

DoDDS Educator Performance Appraisal System



**Performance Elements,
Summative Rating Forms,
Observation Forms,
Professional Growth Plan**

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Message from the Director

The Department of Defense Education Activity (DoDEA) is charged by Congress and the leadership at the Pentagon with evaluating the effectiveness of our instructional program. Although this is accomplished by the use of standardized test data, as educators we understand that the real evaluation must include the classroom and the work of our teachers.

The Department of Defense Dependents Schools (DoDDS) Educator Performance Appraisal System was created to improve instructional delivery, educator evaluation, and student achievement. The Performance Appraisal Task Force, who spent many hours reviewing past practices as well as other appraisal systems, developed this document. It is our belief that this system will serve you well.

The evaluation of staff is often a crucial issue. As professional educators, we take great pride in our work and our efforts to help students achieve at an optimal level. Too often evaluation is not tied to meaningful classroom activities, and in some cases, has little connection to students. It is my hope that this new appraisal system will be more meaningful and will truly lead to improved instruction.

One of the features of this new system is more uniformity in terms of expectations and process. This plan links our new Community Strategic Plan with one system-wide set of Professional Performance Elements. These elements are derived from research on effective schools and have the necessary content and pedagogical competencies. The appraisal is system wide; therefore, all DoDDS teachers will have the same evaluation process regardless of school location.

I want to once again thank the Performance Appraisal Task Force for their work. I also wish to convey my appreciation to our Professional Associations for their input and approval and to the Professional Development and Education Equity Branch, Personnel Division, and to other employees for their work on this document.

As I travel throughout the system, I view many instances of quality teaching and strong student achievement. Regardless of the classroom or location, I see committed teachers working earnestly to provide an educational climate and a content-rich curriculum to our students. We need to apply this same strong professional commitment to our appraisal system and to ensure we accurately assess our strengths and areas of improvement that will allow us to perform our jobs to an even higher degree of accomplishment.

Joseph D. Tafoya

Director

FOREWORD

“We each remember the great teachers who touched our lives, kindled our interest and pressed us to do our best. We hold powerful images for such teachers. They exhibited a deep caring and love for children. They conveyed a passion for the subjects they taught, captivating their students with that passion. They approached their work with creativity and imagination, striving constantly to improve. As committed professionals, they were proud to be teachers...If America is to have world-class schools, it must have a world-class teaching force.”

The National Board for Professional Teaching Standards Policy Statement

Recognizing that the quality of its teaching staff is central to the achievement of the goals of the DoDEA Community Strategic Plan, the DoDEA Professional Development and Education Equity Division, in collaboration with the Educator Performance Appraisal Task Force, has developed an Educator Performance Appraisal System. This program is a key component of the DoDDS Performance Management System. The DoDDS Educator Performance Appraisal System has been designed to:

- Provide direct support to the achievement of the goals and benchmarks of the DoDEA Community Strategic Plan.
- Under gird the successful implementation of DoDEA school improvement efforts.
- Ensure that each and every student in the DoDDS school system has access to an educator who represents the highest standards of professional excellence.

Aware that the Educator Performance Appraisal System affects every stakeholder in the DoDDS educational system, the DoDEA Professional Development and Education Equity Division enlisted the help of a task force of representative stakeholders from the DoDDS education community in the development of the system of educator performance appraisal that is outlined in this document.

The following assumptions guided the work of the DoDDS Educator Performance Appraisal Task Force: 1) Accountability is an integral part of the educational process; 2) High expectations from positive, motivated, and competent staff promote excellence; 3) Educators are professionals, responsible for making the choices that lead to successful student learning; 4) Educators continuously seek better ways to help students learn and grow; 5) Educators need a variety of professional growth options, and are most effective when empowered to design their own professional growth experiences; and 6) The effective educator recognizes the responsibility of growing professionally.

It is the hope of the Task Force that the Educator Performance Appraisal System described in this document will enhance the ability of DoDDS to recruit and maintain a group of teaching professionals who can provide all students with the knowledge and skills required for high levels of achievement both in school and in the dynamic global community in the decades to come.

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DoDDS Educator Performance Appraisal System

I. GENERAL INFORMATION

DoDEA Vision, Mission and Guiding Principles

Vision:

Communities investing in success for ALL students!

Mission:

The Department of Defense Education Activity provides, in military communities worldwide, exemplary educational programs that inspire and prepare all students for success in a global environment.

Guiding Principles:

Student achievement... a shared responsibility.

Trust and respect for other's rights.

Unlimited opportunities to reach high expectations.

Dedication to lifelong learning.

Equal access to a quality education based on standards.

New and motivating challenges to inspire excellence.

Total accountability with teamwork.

Success for all...students first!

Preface

In 1995, the Director of DoDEA declared that the process of educator supervision and evaluation did not provide the information necessary for educators to improve and grow. Furthermore it did not support the basic foundation of the DoDEA Community Strategic Plan designed to improve student learning. Therefore, the Director charged the Professional Development and Educational Equity Division to assemble a task group to develop a performance appraisal program that includes provisions for educators to meet a common core of performance elements and pursue professional growth opportunities that benefit the students, themselves, and the school as an organization.

A task group representing superintendents, administrators, educators, union representatives, parents, and DoDEA staff met to review research literature on teaching, learning, supervision, and alternative models of educator supervision. Outside consultants with alternative supervision models assisted the task group by sharing current successful practices in various stateside school districts.

During the planning phase, the literature review highlighted several factors as powerful variables in a performance appraisal program:

- Professional development is more effective when it is tied to professional goals of educators.
- Current research on adult learning and growth stresses the importance of involvement of the individual in his/her own professional growth experiences.
- More information is available now on how to manage change to improve learning systems.
- All members of the school community must share responsibility for student success.

Introduction

The workplace context plays a vital role in influencing classroom practices. Research demonstrates that if schools want to enhance their organizational capacity to increase student learning, they should work on building a professional community that is characterized by shared purpose, collaborative activity, and collective responsibility among school staff. Research also suggests that a professional community boosts

student achievement gains and helps to make the gains equitable among socioeconomic groups. To the extent the school can provide an intellectually stimulating environment for the adults who work there, we increase the probability that students will encounter similar classroom experiences. In this situation, the school becomes a community of learners focused on enhancing student outcomes. In the process, individual and organizational growth occurs.

Just as educators differentiate instruction to match varying learning needs and styles of students, it would seem the workplace context should honor the individual growth needs and preferences of staff in building their capacity to serve. Traditional supervisory and evaluation practices, often described as “one size fits all,” are no longer appropriate. Instead, new forms of supervision and job embedded staff development are necessary. Practices capable of addressing a wide range of professional learners’ needs for growth and development are necessary.

Types of Evaluations

Educator evaluation is defined as “collecting and using information to judge educator performance.” DoDDS educator evaluations are both formative (supervision and professional growth plan) and summative (evaluation and end-of-year rating). Individual commitment and accountability, shared sense of responsibility and purpose, and an action-oriented positive attitude are attributes of the ideal supervisory evaluation process.

Formative evaluation is a tool used to improve instruction. It encompasses a system of feedback that is designed to help educator’s improve on an ongoing basis. A formative evaluation system helps to:

- encourage continuous educator self-evaluation,
- encourage individual professional growth in areas of interest to the educator,
- recognize the teacher as a professional in charge of his or her own professional growth,
- encourage educator collegiality and discussion about practices among peers in school, and
- support educators as they try new instructional practices.

The goals of formative evaluation or supervision are to build trust, promote self-awareness and self-assessment, foster reflection, problem solving, dialogue, and learning in order to help adults grow professionally and increase their individual and collective capacities to serve students and the organization.

Summative evaluation is a system of feedback designed to determine teaching competence. It is a tool used to make personnel decisions. The goal of summative evaluation is to document performance and growth based on a set of research based performance elements.

Philosophy

The DoDDS Educator Performance Appraisal System provides a systematic process to ensure continuous professional growth. Adult learning theory stresses the importance of relevant, job-related learning opportunities and individual involvement in developing, implementing, and assessing professional development experiences.

The professional development of educators will improve the school’s capacity to function as a learning community. It will also enhance the collective knowledge base and problem solving ability of professional colleagues. As a consequence, the quality of instruction and classroom climate that students experience will be enhanced and greater student achievement fostered.

In alignment with its purpose and philosophy, the DoDDS Educator Performance Appraisal System is designed to:

- improve student performance
- provide employees frequent, on-going feedback
- improve employee performance
- promote professional growth
- be grounded in research and knowledge
- empower staff
- promote success and change
- encourage self-evaluation
- allow for goal setting
- value individuality

- be sensitive to individual development needs
- promote collegiality and cooperation
- allow risk-taking and build trust
- be continuous and on-going
- be fair and consistent
- be open to revision

The Performance Appraisal Program is designed based on the changing roles of educators and the demands they face in schools and communities. The following beliefs about educators and educating are aligned with the DoDEA Strategic Plan and reflect the significance of professional educators in the dynamic, global communities.

