/situation the administrator will make the following recommendation:
- A. Incident(s)/situation(s) resolved (staff member shall be removed from the Professional Assistance Program) or
B. Incident(s)/situation(s) not resolved and staff member shall be moved to the Professional Assistance Plan. The staff member shall be formally advised by the administrator to discuss the situation with a representative of the Local Teachers Association. The staff member has a right for Teachers Association and/or other legal representation in all subsequent meetings.
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Professional Assistance Plan

- Step I. Review of recommendation from the Awareness Plan shall occur.
- Step II. A *Plan of Action* shall be developed and shall include:
- A. A date to review the implementation of the Plan of Action.
B. Strategies for resolution of the problem shall be identified and shall include administrative assistance to help the staff member overcome the difficulty/problem.
C. Indicators of success shall be identified.
D. A timeline shall be identified.
- Step III. Upon review of progress toward correcting the problem/situation the administrator will make the following recommendation:
- A. Incident(s)/situation(s) resolved (staff member shall be removed from the Professional Assistance Program) or
B. Incident(s)/situation(s) not resolved and staff member shall be moved to the Intensive Assistance Plan. The staff member shall be formally advised by the administrator to discuss the situation with a representative of the Local Teachers Association. The staff member has a right for Teachers Association and/or other legal representation in all subsequent meetings.
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Intensive Assistance Plan

- Step I. Review of Professional Assistance Plan shall occur. The teacher/professional shall be offered an intensive assistance plan. If the teacher/professional refuses intensive assistance one of the following options shall occur:
- A. Dismissal shall be recommended.
 - B. Other options shall be selected (such as early retirement or resignation).
- Step II. A Remediation Plan shall be developed and shall include:
- A. A list of what must be accomplished by the teacher/professional shall be developed.
 - B. A list of the professional assistance offered by the cooperative shall be developed.
 - C. A list of the timeline for successful improvement shall be developed.
 - D. A timeline to review the plan shall be established.
- Step III. Upon review of the Remediation Plan and progress toward correcting the problem/situation the administrator will make the following recommendation:
- A. Incident(s)/situation(s) resolved (staff member shall be removed from the Professional Assistance Program) or
 - B. Incident(s)/situation(s) not resolved and staff member shall be recommended for dismissal.

GUIDELINES FOR CONDUCTING FOCUSED OBSERVATIONS

Conduct observations in context of a cooperative effort between administrator and professional to improve instruction or special education support services.

Obtain relevant information prior to the observation.

Narrow the focus of the observation.

Collect data on a predetermined aspect of the professional's performance.

Observe activities relevant to the professional's Individual Development Plan

To accomplish these suggestions, during the pre-observation conference with teachers, speech pathologist, physical therapist, occupational therapists and others providing direct instruction:

- a. review with the teacher the IEPs of students which will be taught during the observation,
- b. discuss with the teacher how the student's current performance levels, their goals and objectives, and lesson plans for the observation period all relate,
- c. ask how goals for the students were selected and how these are aligned with the general curriculum,
- d. ascertain how learning activities were selected,
- e. have the teacher describe what he/she will be doing during the visit,
- f. have the teacher describe what the students will be doing during the visit,
- g. ask the teacher what the student's will learn from the lesson observed,
- h. agree upon a narrowed focus for the observation and methods of data collection,
- i. utilize current research on effective teaching to help establish agreed upon criteria and data to be collected.
- j. review the professional's Individual Development Plan.

To accomplish these suggestions, during the pre-observation conference with special education support staff, when the observation will take place during a staffing:

- a. establish the purpose of the meeting,
- b. with school psychologists, review the students evaluation team report and other relevant special education documents,
- c. ask the professional what they hope to accomplish with the meeting,
- d. ask who will attend the meeting,
- e. ascertain what the professional's role will be,
- f. ask about the role of other team members,
- g. elicit from the professional his/her perceptions of potential areas of conflict or controversy,
- h. review the professionals Individual Development Plan.

INDIVIDUAL DEVELOPMENT PLANS

By November 15 of each school year, every certified employee will have on file an Individual Development Plan.

Steps for Developing and Submitting the Individual Development Plan

Preliminary Steps

1. Consider the area or areas in which you would like to develop professionally. These would include your professional skills, knowledge, and competencies. The underlying assumption of the Inservice Education Program is that you are an adequate- -or even excellent professional educator- -but that everyone can improve. You may think about educational research; demographic changes in your community; changes in the student body; initiatives of the local board of education, the state board of education, and the legislature; state and federal mandates; outstanding educational practices; and professional goals you have.
2. Complete the top portion of the Individual Development Plan form.
3. Study the Inservice Educational Plan goals. (See Appendix)

In Cooperation With Your Immediate Supervisor

4. Identify an area of professional development in which you would like to work over the next one to five years. Your choice should reflect your own professional growth goals and the inservice goals and objectives of the school and the LEA.
5. Select the Inservice Education Plan goal which best fits the area of professional development you chose, and write it in the space provided for the goal.
6. Write one or more objectives you need to complete in order to accomplish the amount of professional growth you prescribe. The objective should identify, in measurable terms, the professional growth in skill development, knowledge acquisition, competency enhancement, you expect to accomplish and the time frame in which you expect to accomplish it.

Example: I will learn the principles of the Johnson and Johnson Cooperative Learning model of teaching and use this method every day in the classroom by the end of the school year.

Use a separate form for each goal.

7. For each objective, write the types of activities and resources you believe you will use to accomplish the objective.

Example: Workshop, textbook on Cooperative Learning, teacher study group, practice in classroom, observation of a teacher who uses the Johnson and Johnson Cooperative Learning model.

8. Forward your IDP to the Professional Development Committee, at the Central Office for review. Upon approval, the PDC Chairperson and PDC Administrator will sign and the file maintained by the Personnel Clerk.

MENTOR PROGRAM

Each school year, a list of volunteer mentors will be provided to ANW administration by the local teacher's association.

It will be an administrator's option to suggest to an employee that they utilize a specific professional from the mentor list to help the employee improve in a targeted skill.

It will be the employees choice whether or not they use the recommended mentor. However, the employee will be held accountable for successful mastery and utilization of the targeted skill.

The method and time of providing the assistance will be at the discretion of the mentor and person receiving the guidance as long as this does not significantly affect the ability of each employee to perform their primary duties.

The ANW cooperative will take measures within appropriate limits to facilitate the mentor giving appropriate guidance.