- Educators are lifelong learners, who continuously seek better ways to help students learn and grow.
- Educators make a positive difference in students' learning experiences by using available and appropriate resources.
- Educators create learning environments where students are actively and meaningfully engaged in the learning process.
- Educators are professionals, responsible for making the choices that lead to successful learning; continuous decision-making is guided by reflection and evaluation.
- Educators use opportunities for collaboration and professional dialogue to support their professional growth in becoming more effective deliverers of instruction.
- Educators recognize the need for and design their own growth experiences, exploring a variety of professional growth options.
- Educators are most effective when they are empowered to design their own professional growth.

DoDDS Educator Performance Appraisal System

The DoDDS Educator Performance Appraisal System is designed to increase student learning by improving the quality of instruction. Supervision and evaluation of all educators will be based on the successful attainment of established performance elements and shall commend successful teaching, enhance professional competence, identify deficiencies, design intervention programs and serve as a basis for recommendations regarding employment.

The rating system summarizes annual performance as either:

- Acceptable
- Unacceptable

A summative rating of unacceptable indicates that an educator has not met one or more of the critical professional performance elements at the Provisional Level or the Professional Growth Plan requirements at the Professional Level. Supervisors will notify employees who may not be performing at an acceptable level prior to granting a final rating. Appropriate support, training and assistance may be provided to employees who are at risk of an unacceptable rating in accordance with appropriate law, rule, document and the Collective Bargaining Agreement (CBA). This performance appraisal system complies with the program requirements specified by the DoD Performance Appraisal System which has been approved by the Office of Personnel Management.

II. PROVISIONAL LEVEL

All educators new to DoDDS will be placed at the Provisional Level for a 2-year period.

Purpose

The purpose of the Provisional Level is to support the professional growth and development of educators in an effort to improve student learning; provide an appraisal program which determines retention and dismissal of educators; create processes and practices that are reflective and responsive to the diverse needs of staff members.

Educators will be rated on the following professional performance elements. (See page 11 for exceptions). All elements are deemed critical. The rating for each will be “meets” or “does not meet”.

- Element 1: Mastering Content and Curriculum (critical)
- Element 2: Presenting Organized Instruction (critical)
- Element 3: Managing for Effective Learning (critical)
- Element 4: Monitoring and Assessing Student Achievement (critical)
- Element 5: Promoting Diversity and Equity (critical)

Personnel

- Newly hired educators
- Returning DoDDS educators after a 3-year break in service

Procedures

Key elements of supervision at the Provisional Level include conferences with an administrator and a minimum of three formal observations per year. The school administrator will inform all newly hired educators of the professional performance elements on which they will be evaluated and provide a copy for their records.

Formal Observations

Of the three formal observations, two shall be announced and one shall be unannounced. The formal observation process shall consist of:

- A. Pre-Observation Conference
This conference will be conducted for every Provisional Level educator before the announced observations of the year. Educators and administrators may request additional pre-observation conferences.
- B. Observation
Each observation by the evaluator will normally be conducted for at least thirty minutes.
- C. Post-Observation Conference
Within three working days or as prescribed by bargaining agreements, a post-observation conference will be scheduled. A written summary of the observation will be discussed and provided to the educator at the conference.

Data Collection

Only information directly observed by the evaluator shall be used to provide supportive data in the evaluation process. Evaluators are especially cautioned against relying on information they have not personally gained in first-hand observations.

Support and Training

Professional growth opportunities will focus on improvement of instructional and management skills as outlined in the professional performance elements and may take the form of peer assistance, mentoring, resource teams, or staff development. The administrator or the educator may request and mutually agree upon these support services.

Summative Evaluation

- The rating system summarizes the annual performance as acceptable or unacceptable.
- A summative evaluation is comprised of information related to the standards and elements obtained from observations and conferences.
- An educator is rated as acceptable upon successfully meeting all the critical performance elements.
- An unacceptable rating may be rendered at any time an employee's performance does not meet any critical element.
- After performing at an acceptable level for two years, the Provisional Level educator will be advanced to the Professional Level.

III. PROFESSIONAL LEVEL

All current employees with more than two years of acceptable experience with DoDDS will be placed at the Professional Level. It is understood that the Professional Level educators have met the critical elements. Educators who transfer, or are reassigned, to another DoDDS school will continue with their position in a 3-year cycle.

Purpose

Activities at the Professional Level are structured to support the professional growth and development of educators in their efforts to improve student learning and to provide opportunities for staff and their supervisors to participate in collaborative experiences designed to promote and enhance professional growth.

Procedures

The Professional Level consists of 3-year cycles, which include a professional growth plan, formal observations, and an annual summative rating.

Management retains the right to enter a classroom for the purpose of observing educator performance whenever they deem such action necessary.

Professional Growth Plan (PGP)

The PGP is a written statement of intent by the educator about his/her professional growth. It is a yearly requirement for all educators at the Professional Level. (See the section entitled Professional Growth Plan for more information.)

In the third year educators will be placed in the formal observation cycle. The formal observation cycle follows the same procedures as stated for the Provisional Level, however, at the Professional Level there shall be two (announced) formal observations by the supervisor.

Annual Summative Rating

At the end of each school year, the supervisor will assign a summative rating of acceptable or unacceptable to each educator. **This rating is based on meeting the established DoDDS professional performance elements.**

Professional Growth Plan

Purpose

The primary purpose of the Professional Growth Plan is to place emphasis on professional growth through a process of effective teaching and learning practices, and professional self-assessment. The Professional Growth Plan is designed to increase the educator's professional competencies in his/her effort to improve student learning.

Definition

The Professional Growth Plan (PGP) is a written statement of intent by the educator regarding his or her professional growth and is required by all educators at the Professional Level. The PGP is designed by the educator to increase the individual's professional competencies. The plan describes the educator's intended professional growth over a period of time, usually from one to three years. It may be written for an individual or team of educators. Moreover, the plan allows for periodic self-evaluation, tracks professional progress, and provides the opportunity for professional collegial dialogue. The significance of the PGP lies in its implementation, professional dialogue, and personalized self-assessment and reflection. If an educator completes a PGP during the professional growth cycle, the educator designs a new PGP; if it is not completed, it may be continued into the next cycle. Professional growth is a continuing process, not an end product.

The Four Steps of the Professional Growth Plan

Step 1

The educator selects the targeted area(s) for professional growth and decides upon the desired goals or outcomes. (See suggested activities below.) At the beginning of the school year, a conference will be held with the supervisor to determine what logistical support is available to accomplish goals. Activities, timelines, and the indicators of progress towards these goals will be reviewed.

Step 2

The growth plan should be written or revised, as appropriate, by November 15th of each year and shared with the educator's supervisor. It is important the educator and the supervisor thoroughly discuss the plan. There needs to be a common understanding of what the educator is trying to achieve, and the type of support required for its implementation. Both the educator and the supervisor sign the plan and each maintains a copy of it. A determination of necessary resources will be made by the administration.

Step 3

The educator implements the PGP and, when necessary, meets with the supervisor to modify goals, outcomes, and strategies. Time may be provided for specialized training or activities deemed critical for completing the professional growth plan. Throughout the life of the PGP, the educator discusses growth and progress with the supervisor.

Step 4

The educator and the supervisor meet at the end of the school year for a final discussion of the PGP. If the educator completed the plan during the course of the school year, this conference may be scheduled at an earlier time. The educator and the supervisor will sign the completed PGP Form.

Support and Training

Prior to implementation of the PGP, DoDDS educators, supervisors, and union representatives will receive joint training on the intent of the document, to include purpose, procedures and benefits.

Suggested Activities for the Professional Growth Plan

Although the activities for PGPs are open ended, the following list of suggested activities is included to validate on-going growth projects and offer ideas, which may stimulate risk-taking and non-traditional approaches for educators.

- action research projects
- acting as mentor for peers
- collaborative planning of instruction
- collaborative teaching experiments
- creating or using self-assessment instruments
- creating or using self-instruction modules
- demonstrating lessons
- in-house trainer
- leading schoolwide committees or projects
- participation in study groups
- peer coaching partners
- publishing staff or team's work
- special project design
- video recordings for self-analysis

- designing a project with focus
- developing work assignment
- implementing powerful instructional strategies
- giving presentations at conferences
- writing articles for journals
- attending professional conference related to PGP
- completing college course related to PGP

Roles of Educator and Supervisor in Implementing the Professional Growth Plan

The educator's role in the PGP is to decide upon a strategy or outcome that focuses on professional educator growth, school improvement goals, and improved student learning. Once the goal or purpose has been established, the educator discusses the scope of the PGP with the supervisor who reviews the plan each year.

The supervisor's role in the PGP is to discuss the educator's proposed plan and professional growth. The supervisor meets with the educator, reviews, and signs the plan each year.

Implementation of the Professional Level will proceed over a 3-year time period. In year three, observations and conferences will focus on the professional growth plan.

Intervention Program

Educators at the Professional Level who do not continue to meet all the critical performance elements may be placed in the Intervention Program. Movement into the Intervention Program will be the result of collaborative efforts between Administrators and Educators. If agreement cannot be reached through the collaboration process, the Administrator can proceed with a Performance Improvement Plan (PIP).

Purpose

The purpose of the Intervention Plan is to provide assistance to educators who are not meeting one or more of the professional performance critical elements.

Procedures

The administrator is responsible for continuously monitoring educator performance. When the administrator identifies an area of deficiency, he/she should work cooperatively with the educator to remedy the problem.

- The administrator identifies a deficiency.
- The administrator informs the educator in writing of the deficiency.
- The administrator provides recommendations for remediation of the skill(s) deficiency.
- The administrator and educator plan a schedule of observations and conferences to determine progress.
- The administrator determines when the educator has made sufficient progress to exit the Intervention Program and re-enter the Professional Growth cycle.

Educators may request assistance from another educator, staff developer or resource team in addition to the assistance provided by the supervisor.

Educators who fail to demonstrate improvement in the Intervention Program will be placed in a formal Performance Improvement Plan (PIP) in accordance with negotiated agreements and this document.

Support and Training

Professional growth opportunities are afforded all Professional Level educators in the Intervention Program.

Intervention opportunities in the form of peer assistance, mentoring, resource teams, or staff development are available to all Professional Level educators. The administrator or educator may request these support services.

Summative Evaluation

A summative evaluation is comprised of information obtained through observations and conferences. This summative evaluation rating of acceptable or unacceptable performance will be issued annually no later than 1 week before the end of the school year, in accordance with this document.

The summative evaluation will serve as a basis for administrative decisions regarding continued employment.

IV. PROGRAM MANAGEMENT

Roles and Responsibilities

The following roles and responsibilities assure that the performance appraisal program is implemented and managed effectively.

The Director of DoDEA:

- Assures that necessary funds are available for the implementation of the performance appraisal system.
- Assures that necessary training is provided to administrators and educators on the appropriate use of the appraisal system.
- Assures that necessary information is available for each educator and supervisor prior to any on-site training.
- Provides for assessment of the overall effectiveness of the program.

The District Superintendent:

- Informs employees of the provisions of this document.
- Provides necessary training to administrators and educators on the appropriate use of the appraisal program.
- Provides written information to each employee prior to any on-site training.
- Ensures that principals execute performance appraisal responsibilities required by this document.

The Principal:

- Communicates the Performance Appraisal System to the staff.
- Observes and evaluates staff performance.
- Collaborates with the educator in the development of the professional growth plan.
- Recommends improvement strategies.
- Initiates Performance Improvement Plan as appropriate.
- Provides an annual summative rating for each staff member.
- Recommends employment actions.

The Educator:

- Assumes responsibility for meeting all professional performance elements.
- Assumes responsibility for his/her own professional growth.
- Collaborates with the administrator in the development of the Professional Growth Plan.
- Implements and maintains his/her own Professional Growth Plan.

Implementation Guidelines

The **Performance Appraisal System** proceeds over a 3-year period of time. The appraisal timelines for a school year are:

- May 01 Performance rating period begins
- Nov 15 Professional Growth Plans are due
- Apr 30 Evaluation period ends
- NLT 1 Week
before the end
of the school year Summative evaluation is completed

The following matrix provides an overview of the various components, levels, and requirements of the **DoDDS Performance Appraisal System**. Note: The Intervention Program form should be used for educators involved in this program. Sample forms are also included for Professional level teachers for the tracking, reporting, and reflecting on the Professional Growth Plans.

DoDDS Educator Performance Appraisal System Matrix

Teacher	Observation	Conference	PGP	End of Year Report for PGP	Annual Summative Rating
Provisional Level Year 1&2	3 observations with 2 announced and 1 unannounced	Maintain Pre/Post observations and conferences documentation in the educator's school file.	None required	Not Applicable	The annual summative rating form is submitted to the HQ Human Resource Center for inclusion in the Employee Performance Folder (EPF).
Professional Level (all other teachers)	Years 1&2 No formal observations required; but informal observations are necessary to ensure elements are being met. (pg.6)	None required	All professional level teachers prepare the PGP.	Required for all Professional level Educators. Maintained in educator's school file.	The annual summative rating form is submitted to the HQ Human Resource Center for inclusion in the Employee Performance Folder (EPF).
	Year 3 2 announced observations	Maintain Pre/Post observations and conferences documentation in the educator's school file.	All professional level teachers prepare the PGP.	Required for all Professional level Educators. Maintained in educator's school file.	The annual summative rating form is submitted to the HQ Human Resource Center for inclusion in the Employee Performance Folder (EPF).

V. PROFESSIONAL PERFORMANCE ELEMENTS

The Professional Performance Elements are included for the following DoDDS educators:

- Classroom Teachers
- Information Specialists
- School Guidance Counselors
- School Psychologists
- Educational Technologists
- School Nurses
- Special Education Teachers
- Special Education Teacher Assessor and Assessor Speech/Language Pathologist
- Gifted Resource Teachers
- English as a Second Language Teachers

PERFORMANCE ELEMENTS FOR CLASSROOM TEACHERS

PERFORMANCE ELEMENT 1: Mastering Content and Curriculum

CRITICAL

The effective educator demonstrates mastery of the content and curriculum taught.

A. Designs lessons which foster student learning:

- 1) Utilizes current standards
- 2) Presents accurate and current information recognizing multiple points of view
- 3) Understands and highlights relationships between concepts taught
- 4) Integrates content with other disciplines

PERFORMANCE ELEMENT 2: Presenting Organized Instruction

CRITICAL

The effective educator uses recognized, effective instructional techniques and strategies to promote successful student learning.

A. Develops and presents lessons in a clear and logical manner:

- 1) Selects and communicates instructional objectives or goals/standards
- 2) Relates new learning to student experience and/or prior learning
- 3) Checks for student understanding throughout the lesson

B. Uses instructional methods that promote desired learning:

- 1) Provides examples and explanations that are meaningful and lead toward the objective
- 2) Uses a variety of strategies and models to reach all learners
- 3) Incorporates organizational and higher level thinking into lessons as appropriate

C. Engages all students in the learning process:

- 1) Provides activities and assignments appropriate for learners active involvement
- 2) Structures and paces the lesson appropriately to keep learners interested and involved
- 3) Differentiates instruction for students as appropriate
- 4) Adapts instruction based on student responses
- 5) Provides opportunities for creative thinking and creative products
- 6) Provides opportunities for students to make decision regarding own learning and behavior

PERFORMANCE ELEMENT 3: Managing for Effective Learning

CRITICAL

The effective educator maintains a classroom environment that enhances student learning and promotes positive student behavior.

A. Effectively manages student behavior:

- 1) Creates a courteous, respectful classroom climate
- 2) Establishes appropriate classroom rules, routines and expectations
- 3) Reinforces positive student behavior in a consistent manner
- 4) Demonstrates respect, empathy, fairness, consistency and firmness in handling student problems
- 5) Utilizes appropriate intervention strategies in managing behavior
- 6) Follows established procedures for intervention, parent communication and administrator referral

B. Organizes the classroom for effective learning:

- 1) Arranges the classroom and uses routines to support the designed learning activities
- 2) Conducts smooth transitions between student tasks to enhance time on task

C. Maximizes use of resources and materials

- 1) Collaborates with colleagues, school-based specialists, resource personnel and community resource persons as appropriate
- 2) Provides a variety of appropriate instructional/program materials that reinforce and extend skills,

- accommodate learning styles, and match student and instructional objectives
- 3) Incorporates multi-sensory materials to meet varied student learning styles
- 4) Integrates approved and available technology in instructional delivery as appropriate

PERFORMANCE ELEMENT 4: Monitoring and Assessing Student Achievement CRITICAL

The effective educator uses a variety of assessment techniques and procedures to evaluate learning and guide instruction.

A. Uses a variety of assessment tools and strategies:

- 1) Assures assessment methodology is appropriate to the instructional goal
- 2) Communicates assessment criteria and standards to students
- 3) Provides timely, accurate and constructive feedback to students
- 4) Uses information gained from student assessment to guide teaching
- 5) Assesses learner progress in relation to adopted curriculum standards on a continuous basis
- 6) Communicates student progress to parents

B. Documents student progress

- 1) Maintains accurate documentation of student progress in a retrievable record-keeping system.
- 2) Documents student progress toward meeting school goals and community strategic plan

PERFORMANCE ELEMENT 5: Promoting Diversity and Equity CRITICAL

The effective educator practices education equity in the classroom,

A. Creates a climate conducive to the promotion of positive student involvement, self-concept and achievement

- 1) Recognizes student diversity and demonstrates sensitivity and responsiveness to the personal ideas, needs, interests and feelings of students
- 2) Demonstrates respect for each student's background experience and culture
- 3) Acknowledges and encourages achievement for each student
- 4) Makes accommodations for individual differences
- 5) Provides every student with opportunities for active involvement and creative thinking
- 6) Elicits responses from volunteers and non-volunteers
- 7) Promotes positive student-student, student-educator, educator-educator, educator-parent relationships

B. Demonstrates high expectations for all students:

- 1) States clearly and models the expectations for quality and quantity of student work
- 2) Provides positive reinforcement for quality student products
- 3) Asks carefully and clearly formulated questions, providing wait time, before calling on student(s) to respond
- 4) Uses a variety of questioning and clarification techniques for all students

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY
Annual summative form used for provisional and professional educators.

DISTRICT:

SCHOOL:

EDUCATOR'S NAME:

SOCIAL SECURITY NUMBER:

CHECK LEVEL:

Provisional Year 1

Provisional Year 2

PGP Year 1

PGP Year 2

PGP Year 3

CURRENT SUBJECT/GRADE LEVEL: /

SUPERVISOR'S NAME:

CONFERENCE DATES: , , , ,

	Professional Performance Elements	Meets	Does not meet
1.	Mastering Content and Curriculum (Critical)		
2.	Presenting Organized Instruction (Critical)		
3.	Managing for Effective Learning (Critical)		
4.	Monitoring and Assessing Student Achievement (Critical)		
5.	Promoting Diversity and Equity (Critical)		

FINAL ANNUAL RATING (check one):

Acceptable

Unacceptable

SIGNATURE OF EDUCATOR:

DATE:

SIGNATURE OF EVALUATOR:

DATE:

Comments:

PERFORMANCE ELEMENTS FOR INFORMATION SPECIALISTS

PERFORMANCE ELEMENT 1: Managing the Information Center

CRITICAL

The effective information specialist maintains an information center environment that enhances student learning and promotes positive student behavior.

- 1.1 Organizes the environment for effective learning
- 1.2 Creates a climate which encourages use of the facility and its resources
- 1.3 Manages resources efficiently
- 1.4 Organizes and manages instructional groups
- 1.5 Uses a variety of assessment tools and strategies to monitor program effectiveness
- 1.6 Provides an attractive information center with easy access to resources and conducive to a variety of learning activities
- 1.7 Maintains necessary records to document usage of materials and resources
- 1.8 Effectively plans for budget and collection development
- 1.9 Supervises information center staff (virtual or otherwise)
- 1.10 Acknowledges contributions and shares expertise and resources with parents and community members and partnerships

PERFORMANCE ELEMENT 2: Curricular Support

CRITICAL

The effective information specialist demonstrates support of the curriculum of the school.

2A. Collaborates with other educators to foster student learning

- 2A.1 Plans with educators to identify and integrate the information literacy skills within curricular content areas
- 2A.2 Selects instructional strategies appropriate to students' learning styles and developmental stages
- 2A.3 Utilizes current curriculum guides
- 2A.4 Presents accurate and current information recognizing multiple points of view
- 2A.5 Utilizes a variety of instructional strategies, information resources, processed-based models and technologies
- 2A.6 Models ethical and legal behavior regarding intellectual freedom and property rights
- 2A.7 Collaborates with other educators to promote reading and enjoyment of literature

2B. Maximizes the use of materials, resources, and information technology to increase student learning

- 2B.1 Provides a variety of appropriate instructional/program materials that reinforce and extend skills, accommodate learning styles, and match student and instructional objectives
- 2B.2 Integrates technology in presentations and instructional delivery
- 2B.3 Incorporates multi-sensory materials to meet varied student learning styles
- 2B.4 Assists students and staff in the use of search strategies to access a variety of information.

PERFORMANCE ELEMENT 3: Practicing Equity

CRITICAL

The effective information specialist practices education equity in the information center, creating a climate conducive to the promotion of positive student involvement and self-concept.

- 3.1 Recognizes student diversity and demonstrates sensitivity and responsiveness to the personal ideas, needs, interests and feelings of students
- 3.2 Demonstrates respect for each student's background experience and culture
- 3.3 Acknowledges and encourages each student's performance and achievement
- 3.4 Provides every student with opportunities for active involvement and creative thinking
- 3.5 Elicits responses from volunteers and non-volunteers
- 3.6 Provides opportunities for students to make decisions regarding own learning and behavior
- 3.7 Promotes positive student-student, student-information specialist relationships
- 3.8 Demonstrates high expectations for all students

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY

Annual summative form used for provisional and professional information specialists.

Program Area: Information Specialist

DISTRICT:

SCHOOL:

EDUCATOR'S NAME:

SOCIAL SECURITY NUMBER:

CHECK LEVEL:

Provisional Year 1

Provisional Year 2

PGP Year 1

PGP Year 2

PGP Year 3

SUPERVISOR'S NAME:

CONFERENCE DATES: , , , ,

	Professional Performance Elements	Meets	Does not meet
1.	Managing the Information Center (Critical)		
2.	Curricular Support (Critical)		
3.	Practicing Equity (Critical)		

FINAL ANNUAL RATING (check one):

Acceptable

Unacceptable

SIGNATURE OF EDUCATOR:

DATE:

SIGNATURE OF EVALUATOR:

DATE:

Comments:

PERFORMANCE ELEMENTS FOR SCHOOL GUIDANCE COUNSELORS

PERFORMANCE ELEMENT 1: Counseling Program Planning (Annual Plan)

CRITICAL

Develops school counseling annual plan following DoDEA guidelines

1.0 Prepares an annual plan for the delivery of counseling services

- 1.0.1 Provides for principal's review a plan for implementation of programs to address identified student needs related to academic, career and social/personal needs.
- 1.0.2 Provides age level appropriate guidance experiences as part of the annual plan.
- 1.0.3 Coordinates plans with other staff members in the delivery of guidance instruction.

1.1 Provision is made that support the educational, career and personal/social objectives of the annual plan.

- 1.1.1 Provides evidence of planned activities to address the developmental needs of students covering the educational, career and personal domains.
- 1.1.2 Coordinates plans with other staff members and includes other staff members in the delivery of career development instruction.
- 1.1.3 Provides evidence that academic planning and career development activities are related to one another.

PERFORMANCE ELEMENT 2: School Counseling Program Implementation

CRITICAL

Implements school counseling program using DoDEA student competencies and other materials

2.0 Counsels students and/or parents individually, and in groups regarding academic development, career development, and personal/social development

- 2.0.1 Provides individual and/or group counseling, to include crisis intervention, as needed.
- 2.0.2 Accepts referrals from students (self-referral), staff members and parents, and provides feedback as appropriate.
- 2.0.3 Maintains a record of services provided to students and parents.
- 2.0.4 Participates in parent-teacher conferences, providing appropriate information and assistance as requested.

2.1 Recommends appropriate student placements and transition services

- 2.1.1 Assists with appropriate placement for incoming students and, where needed, adjusts student placement when records are received.
- 2.1.2 Assists students in planning their educational program. In the case of middle and high school students, a six-year plan is developed.
- 2.1.3 Coordinates orientation to school programs for entering students, provides information to transitioning students and their parents as needed.

2.2 Coordinates school and community programs and services

- 2.2.1 Assists with the identification of students with needs that can be met by resources outside of the school through observation and assessment.
- 2.2.2 Refers students for services outside the school system to meet identified student needs.

PERFORMANCE ELEMENT 3: Consultation Services

CRITICAL

Provides consultation services to teachers, administrators, parents, and community agencies.

3.0 Consults with teachers, administrators, parents and community agencies.

- 3.0.1 Shares information on the educational needs and appropriate placement of students.
- 3.0.2 Shares information regarding the special needs of students, as appropriate.
- 3.0.3 Provides and interprets information regarding student abilities as documented in school records.

3.1 Coordinates school and community programs and services.

- 3.1.1 Assists with the identification of students with needs that can be met by the school psychologist and/or by resources outside of the school.
- 3.1.2 Refers students for services to the school psychologists and/or to community agencies to meet identified students needs.
- 3.1.3 Works collaboratively with educators, parents, and community members/organizations.

PERFORMANCE ELEMENT 4: Evaluation Services

CRITICAL

Participates in the management of student assessment in accordance with DoDEA policy

4.0 Aids in the identification and referral of students with special needs for appropriate services.

- 4.0.1 Analyzes and interprets results of individual and/or group assessment instruments for students, teachers, parents and school advisory groups.
- 4.0.2 Analyzes and interprets results of individual and/or group assessment instruments for students, teachers, parents, and school advisory groups.
- 4.0.3 Performs classroom observations of students, as needed.
- 4.0.4 Assists teachers in using assessment results for instructional planning, when requested.
- 4.0.5 Presents oral and/or written statements regarding student assessment results in positive, solution oriented language.

4.1 Aids in the management of system-wide group testing.

- 4.1.1 Aids in the administration to organize the testing program.
- 4.1.2 Provides assistance for the improvement of student test-taking skills.
- 4.1.3 Interprets assessment results and provides information to students, administrators, teachers, parents and other appropriate specialists.

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY

Annual summative form used for provisional and professional school guidance counselors.

Program Area: School Guidance Counselor

DISTRICT:

SCHOOL:

EDUCATOR'S NAME:

SOCIAL SECURITY NUMBER:

CHECK LEVEL:

Provisional Year 1

Provisional Year 2

PGP Year 1

PGP Year 2

PGP Year 3

SUPERVISOR'S NAME:

CONFERENCE DATES: , , , ,

	Professional Performance Elements	Meets	Does not meet
1.	Counseling Program Planning (Annual Plan) (Critical)		
2.	School Counseling Program Implementation (Critical)		
3.	Consultation Services (Critical)		
4.	Evaluation Services (Critical)		

FINAL ANNUAL RATING (check one):

Acceptable

Unacceptable

SIGNATURE OF EDUCATOR:

DATE:

SIGNATURE OF EVALUATOR:

DATE:

Comments:

PERFORMANCE ELEMENTS FOR SCHOOL PSYCHOLOGIST

PERFORMANCE ELEMENT 1: Psycho-educational Assessment

CRITICAL

Evaluates students in accordance with public law as well as DoDEA policies and guidelines.

1.0 Assesses students.

- 1.1 Conducts record review and interview students, teachers and parents as appropriate.
- 1.2 Administers, summarizes and interprets individual psycho-educational assessment results.
- 1.3 Recommends educational modifications based upon observations, assessments and other information.
- 1.4 Provides psychological assessment services to the compliance with special education guidelines.

PERFORMANCE ELEMENT 2: Counseling/collaboration Responsibilities

CRITICAL

Provides counseling/collaboration of students and parents in accordance with DoDEA policy.

2.0 Counsels/Collaborates with school staff, parents and community agencies

- 2.1 Consults/collaborates with school staff to develop intervention strategies to meet the needs of students.
- 2.2 Consults/collaborates with the Case Study Committee Regarding special education programming and the needs of individual students.
- 2.3 Consults/collaborates with community agencies and refers students and parents as appropriate.

PERFORMANCE ELEMENT 3: Mental Health Services

CRITICAL

Provides mental health services to students, parents and staff in accordance with DoDEA policy.

3.0 Provides psychological counseling to students, parents and staff.

- 3.1 Works closely with counselors, teachers and parents in understanding the services provided by the school psychologist.
- 3.2 Provides psychological counseling to students, parents and staff, including crisis intervention.
- 3.3 Consults with parents regarding student needs and concerns.
- 3.4 Serves on crisis intervention team(s).
- 3.5 Coordinates with community agencies providing services to students, parents and staff.

PERFORMANCE ELEMENT 4: School-wide Program Responsibilities

CRITICAL

Manages a comprehensive school psychological program.

4.0 Establishes, implements, and maintains school psychological program.

- 4.1 Develops and implements plan for school psychological services, incorporating individual and administrative priorities, and shares with the principal. Develops and presents in-services, on topics such as child abuse, crisis management, warning signs of at-risk students, ADHD, etc. as appropriate.
- 4.2 Affiliates with school program, parents and community agencies in providing the best possible services to children, family and community.
- 4.3 Supports DoDEA programs and Strategic Plan in the school, community, and home.

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY

Annual summative form used for provisional and professional school psychologists.

Program Area: School Psychologist

DISTRICT:

SCHOOL:

EDUCATOR'S NAME:

SOCIAL SECURITY NUMBER:

CHECK LEVEL:

Provisional Year 1

Provisional Year 2

PGP Year 1

PGP Year 2

PGP Year 3

SUPERVISOR'S NAME:

CONFERENCE DATES: , , , ,

	Professional Performance Elements	Meets	Does not meet
1.	Psycho-educational Assessment (Critical)		
2.	Counseling/Collaboration Responsibilities (Critical)		
3.	Mental Health Services (Critical)		
4.	School-Wide Program Responsibilities (Critical)		

FINAL ANNUAL RATING (check one):

Acceptable

Unacceptable

SIGNATURE OF EDUCATOR:

DATE:

SIGNATURE OF EVALUATOR:

DATE:

Comments:

PERFORMANCE ELEMENTS FOR EDUCATIONAL TECHNOLOGIST

PERFORMANCE ELEMENT 1: Instructional Collaboration

CRITICAL

Instructional collaboration combines knowledge of instructional program design and development with instructional leadership skills.

- 1.1 Collaborates and assists instructional staff in the integration of technology to support instruction that is aligned with curriculum standards.
- 1.2 Assists instructional staff in the use of technology equipment to support student activities and projects.
- 1.3 Assists instructional staff in the use of software to support student activities and projects.
- 1.4 Assists instructional staff in the appropriate utilization of technology in the classroom and computer lab.

PERFORMANCE ELEMENT 2: Staff Development

CRITICAL

Educational technologists will demonstrate knowledge of issues and models related to leadership in staff development.

- 2.1 Collaborates with administration and staff to assess the technology training needs of staff.
- 2.2 Coordinates and assists/or conducts technology staff development in the use of hardware and software resources.
- 2.3 Coordinates and assists/or conducts technology staff development in basic trouble shooting techniques for workstation, printer, peripheral equipment, and software applications.
- 2.4 Assists special program experts in staff development in the use of administrative software applications.
- 2.5 Participates in planning district/school technology staff development and assists in joint training initiatives.

PERFORMANCE ELEMENT 3: Customer Support

CRITICAL

Educational technologists will apply effective techniques in support of classroom and laboratory technologies.

- 3.1 Assists with trouble shooting techniques and provides just-in-time support as needed for workstation, printer, peripheral equipment, and software applications.
- 3.2 Assists school staff with the setup and management of educational and instructional database software.
- 3.3 Assists school staff with the showcasing of teacher and student work through the use of technology.
- 3.4 Coordinates and assists the district and area technology support personnel with workstation setup, image development, the installation, maintenance, and upgrade of educational software.

PERFORMANCE ELEMENT 4: Program Management

CRITICAL

Program management requires knowledge of strategies for and issues related to managing the change process as school technology policies, procedures and plans are developed.

- 4.1 Collaborates with administration and staff to determine personnel, budget, materials, supplies and equipment and software requirements for educational technology.
- 4.2 Assists the district and area technology support personnel to ensure that school hardware and software are compliant with regulatory requirements and are functional within the school's system prior to purchase.
- 4.3 Participates in relevant task forces, committees, conferences, and training to remain current.
- 4.4 Serves as the school's point of contact regarding technology issues and communicates with district and area technology support personnel.
- 4.5 Participates as a member of the school technology team, and serves as the school's technology consultant to other school committees.
- 4.6 Reviews recommendations to ensure alignment with the School Improvement Plan and in compliance with the Community Strategic Plan.

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY

Annual summative form used for provisional and professional education technologists.

Program Area: Educational Technologist

DISTRICT:

SCHOOL:

EDUCATOR'S NAME:

SOCIAL SECURITY NUMBER:

CHECK LEVEL:

Provisional Year 1

Provisional Year 2

PGP Year 1

PGP Year 2

PGP Year 3

SUPERVISOR'S NAME:

CONFERENCE DATES: , , , ,

	Professional Performance Elements	Meets	Does not meet
1.	Instructional Collaboration (Critical)		
2.	Staff Development (Critical)		
3.	Customer Support (Critical)		
4.	Program Management (Critical)		
5.			
6.			

FINAL ANNUAL RATING (check one):

Acceptable

Unacceptable

SIGNATURE OF EDUCATOR:

DATE:

SIGNATURE OF EVALUATOR:

DATE:

Comments:

PERFORMANCE ELEMENTS FOR SCHOOL NURSES

PERFORMANCE ELEMENT 1: School Nurse Program Planning

CRITICAL

The effective School Nurse develops school health services plan for delivery of nursing services following DoDEA guidelines.

- 1.0 Prepares annual plan for implementation of programs to address identified student needs related to health needs.
- 1.1 Provides age level appropriate health education experiences.
- 1.2 Provides guidance and information for health-related problem-solving.
- 1.3 Ensures provisions are made to support the health and developmental objectives of the annual plan that includes health consultation and resource services.
- 1.4 Coordinates the screening of student immunization records for compliance with DoD immunization policy (DoD Instruction 6205.1 or the state immunization policy in DDESS) with the military medical treatment facility.

PERFORMANCE ELEMENT 2: School Health Services Program Implementation

CRITICAL

The effective School Nurse manages a school health services program as an integral part of the total education program.

- 2.0 Develops specific written emergency procedures coordinated with available local medical resources.
- 2.1 Conducts health assessment including vision, hearing, scoliosis, and development screening.
- 2.2 Administers, documents, and monitors medications needed by students during the school day.
- 2.3 Develops Individual Health Plans (IHPs) for students with identified health problems.
- 2.4 Ensures compliance with the DoDEA and local immunization requirements.
- 2.5 Provides health counseling and crisis intervention services.
- 2.6 Demonstrates use of training and professional growth activities in preparation and practice.

PERFORMANCE ELEMENT 3: Consultation Services

CRITICAL

The effective School Nurse provides consultation services to teachers, administrators, parents, and community agencies.

- 3.0 Provides consultation to students, teachers, and school administrators.
- 3.1 Provides consultation to parents.

PERFORMANCE ELEMENT 4: Evaluation Services

CRITICAL

The effective School Nurse participates in the management of student health assessments, provides follow-up based on data collected and maintains individual student records in accordance with DoDEA policy.

- 4.0 Coordinates school health screening programs.
- 4.1 Identifies and refers students with specific needs.
- 4.2 Coordinates health care plans with appropriate school and community resources.
- 4.3 Provides assistance to students with chronic health problems.
- 4.5 Communicates health-related findings and makes recommendations for modifications of the student's educational program as needed.
- 4.6 Maintains a permanent school health record for each student, a nursing record of significant health room visits and medication administration, and a current health conditions list.

Reference: DoDEA (M) 2942.0 "School Health Services Guide"

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY
Annual summative form used for provisional and professional school nurses.

Program Area: School Nurse

DISTRICT:

SCHOOL:

EDUCATOR'S NAME:

SOCIAL SECURITY NUMBER:

CHECK LEVEL:

Provisional Year 1

Provisional Year 2

PGP Year 1

PGP Year 2

PGP Year 3

SUPERVISOR'S NAME:

CONFERENCE DATES: , , , ,

	Professional Performance Elements	Meets	Does not meet
1.	School Nurse Program Planning (Critical)		
2.	School Health Services Program Implementation (Critical)		
3.	Consultation Services (Critical)		
4.	Evaluation Services (Critical)		
5.			
6.			

FINAL ANNUAL RATING (check one):

Acceptable

Unacceptable

SIGNATURE OF EDUCATOR:

DATE:

SIGNATURE OF EVALUATOR:

DATE:

Comments:

PERFORMANCE ELEMENTS FOR SPECIAL EDUCATION TEACHERS (LI/CI/SLP/EI/PSCD/HI/VI)

PERFORMANCE ELEMENT 1: Mastering Content and Curriculum

CRITICAL

The effective Special Education Teacher demonstrates mastery of the content and curriculum taught.

- 1.0 Utilizes content standards to design lessons that foster student learning.
- 1.1 Presents accurate and current information and integrates content with other disciplines.

PERFORMANCE ELEMENT 2: Presenting Organized Instruction

CRITICAL

The effective Special Education Teacher uses recognized, effective instructional techniques and strategies to promote successful learning for students with disabilities and consultants with general education teachers and specialists to identify effective instructional techniques and strategies.

- 2.0 Selects and communicates instructional objectives, goals, and standards.
- 2.1 Develops and presents lessons in a clear and logical manner and checks for student understanding throughout the lesson.
- 2.2 Uses a variety of strategies and models to meet student's individual needs and learning style.
- 2.3 Engages all students in the learning process through a variety of activities.
- 2.4 Consults/Collaborates with school staff, related service providers, and parents.

PERFORMANCE ELEMENT 3: Managing for Effective Learning

CRITICAL

The effective Special Education Teacher maintains a classroom environment that enhances student learning and promotes positive student behavior.

- 3.0 Uses appropriate intervention strategies for effective management of student behavior.
- 3.1 Organizes the classroom for effective learning and uses routines to support the designed learning activities and student learning style.
- 3.2 Maximizes use of resources and materials and incorporates multi-sensory materials to meet varied student learning styles
- 3.3 Integrates approved technology and assistive technology in instructional delivery.

PERFORMANCE ELEMENT 4: Monitoring and Assessing Student Achievement

CRITICAL

The effective Special Education Teacher uses a variety of assessment techniques and procedures to evaluate learning and guide instruction.

- 4.0 Uses a variety of assessment tools and strategies appropriate for student's developmental level, style of response, and instructional goal(s).
- 4.1 Uses information gained from student assessment to guide teaching.
- 4.2 Documents student progress toward meeting IEP goals and objectives.
- 4.3 Participates in Child Find, evaluations, eligibility determination, and IEP development.

PERFORMANCE ELEMENT 5: Promoting Diversity and Equity

CRITICAL

The effective Special Education Teacher practices education equity in the classroom and consults with general educators and specialist to promote diversity and equity in all classrooms.

- 5.0 Creates a climate conducive to the promotion of positive student involvement, self-concept and achievement.
- 5.1 Makes accommodations for individual differences to include assistive technology, as appropriate.
- 5.2 Demonstrates high expectations for all students.
- 5.3 Adheres to the regulatory requirements pertaining to individualized program planning, inclusion of parents in decision making, and procedural safeguards.

Reference: DoD Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents"
DoDEA Special Education Procedural Guide

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY

Annual summative form used for provisional and professional special education teachers.

Program Area: Special Education Teacher

DISTRICT:

SCHOOL:

EDUCATOR'S NAME:

SOCIAL SECURITY NUMBER:

CHECK LEVEL:

Provisional Year 1

Provisional Year 2

PGP Year 1

PGP Year 2

PGP Year 3

CURRENT SUBJECT/GRADE LEVEL: /

SUPERVISOR'S NAME:

CONFERENCE DATES: , , , ,

	Professional Performance Elements	Meets	Does not meet
1.	Mastering Content and Curriculum (Critical)		
2.	Presenting Organized Instruction (Critical)		
3.	Managing for Effective Learning (Critical)		
4.	Monitoring and Assessing Student Achievement (Critical)		
5.	Promoting Diversity and Equity (Critical)		
6.			

FINAL ANNUAL RATING (check one):

Acceptable

Unacceptable

SIGNATURE OF EDUCATOR:

DATE:

SIGNATURE OF EVALUATOR:

DATE:

Comments:

PERFORMANCE ELEMENTS SPECIAL EDUCATION TEACHER ASSESSOR AND ASSESSOR SPEECH/LANGUAGE PATHOLOGIST

PERFORMANCE ELEMENT 1: Educational Assessment

CRITICAL

The effective Special Education Teacher Assessor and Assessor Speech/Language Pathologist evaluate students in accordance with public law and DoDEA policies and guidelines.

- 1.0 Assesses students for determination of eligibility for special education and related services.
- 1.1 Assists Case Study Committee in identification of student's educational needs.

PERFORMANCE ELEMENT 2: Collaboration

CRITICAL

The effective Special Education Teacher Assessor and Assessor Speech/Language Pathologist collaborate with school staff, parents, and community agencies.

- 2.0 Coordinates with Case Study Committee on development of comprehensive assessment plan addressing area(s) of suspected disability.
- 2.1 Coordinates with community agencies and parents to ensure completion of assigned assessment(s).
- 2.2 Communicates with parents in understanding results of assessment and impact on child's educational performance.

PERFORMANCE ELEMENT 3: Interpreting/synthesizing Assessments

CRITICAL

The effective Special Education Teacher Assessor and Assessor Speech/Language Pathologist report assessment results in accordance with DoD Instruction 1342.12.

- 3.0 Facilitates the completion of assessment with other assessors.
- 3.1 Completes individual assessment summaries and Synthesis of Data on CSC Eligibility Report.
- 3.2 Presents data regarding student assessment results orally and in writing.

PERFORMANCE ELEMENT 4: Program Responsibilities

CRITICAL

The effective Special Education Teacher Assessor and Assessor Speech/Language Pathologist manage the special education assessment process in accordance with DoD Instruction 1342.12.

- 4.0 Develops and implements plan for delivery of assessment services.
- 4.1 Provides in-service training on assessment of student performance, relationship of findings to educational functioning, and appropriate modifications and accommodations.
- 4.2 Consults/Collaborates with school, parents and community agencies in provision of services to children with disabilities.
- 4.3 Provides oversight and coordination of SPED Office Automation Assistant.
- 4.4 Demonstrates use of training and professional growth activities in preparation and practice.

PERFORMANCE ELEMENT 5: Promoting Diversity And Equity

CRITICAL

The effective Special Education Teacher Assessor and Assessor Speech/Language Pathologist practice education equity, creating a climate conducive to the promotion of positive student involvement and self-concept.

- 5.0 Recognizes student diversity and how type and severity of disability affects student performance on diagnostic assessment.
- 5.1 Acknowledges and encourages student's performance and achievement.

Reference: DoD Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents"
DoDEA Special Education Guide
DoDEA Assessor Handbook

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY

Annual summative form used for special education assessors and assessors speech/language.

Program Area: Special Education Teacher

DISTRICT:

SCHOOL:

EDUCATOR'S NAME:

SOCIAL SECURITY NUMBER:

CHECK LEVEL:

Provisional Year 1

Provisional Year 2

PGP Year 1

PGP Year 2

PGP Year 3

CURRENT SUBJECT/GRADE LEVEL: /

SUPERVISOR'S NAME:

CONFERENCE DATES: , , , ,

	Professional Performance Elements	Meets	Does not meet
1.	Educational Assessment (Critical)		
2.	Collaboration (Critical)		
3.	Interpreting/Synthesizing Assessments (Critical)		
4.	Program Responsibilities (Critical)		
5.	Promoting Diversity and Equity (Critical)		
6.			

FINAL ANNUAL RATING (check one):

Acceptable

Unacceptable

SIGNATURE OF EDUCATOR:

DATE:

SIGNATURE OF EVALUATOR:

DATE:

Comments:

PERFORMANCE ELEMENTS FOR GIFTED RESOURCE TEACHERS

PERFORMANCE ELEMENT 1: School Wide Program Responsibilities

CRITICAL

The effective Gifted Resource Teacher uses knowledge, skills, and abilities to optimize educational opportunities for advanced learners.

A. Exhibits knowledge about gifted students.

- 1) Understands the unique characteristics and needs of advanced learners from early childhood through adulthood
- 2) Understands the exceptional needs of advanced learners from diverse populations (e.g., limited-English students, students with disabilities, very young children, and students' cultural differences).

B. Guides identification process for students who are nominated or referred for gifted education services.

- 1) Participates in the Gifted Review Committee process to determine eligibility of students for gifted education services
- 2) Supports ongoing review of all students for potential academic support through gifted education services

C. Participates in the determination of school-based gifted education service options for individual students.

- 1) Delineates available service options for identified students and unique resources of the school and community
- 2) Assesses appropriateness of services for students upon transition from school to school and provides input to receiving schools/or programs

PERFORMANCE ELEMENT 2: Service Delivery

CRITICAL

The effective Gifted Resource Teacher supports and delivers modified instruction for individuals identified for gifted education services.

A. Provides gifted education services for identified students.

- 5) Uses DoDEA content and performance standards to challenge identified or high ability learners
- 6) Makes accommodations for individual differences to support in depth knowledge, critical/creative thinking, problem solving, and student research
- 7) Demands academic rigor and communicates expectations for quality and quantity of student work
- 8) Uses a variety of appropriate assessment tools and strategies to assess learning in advanced learners, to guide instruction, and offer feedback
- 9) Communicates student progress to students, parents/sponsors, and general classroom teachers
- 10) Follows established procedures for intervention, parent communication, and administrator referral

B. Facilitates indirect services to identified students

- 1) Locates, categorizes, and disseminates information about special opportunities or services that extend learning for identified students or address issues related to student needs
- 2) Monitors and assesses the effectiveness of indirect services for identified students

PERFORMANCE ELEMENT 3: Collaboration and Resource

CRITICAL

The effective Gifted Resource Teacher collaborates with and provides resources to DoDEA general education teachers and specialists in support of differentiated instruction for advanced learners.

A. Collaborates with other educators to foster and extend student learning

- 1) Works with other educators to develop and deliver differentiated curriculum, instruction, and assessment for students
- 2) Models methods of meeting instructional needs of advanced learners and instructional strategies specific to high-level achievement

B. Maximizes the use of resources and materials

- 1) Provides a variety of appropriate instructional/program materials that reinforce and extend skills, accommodate learning styles, and match student and instructional objectives
- 2) Integrates appropriate technology in instructional delivery in support of advanced learning
- 3) Encourages the use of community and other outside experts in the development and delivery of appropriate high-level opportunities

PERFORMANCE ELEMENT 4: Promoting Diversity and Equity

CRITICAL

The effective Gifted Resource Teacher practices educational equity in the classroom and consults with general educators and specialists to promote diversity and equity in all classroom settings:

A. Creates a climate conducive to the promotion of positive student involvement, self-concept, and achievement

- 1) Recognizes and demonstrates sensitivity and responsiveness to student diversity
- 2) Demonstrates respect for each student's background, experience, and culture
- 3) Acknowledges and encourages high achievement for each student
- 4) Facilitates identification process and service delivery options for students with diverse and exceptional needs

Reference: DoDEA Regulation 2590.1 Program for Gifted Students and the accompanying Program Guide

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY

Annual summative form used for provisional and professional gifted education teachers.

Program Area: Gifted Education Teacher

DISTRICT:

SCHOOL:

EDUCATOR'S NAME:

SOCIAL SECURITY NUMBER:

CHECK LEVEL:

Provisional Year 1

Provisional Year 2

PGP Year 1

PGP Year 2

PGP Year 3

CURRENT SUBJECT/GRADE LEVEL: /

SUPERVISOR'S NAME:

CONFERENCE DATES: , , , ,

	Professional Performance Elements	Meets	Does not meet
1.	School Wide Program Responsibilities (Critical)		
2.	Service Delivery (Critical)		
3.	Collaboration and Resource (Critical)		
4.	Promoting Diversity and Equity (Critical)		
5.			
6.			

FINAL ANNUAL RATING (check one):

Acceptable

Unacceptable

SIGNATURE OF EDUCATOR:

DATE:

SIGNATURE OF EVALUATOR:

DATE:

Comments:

PERFORMANCE ELEMENTS FOR ENGLISH AS A SECOND LANGUAGE TEACHER

PERFORMANCE ELEMENT 1: Mastering Content and Curriculum

CRITICAL

The effective English as a Second Language Teacher demonstrates an understanding of concepts, theories, research, practices, and curriculum taught as it relates to language acquisition and literacy development of English language learners.

- 1.0 Designs lessons that foster student learning of the four language skills (listening, speaking, reading and writing) appropriate for the student's grade and proficiency level.
- 1.1 Incorporates current ESL and content standards into teaching communicative skills necessary for real-life situations and academic progress.
- 1.2 Understands and highlights relationships between concepts taught and the process of acquiring a second language.

PERFORMANCE ELEMENT 2: Presenting Organized Instruction

CRITICAL

The effective English as a Second Language Teacher uses recognized, effective instructional techniques and strategies to promote successful student learning.

- 2.0 Develops and presents lessons in a clear and logical manner based on an understanding of the distinct ways children, young adolescents, adolescents, and adults learn second language:
- 2.1 Uses a variety of instructional methods, strategies, and models to meet the individual learning styles and language needs of English language learners.
- 2.2 Incorporates organizational and higher level thinking into lessons as appropriate.
- 2.3 Engages all students in the learning process through a variety of activities.
- 2.4 Consults/Collaborates with school staff, administrators, and parents

PERFORMANCE ELEMENT 3: Managing for Effective Learning

CRITICAL

The effective English as a Second Language Teacher maintains a classroom environment that enhances student learning and promotes positive student behavior.

- 3.0 Establishes, implements, and maintains the English as a Second Language program.
- 3.1 Uses appropriate intervention strategies for effective management of student behavior.
- 3.2 Organizes the classroom for effective learning and uses routines to support the designed learning activities.
- 3.3 Uses knowledge of second language acquisition to select a variety of instructional/program materials that reinforce and extend skills, accommodate learning styles, and match instructional objectives.
- 3.4 Integrates approved and available technology in instructional delivery to address English language acquisition and content standards.

PERFORMANCE ELEMENT 4: Monitoring and Assessing Student Achievement

CRITICAL

The effective English as a Second Language Teacher uses a variety of assessment techniques and procedures to evaluate learning and guide instruction.

- 4.0 Ensures that ESL student proficiency levels and placement are determined by a variety of assessments.
- 4.1 Uses a variety of assessment tools and strategies appropriate to the instructional goal and student's level of English proficiency.
- 4.2 Uses information gained from student assessment to guide teaching.
- 4.3 Develops strategies for two-way communication with families of English language learners.
- 4.4 Documents student progress.

PERFORMANCE ELEMENT 5: Promoting Diversity and Equity

CRITICAL

The effective English as a Second Language Teacher practices education equity in the classroom.

- 5.0 Creates a climate conducive to the promotion of positive student involvement, self-concept and achievement.
- 5.1 Makes accommodations for individual differences in language, cultures, family backgrounds, and abilities.
- 5.2 Demonstrates high expectations for all students.

Reference: DoDEA Regulation 2440.1, “English as a Second Language Programs” and accompanying Program Guide

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY
Annual summative form used for provisional and professional ESL teachers.

Program Area: ESL Teacher

DISTRICT:

SCHOOL:

EDUCATOR'S NAME:

SOCIAL SECURITY NUMBER:

CHECK LEVEL:

Provisional Year 1

Provisional Year 2

PGP Year 1

PGP Year 2

PGP Year 3

CURRENT SUBJECT/GRADE LEVEL: /

SUPERVISOR'S NAME:

CONFERENCE DATES: , , , ,

	Professional Performance Elements	Meets	Does not meet
1.	Mastering Content and Curriculum (Critical)		
2.	Presenting Organized Instruction (Critical)		
3.	Managing for Effective Learning (Critical)		
4.	Monitoring and Assessing Student Achievement (Critical)		
5.	Promoting Diversity and Equity (Critical)		
6.			

FINAL ANNUAL RATING (check one):

Acceptable

Unacceptable

SIGNATURE OF EDUCATOR:

DATE:

SIGNATURE OF EVALUATOR:

DATE:

Comments:

Completed by the PROVISIONAL LEVEL educator.

Pre-Observation Conference (or information provided)

EDUCATOR'S NAME:

GRADE/SUBJECT: /

TIME AND DATE OF OBSERVATION

1. List the standards and learner objectives for the lesson.
2. How will you measure the student's progress toward achieving the stated learner objective?
3. Briefly describe the content of the lesson and major activities in which the student will be involved.
4. Identify any unique or special characteristics of your class, which you would like the supervisor to be aware of in advance.
5. List any particular teaching strategies on which you wish to have feedback.

Completed by the principal with a PROVISIONAL LEVEL educator.

Post Observation Conference

EDUCATOR'S NAME:

GRADE/SUBJECT: _____ / _____

TIME AND DATE OF OBSERVATION _____

1. What standards and objectives were guiding your instruction in this lesson?

2. Do you feel the students reached your objective(s)? Why or why not? How do you know? How did you or how will you measure those objectives?

3. Tell me about the major content of the lesson and why you selected those specific activities for student involvement.

4. Teacher Reflection (Optional)
How do you: (select one or two)
 - plan for special needs in your classroom?
 - raise the level of questioning/interactions?
 - integrate (or plan to) technology into this curriculum area?
 - assess student work based on authentic performance?
 - provide non-judgmental feedback to students to help them grow?

Completed by the YEAR 3 PROFESSIONAL LEVEL educator.

**Pre-Observation Conference for Professional Level Year 3 Educator
(or information provided)**

EDUCATOR'S NAME:

GRADE/SUBJECT: /

TIME AND DATE OF OBSERVATION

1. List the standards and learner objectives for the lesson.
2. Are these objectives leading towards the goal(s)/targeted competency(ies) in your professional growth plan? If so, how?
3. How will you measure the students' progress toward reaching the objectives?
4. List any particular teaching strategies on which you wish to have feedback.
5. Identify any unique or special characteristics of your class that you would like the supervisor to be aware of in advance.

Completed by the principal with a YEAR 3 PROFESSIONAL LEVEL educator.

Post Observation Conference

EDUCATOR'S NAME:

GRADE/SUBJECT:

/

TIME AND DATE OF OBSERVATION

1. What were the standards and objectives for the students in this lesson?

2. Did these objectives lead toward a goal(s)/targeted competency(ies) in the PGP? If so, how?

3. Do you feel the students reached your objective(s)? Why or why not? How do you know? How did you or how will you measure those objectives?

4. Tell me about the major content of the lesson and why you selected those specific activities for student involvement.

4. Teacher Reflection (Optional)

How do you? (select one or two)

- plan for special needs in your classroom?
- differentiate instruction based upon the standards?
- raise the level of questioning/interactions?
- integrate (or plan to) technology into this curriculum area?
- assess student work based on authentic performance?
- provide non-judgmental feedback to students to help them grow?

Professional Growth Plan
School Year(s)

DISTRICT:

SCHOOL:

EDUCATOR'S NAME:

TARGETED COMPETENCIES/ELEMENTS:

1. **Topic—Essential Question** (What do you plan to do? What “big” question will you ask?)

2. **Goal(s) for Students**—(How will you measure the goal? What evidence will you collect?)

3. **Action Plan—Process** (Describe the process you will use or steps you will take.)

4. **Resources**—(What resources/assistance will you need to meet your goal?)

5. **Timeline**— (Describe the timeline for completion of your goal.)

6. **Self Evaluation**

Signatures below indicate joint review of the plan by the educator and the supervisor:

SIGNATURE OF EDUCATOR:

DATE:

SIGNATURE OF SUPERVISOR:

DATE:

Signatures below indicate completion of the plan.

SIGNATURE OF EDUCATOR:

DATE:

SIGNATURE OF SUPERVISOR:

DATE:

**Professional Growth Plan
End of Year Report**

DISTRICT:

SCHOOL:

EDUCATOR'S NAME:

CURRENT SUBJECT/GRADE LEVEL: /

SUPERVISOR'S NAME:

YEAR IN PROFESSIONAL GROWTH PLAN CYCLE: One Two Three

Professional Growth Plan Progress

Comments:

(The Comments section is to be completed during the End of Year conference and attached to the Professional Growth Plan.)

SIGNATURE OF EDUCATOR:

DATE:

SIGNATURE OF SUPERVISOR:

DATE:

Professional Growth Plan

Cover Sheet

Sample Form could be used by the teacher to track or report the progress of the PGP.

NAME:

SCHOOL:

GR/SUB:

	YEAR 1	YEAR 2	YEAR 3
Goals/ Targeted competencies			
Outcomes (Indicators/ Evidence of Progress)			
Methods/ Strategies:			
Timeline			
Resources/Support Needed:			

**Professional Growth Plan
Progress Report**

Sample Form could be used by the teacher to track or report the progress of the PGP.

This form could be completed by the educator to indicate progress or used as a basis of discussion with the supervisor at a conference.

Please outline your progress towards completion of your Professional Growth Plan. *Consider information on the PGP's goals, strategies, indicators/evidence, resources and timeline.*

Professional Growth Plan

Self - Evaluation

Sample Form could be used by the teacher to track or report the progress of the PGP.

In Relation to Student Goals and Professional Goals Listed on Professional Growth Plan

A. After reviewing your plan(s) / goal(s) / objective (s) as listed on the Professional Growth Plan Form, make a statement concerning the extent to which these plan (s) / goals (s) / objective (s) are being / have been attained. Support your statements with evidence where applicable.

B. Explain in your plan how complexity of skill or increasing levels of proficiency will be acquired with your goals/objectives.

Intervention Program

Required form for educators at the Professional Level who do not continue to meet all the critical performance elements and are placed in the Intervention Program. The Pre and Post Observation Conference forms for the provisional level teacher may be used for teachers on an Intervention Plan.

DISTRICT:

SCHOOL:

EDUCATOR'S NAME:

CURRENT SUBJECT/GRADE LEVEL: /

SUPERVISOR'S NAME:

DATE OF ENTRY INTO INTERVENTION PROGRAM:

SIGNATURE OF EDUCATOR:

SIGNATURE OF SUPERVISOR:

Professional Performance Elements to be improved:

Recommendations:

Schedule of Observations:

Supervisor's Summary:

DATE OF COMPLETION OF INTERVENTION PROGRAM:

SIGNATURE OF TEACHER:

DATE:

SIGNATURE OF SUPERVISOR:

DATE: