

STANDARDS
for
PROFESSIONAL PRACTICE
for
Related Service Professionals

EVALUATION PROCESS

Holt Public Schools
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Standards for Professional Practice and Evaluation Process for Related Service Professionals

PURPOSE

Student learning is paramount to Holt Public Schools. The purpose of the Related Service Professionals evaluation process is to continuously improve quality service as it impacts student achievement.

BELIEF STATEMENTS

- We believe that the district culture must shift from providing an opportunity for student learning to expecting and supporting high levels of achievement for all students.
- We believe a combination of strong leadership, organizational support and Related Service Professionals motivation maximize professional growth during their career.
- We believe the process of supervision and Related Service Professional evaluation, when integrated with professional development, promotes continuous improvement of student learning.
- We believe that, if expectations and standards are clearly articulated and shared among Related Service Professionals, students and families, then the quality of teaching and learning will improve.
- We believe Related Service Professionals are strong learners and will continue to keep current within their field of expertise.
- We believe the related services, when provided with consistency and fidelity will result in high achievement for all students.
- We believe self-assessment, reflection and collaborative dialogue with colleagues promote best professional practice.

DESCRIPTION

The standards and Related Service Professionals evaluation process provides a framework of expectations and support for a process that accomplishes the purpose stated above and reflects the shared beliefs.

This differentiated process was designed to promote continuous improvement in Related Service Professionals' reflection and practice throughout their career.

OVERVIEW OF RELATED SERVICE PROFESSIONALS EVALUATION PROCESS

Standards for Professional Practice for Related Service Professionals

Domain 1. Professional Knowledge
Domain 2. Planning and Preparation

Domain 3. Interpersonal Skills + Environment
Domain 4. Professionalism

Track I Initial Professional Development	Track II Ongoing Professional Growth	Track III Specific Professional Development
<p>Who:</p> <ul style="list-style-type: none"> • Related Service Professionals new to the district • Probationary Related Service Professionals <p>Purpose:</p> <ul style="list-style-type: none"> • To ensure that the four Domains within the Standards for Professional Practice for Related Service Professionals are understood, accepted and demonstrated • To provide support in implementing the components and elements in the Domains • To provide accountability for decisions to continue employment <p>Process:</p> <ul style="list-style-type: none"> • Initial assessment using Standards for Professional Practice by Related Service Professionals and Supervisor. • Related Service Professionals and Supervisor complete Analysis Worksheet • Collaborative development of <i>Individualized Development Plan</i> • Three formal observations, feedback and dialogue • Discussion of professional practices • Summative evaluation by supervisor <p>[Type text]</p>	<p>Who:</p> <ul style="list-style-type: none"> • Tenured or experienced Related Service Professionals who consistently demonstrate successful practices in the four Domains within the Standards for Professional Practice for Related Service Professionals <p>Purpose:</p> <ul style="list-style-type: none"> • To enhance professional growth • To promote reflection on practice • To positively impact student learning <p>Process:</p> <ul style="list-style-type: none"> • Initial self assessment by the Related Service Professional using the Standards for Professional Practice. • Related Service Professional and Supervisor use the completed Analysis Worksheet to establish goals. • Related Service Professionals as individuals or in teams develop a <i>Professional Growth Plan</i> • Observations and discussion of Related Service Professional's performance • Feedback to Related Service Professional • Collaboration between Related Service Professional and supervisor • Summative evaluation by Related Service Professional and supervisor 	<p>Who:</p> <ul style="list-style-type: none"> • Tenured or experienced Related Service Professionals who need specific support. • Tenured or experienced Related Service Professionals in need of improvement in identified area(s) within the Standards for Professional Practice. <p>Purpose:</p> <ul style="list-style-type: none"> • To provide a more structured process for a tenured or experienced Related Service Professional who needs specific support and/or needs improvement. • To provide due process for disciplinary action leading to discharge. <p>Phases:</p> <ul style="list-style-type: none"> ○ Assistance ○ Disciplinary or Competency <p>Process:</p> <ul style="list-style-type: none"> • Initial assessment using Standards for Professional Practice by Related Service Professional and supervisor. • Related Service Professional and supervisor complete Analysis Worksheet • Creation of <i>Individualized Development Plan</i> as directed by supervisor • Formal observations and feedback, focused on identified areas of needed improvement in Related Service Professional's performance • Summative evaluation by supervisor

Standards for Professional Practice for Related Service Professionals Holt Public Schools

<p style="text-align: center;">Domain 1: PROFESSIONAL KNOWLEDGE</p> <p style="text-align: center;"><i>Related Service Professional possesses comprehensive professional knowledge</i></p> <ul style="list-style-type: none"> • RSP understands how students develop and learn • RSP applies knowledge from specialized professional training • RSP understands and applies the principles of effective instruction and student management • RSP has knowledge of the school's communities 	<p style="text-align: center;">Domain 2: PLANNING & PREPARATION</p> <p style="text-align: center;"><i>Related Service Professional plans appropriately for service delivery</i></p> <ul style="list-style-type: none"> • RSP works with others to schedule time and allocate resources • RSP maintains accurate records pertaining to student progress and/or non-instructional activities • RSP generates recommendations to solve problems • RSP accurately and efficiently manages his/her multiple duties within established timelines • RSP uses a variety of techniques to deliver services • RSP evaluates and reviews effectiveness of service delivery
<p style="text-align: center;">Domain 3: INTERPERSONAL SKILLS AND ENVIRONMENT</p> <p style="text-align: center;"><i>Related Service Professional establishes an environment conducive to effective service delivery</i></p> <ul style="list-style-type: none"> • RSP establishes a climate that promotes caring, fairness and respect • RSP establishes and maintains expectations for student behavior • RSP manages time with students effectively • RSP recognizes and values diversity (including but not limited to students' backgrounds, interests, cultural heritage, physical and/or learning challenges) among individuals • RSP disseminates information clearly in verbal and written form • RSP utilizes problem solving techniques 	<p style="text-align: center;">Domain 4: PROFESSIONALISM</p> <p style="text-align: center;"><i>Related Service Professional displays professionalism in all aspects of his/her role</i></p> <ul style="list-style-type: none"> • RSP demonstrates respect, care and sensitivity for all students, parents, and colleagues • RSP participates in professional/educational groups • RSP demonstrates a balanced, mature approach to the rigors of the profession • RSP collaborates with colleagues to improve professional practice • RSP reflects on professional practice and accepts challenges to improve and grow • RSP communicates with families regarding their child's learning • RSP utilizes technology

Standards of Practice for Related Service Professionals Holt Public Schools

Domain 1: PROFESSIONAL KNOWLEDGE

Related Service Professional possesses comprehensive professional knowledge

- RSP understands how students develop and learn
- RSP applies knowledge from specialized professional training
- RSP understands and applies the principles of effective instruction and student management
- RSP has knowledge of the school's communities

DOMAIN 1: PROFESSIONAL KNOWLEDGE

Related Service Professional possesses comprehensive professional knowledge.

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Rudimentary	Proficient	Distinguished
RSP understands how students develop and learn	RSP exhibits minimal knowledge of research findings or theories related to how students learn and develop. Knowledge may be inaccurate or misapplied in practice.	RSP possesses some knowledge of the findings of research or specific characteristics of theories related to how students learn and develop. This knowledge may have little influence on practice, or a single perspective may dominate practice.	RSP possesses and can articulate knowledge of findings of research and specific characteristics of multiple theories related to how students learn and develop. This knowledge advances practice.	RSP possesses and can articulate extensive knowledge of the findings of research and specific characteristics of multiple theories related to how students learn and develop. This knowledge continues to grow and shapes exemplary practice.
RSP applies knowledge from specialized professional training	RSP possesses and applies minimal knowledge and skills of his/her professional training. This knowledge may influence practice.	RSP possesses and applies some knowledge and skills of his/her professional training. This knowledge influences practice.	RSP possesses and applies knowledge and skills of his/her professional training. This knowledge advances practice.	RSP possesses and applies extensive knowledge and skills of his/her professional training. This knowledge continues to grow and shapes exemplary practice.
RSP understands and applies the principles of effective instruction and student management	RSP displays little knowledge of principles of learning, effective teaching and student management techniques.	RSP generally exhibits an awareness of principles of learning, effective teaching and student management techniques.	RSP practices consistently reflect knowledge of principles of learning, effective teaching and student management techniques.	RSP displays extensive knowledge of principles of learning, effective teaching and student management techniques; shows evidence of continuing pursuit of such knowledge.
RSP has knowledge of the school's communities	RSP is not familiar with the neighborhoods, demographics, or history of the school's communities.	RSP displays a basic understanding of the demographics of the school's communities and the implications of those demographics, along with a sense of the community and its goals.	RSP displays a thorough understanding of the demographics of the school's communities and draws upon those demographics, along with a sense of the community and its goals, in service delivery.	RSP continues to learn about the school's communities, participates in community activities, and draws demographic, ethnic, and historical information into service delivery.

Standards of Practice for Related Service Professionals Holt Public Schools

Domain 2: PLANNING & PREPARATION

Related Service Professional plans appropriately for service delivery

- RSP works with others to schedule time and allocate resources
- RSP maintains accurate records pertaining to student progress and/or non-instructional activities
- RSP generates recommendations to solve problems
- RSP accurately and efficiently manages his/her multiple duties within established timelines
- RSP uses a variety of techniques to deliver services
- RSP evaluates and reviews effectiveness of service delivery

DOMAIN 2: PLANNING & PREPARATION

Related Service Professional plans appropriately for service delivery

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Rudimentary	Proficient	Distinguished
RSP works with others to schedule time and allocate resources	RSP demonstrates limited ability to work with others to schedule time and allocate resources.	RSP can generally work with others to schedule time and allocate resources.	RSP possesses knowledge of appropriateness and availability; identifies and uses allocated resources wisely.	RSP is highly skilled at working with others based on availability; highly skilled at identifying and utilizing allocated resources.
RSP maintains accurate records pertaining to student progress and /or non-instructional activities	RSP fails to maintain accurate records pertaining to student progress and /or non-instructional activities.	RSP generally maintains accurate records pertaining to student progress and /or non-instructional activities but utilizes the system inconsistently.	RSP consistently maintains accurate records pertaining to student progress and/or non-instructional activities.	RSP is highly skilled and efficient at maintaining accurate records pertaining to student progress and/or non-instructional activities
RSP generates recommendations to solve problems	RSP rarely generates recommendations to solve problems.	RSP generally generates recommendations to solve problems.	RSP consistently and effectively uses knowledge of resources to develop productive strategies and/or interventions; accepts suggestions; prioritizes recommendations.	RSP is highly skilled at developing a variety of creative and productive strategies and/or interventions; accepts suggestions; prioritizes recommendations
RSP accurately and efficiently manages his/her multiple duties within established timelines	RSP fails to follow through on identified tasks within established timelines.	RSP generally follows through with identified tasks and generally meets established timelines.	RSP consistently and effectively follows through with identified tasks and meets established timelines.	RSP consistently and effectively follows through with identified tasks and meets established timelines and initiates further action when appropriate.

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Rudimentary	Proficient	Distinguished
RSP uses a variety of techniques to deliver services.				
	RSP displays limited ability to utilize a variety of techniques, with activities lacking coherence or an overall structure.	RSP generally utilizes a variety of techniques, with activities displaying moderate coherence or an overall structure; only some techniques reflect recent professional research.	RSP consistently and effectively utilizes a variety of techniques, with activities displaying coherence and an overall structure; techniques reflect recent professional research	RSP is highly skilled and creative at utilizing a variety of techniques, with activities displaying coherence and an overall structure; techniques effectively model recent professional research.
RSP evaluates and reviews effectiveness of service delivery	RSP demonstrates limited ability to evaluate the effectiveness of service delivery.	RSP demonstrates a basic ability to evaluate the effectiveness of service delivery.	RSP consistently and effectively assesses techniques used in service delivery; collects, analyzes, and utilizes relevant data to improve service delivery.	RSP is highly skilled and models consistent and effective techniques to evaluate service delivery; collects, analyzes, and utilizes relevant data to improve service delivery.

Standards of Practice for Related Service Professionals Holt Public Schools

Domain 3: INTERPERSONAL SKILLS AND ENVIRONMENT

*Related Service Professional establishes an environment
conducive to effective service delivery*

- RSP establishes a climate that promotes caring, fairness and respect
- RSP establishes and maintains expectations for student behavior
- RSP manages time with students effectively
- RSP recognizes and values diversity (including but not limited to students' backgrounds, interests, cultural heritage, physical and/or learning challenges) among individuals
- RSP disseminates information clearly in verbal and written form
- RSP utilizes problem solving techniques

DOMAIN 3: Interpersonal Skills and Environment

Related Service Professional establishes an environment conducive to effective service delivery.

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Rudimentary	Proficient	Distinguished
RSP establishes a climate that promotes caring, fairness and respect.	RSP's interactions with students are negative or inappropriate and the RSP does not promote positive interactions among students	RSP's interactions are a mix of positive and negative; the RSP's efforts at encouraging positive interactions among students are generally successful.	RSP's interactions with students are positive and respectful and the RSP actively promotes positive student-to-student interaction	Students seek out the RSP, reflecting a high degree of comfort and trust in the relationship; RSP teaches students how to engage in positive interactions
RSP establishes and maintains expectations for student behavior	RSP has minimal standards of conduct for students during service delivery and makes minimal contribution to maintaining building-based behavior expectations.	RSP's efforts to establish standards of conduct for students during service delivery are partially successful. RSP makes limited attempts to support building-based behavior expectations.	RSP has established clear standards of conduct for students during service delivery, and makes contributions to building-based behavior expectations.	RSP has established clear standards of conduct for students during service delivery and students contribute to maintaining them. RSP takes a leadership role in maintaining the building-based behavior expectations.
RSP manages time with students effectively	RSP's time-management is inefficient, resulting in considerable loss of quality service to students.	RSP's time-management is somewhat efficient, resulting in some loss of quality service to students.	RSP's time-management is efficient, resulting in almost no loss of quality service to students.	RSP's time-management is highly efficient, resulting in quality service to students.
RSP recognizes and values diversity (including but not limited to students' backgrounds, interests, cultural heritage, physical and/or learning challenges) among individuals	RSP demonstrates little knowledge of student diversity and does not indicate that such knowledge is valuable	RSP recognizes the value of understanding student diversity but does not always demonstrate this understanding.	RSP demonstrates acceptance and knowledge of student diversity.	RSP actively promotes acceptance and knowledge of student diversity within the school community.

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Rudimentary	Proficient	Distinguished
RSP disseminates information clearly in verbal and written form	RSP's dissemination of information is unclear and confusing	RSP clarifies information after initial confusion or information is excessively detailed.	RSP disseminates information clearly in verbal and written form; uses language or terminology appropriate to the audience or setting.	RSP effectively models for peers the dissemination of information in verbal and written form; and uses language or terminology appropriate to the audience and setting.
RSP utilizes problem solving techniques	RSP demonstrates limited ability to use problem solving techniques.	RSP adequately utilizes problem solving techniques.	RSP consistently and effectively utilizes multiple problem solving techniques.	RSP is highly skilled and creative when utilizing multiple problem solving techniques.

Standards of Practice for Related Service Professionals Holt Public Schools

Domain 4: PROFESSIONALISM

Related Service Professional displays professionalism in all aspects of his/her role

- RSP demonstrates respect, care and sensitivity for all students, parents and colleagues
- RSP is an ambassador for Holt Public Schools in the community and professional groups
- RSP demonstrates a balanced, mature approach to the rigors of the profession
- RSP collaborates with colleagues to improve professional practice
- RSP reflects on professional practice and accepts challenges to improve and grow
- RSP communicates with families regarding their child's learning
- RSP utilizes technology

DOMAIN 4: PROFESSIONALISM

Related Service Professional displays professionalism in all aspects of his/her role

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Rudimentary	Proficient	Distinguished
RSP demonstrates respect, care and sensitivity for all students, parents and colleagues	RSP's relationships are negative or self-serving.	RSP maintains cordial relationships to fulfill the duties that the school or district requires.	RSP demonstrates sensitivity, respect, and care for others' perspectives and draws others into dialogue and problem solving.	RSP demonstrates sensitivity, respect, and care for others' perspectives and leadership that draws them into dialogue and problem solving.
RSP participates in professional / educational groups	RSP avoids being involved in school/district events and professional organizations.	RSP participates in school/district events and professional organizations when specifically requested.	RSP participates actively in school/district events and professional organizations.	RSP makes a substantial contribution to school/district events and projects as well as in professional organizations.
RSP demonstrates a balanced, mature approach to the rigors of the profession	RSP is unable to manage the rigors of the profession.	RSP is able to manage the rigors of the profession with assistance.	RSP demonstrates a balanced and mature approach to the ever-changing rigors of the profession.	RSP positively influences others by demonstrating a balanced and mature approach to the rigors of the profession.
RSP collaborates with colleagues to improve professional practice	RSP works in isolation.	RSP passively collaborates with colleagues.	RSP actively collaborates with other members of Holt Public Schools in work toward continuous improvement.	RSP is a leader and organizer for improvement activities, maintaining a positive, supportive relationship with colleagues.
RSP reflects on professional practice and accepts challenges to improve and grow	RSP does not take initiative to improve or grow in his or her practice.	RSP participates passively in professional development mandated by the district.	RSP challenges his/her understandings and judgments constantly and continually searches for new understandings.	RSP initiates learning opportunities for the enhancement of self and others, which contributes to a professional knowledge base.

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Rudimentary	Proficient	Distinguished
RSP communicates with families regarding their child's learning	RSP makes no attempt to engage families, or such attempts are inappropriate.	RSP makes modest and inconsistent attempts to engage families.	RSP's efforts to engage families are frequent and successful.	RSP successfully engages families and models these techniques for colleagues.
RSP utilizes technology	RSP does not use technology as a tool to accomplish job duties and to communicate with others	RSP uses minimal technology to accomplish job duties and to communicate with some others	RSP uses a variety of technologies to accomplish job duties effectively and to communicate with parents, students, and staff.	RSP enhances communication with parents, students, and staff through resourceful use of technology and is proactive in utilizing technological devices to accomplish job duties in creative, effective, and increasingly proficient ways.

Track I - Initial Professional Development

Who

The Initial Professional Development Track is designed for all newly hired RSPs within the Holt Public Schools. Professionals previously tenured in the State of Michigan will be placed in this track their first two years of employment (probationary period). All other new professionals, regardless of experience, will complete four years of Track I (probationary period).

Purpose

The purpose of the Initial Professional Development Track is to:

1. Introduce staff to district programs, procedures and policies.
2. Educate staff on the Holt Public School's domains within the Standards for Professional Practice for Related Service Professionals.
3. Provide support and ongoing professional development.
4. Promote professional self-reflection.
5. Evaluate performance for continuing employment.

PROCESS

Information Session

The supervisor will meet with Track I RSPs as a group in the preceding spring or by October 1 to clarify the evaluation process, review/discuss the Standards for Professional Practice for Related Service Professionals and its domains, elements and rubrics, and the forms and timelines.

Initial Assessment – Standards for Professional Practice for RSPs

The RSP will complete a self-assessment by marking directly on the rubrics in the Standards document. The RSP shall remain in possession of their Standards document. The supervisor will complete an assessment of the RSP using the rubrics. The RSP may request a copy of the supervisors' ratings.

Analysis Worksheet

The RSP and supervisor will individually complete the first two sections of the Analysis Worksheet. This will provide the basis for the planning conference. A copy of both Analysis Worksheets (RSP's copy and supervisor's copy) and *Individualized Development Plan (IDP)* will be attached to the Summative Evaluation.

Planning Conference

During the Planning Conference, the supervisor and the Track I RSP compare and discuss their Analysis Worksheets and the specific rubrics to determine appropriate goals for the RSP's *IDP* during each year of probation.

Individualized Development Plan

The *IDP* will be determined during the Planning Conference and written by the supervisor and RSP, outlining the specific goals for continuing improvement during the school year. One to three goals will be established in one or more domains of the Standards. The *IDP* will be attached to the final Summative Evaluation form. The *IDP* should include the fifteen days of professional development required by the State of Michigan during a RSP's first three years of employment (if required). This is suggested to be five days per year. The *IDP* needs to be completed by November 15.

Formal Observations

Three formal observations, each one equal to 30 minutes or more shall be completed within sixty-five (65) calendar days from date of hire. There shall be at least sixty (60) calendar days between the first and third observations.

Written summaries of each observation will be provided to the RSP within five (5) working days of the formal observation. The forms for these summaries are included in this Track I section. A pre- and/or post-observation conference regarding the observation may be held at the request of either the RSP or the supervisor. The supervisor will make informal observations with communication/discussions that follow within 5 working days if the informal observations are to be used as sources of information for the Summative Evaluation.

Mid-Year Conference

A mid-year conference, scheduled prior to January 15th, will provide an opportunity for dialogue with, and support from the supervisor, about progress with the goal(s). The RSP or supervisor can make requests for additional individual conferences or observations.

Summative Evaluation Conference

The supervisor will complete the year-end written Summative Evaluation Form and hold the conference by March 1. It shall include an assessment of the RSP's progress in meeting the goals of his or her IDP. Copies of the three Observation Forms, copies of both the RSP's and supervisor's Analysis Worksheet, and a copy of the *IDP* will be attached to the Summative Evaluation. The RSP and supervisor keep their own copies of the completed Standards for Professional Practice for Related Service Professionals rubrics to be continued in the next evaluation cycle.

For RSPs hired other than on the first day of the school year, or in the case of excessive absences or leaves of absence, these dates shall be adjusted accordingly. Notice of such adjustment shall be sent to the supervisor and RSP at the same time.

Standards for Professional Practice for Related Service Professionals Analysis Worksheet

Track I

Directions:

Using the specific domains and elements in the rubrics of the Holt Public School's Standards for Professional Practice for Related Service Professionals, the RSP and supervisor will individually mark his/her assessment of each element in the rubric boxes, noting the month and year that the assessment was made in the evaluation cycles. After marking the rubrics, the RSP and supervisor will individually complete the first two sections of the Analysis Worksheet.

Both the marked rubrics and the Analysis Worksheet will be used as a basis for the discussion and development of the *IDP*.

RSP _____ School Year _____ Date of Initial Conference _____

RSP's Signature _____ Supervisor's Signature _____

Areas of strength based on the assessment of the rubrics in the Standards

Areas for growth based on the assessment of the rubrics in the Standards

Goal areas based on this conference (*completed during conference*)

Individual Development Plan – Track I

RSP Name _____ Date _____

Supervisor Name _____ Probationary Year _____

Goal 1 (define):

Purpose of the goal (explain):

RSP responsibilities (list the action steps, expectations, strategies and activities that will assist toward achieving the goal – include timelines where applicable):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):

- ☐ Professional Knowledge
- ☐ Planning and Preparation
- ☐ Interpersonal Skills and Environment
- ☐ Professionalism

Supervisor responsibilities (list type[s] of support and activities that can be expected from the supervisor):

Evidence of accomplishment (artifacts, documents, videotape, data):

What evidence will you submit to show what you have accomplished?

When will you review your plan and make adjustments?

Goal 2 (define):

Purpose of the goal (explain):

RSP responsibilities (list the action steps, expectations, strategies and activities that will assist toward achieving the goal – include timelines where applicable):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):

- ☐ Professional Knowledge
- ☐ Planning and Preparation
- ☐ Interpersonal Skills and Environment
- ☐ Professionalism

Supervisor responsibilities (list type[s] of support and activities that can be expected from the supervisor):

Evidence of accomplishment:

What evidence will you submit to show what you have accomplished?

When will you review your plan and make adjustments?

Goal 3 (define):

Purpose of the Goal (explain):

RSP responsibilities (list the action steps, expectations, strategies and activities that will assist toward achieving the goal – include time lines where applicable):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):

- ☐ Professional Knowledge
- ☐ Planning and Preparation
- ☐ Interpersonal Skills and Environment
- ☐ Professionalism

Supervisor responsibilities (list type[s] of support and activities that can be expected from the supervisor):

Evidence of accomplishment:

What evidence will you submit to show what you have accomplished?

When will you review your plan and make adjustments?

Mutually developed by:

RSP Signature

Date

Supervisor Signature

Date

c: Personnel File, Employee, Supervisor

Observation Form – Track I

RSP _____ School _____

Date of Observation (s) _____ Area/Grade _____ Probation 1 2 3 4 (circle year)

Duration of Visit _____ Outcome Observation _____
(observation must be 30 minutes or more)

The domains, elements and rubrics of the district's Standards for Professional Practice for Related Service Professionals are the basis for the following comments:

Observations/Evidence:

Domain 1: Professional Knowledge	Domain 2: Planning and Preparation
Domain 3: Interpersonal Skills and Environment	Domain 4: Professionalism

Recommendations/Suggested Areas for Further Improvement:

Supervisor Signature

Date of Conference

c: Employee and Supervisor

Summative Evaluation Form – Track I

RSP _____ Assignment _____

Supervisor _____ School Year _____

Probation 1 2 3 4 (circle year) for Track I

Summarize the following areas:

A. Domains of the district's Standards for Professional Practice for Related Service Professionals

1. Professional Knowledge

2. Planning and Preparation

3. Interpersonal Skills and Environment

4. Professionalism

Summarize the following areas (continued):

B. *Individualized Development Plan* (attach plan, copies of RSP's and supervisor's Analysis Worksheet, and copies of three Observation Forms)

C. Possibilities for Improvement:

D. General Comments:

Supervisor's Evaluation:

Recommended for continued employment? _____ yes _____ no Year 2 3 4
(circle year)

Recommended for tenure _____ yes _____ no _____ n/a

RSP statement attached _____ yes _____ no

Date of year-end Summative Evaluation Conference _____

RSP Signature

Date

Supervisor Signature

Date

c: Personnel File, Employee, Administration

Track II – Ongoing Professional Growth

Who

The Ongoing Professional Growth Track is designed for RSPs who consistently demonstrate successful practices in the four domains of the district's Standards for Professional Practice for Related Service Professionals. Every three years, from the first year of tenure status (or first non-probation year) and continuing throughout a RSP's career in the district, the RSP and supervisor will work collaboratively to ensure the continuous strengthening of elements within each of the four domains in the Standards document.

Purpose

The purpose of Track II is two-fold:

1. Enhance professional growth.
2. Promote reflection on practice.

This collaborative effort in Track II focuses on two major areas:

1. **Demonstration of the Standards for Professional Practice for Related Service Professionals**

Demonstration of the Standards domains and elements is an on-going process which is continually assessed by the supervisor through observations, follow-up conversations and informal dialogue. Periodically, the supervisor and/or RSP may arrange for a conference to discuss performance related to the rubrics in the Standards document.

2. **Progress on the Professional Growth Plan**

The RSP and supervisor collaborate to identify a goal(s) and an accompanying *Professional Growth Plan*. The process works toward the goal(s) that demonstrates the RSP's ongoing professional growth. This work can occur during a one-, two- or three-year period in the evaluation cycle.

PROCESS

Information Session

The supervisor will meet with Track II RSPs individually or as a group in the preceding spring or by October 1 to clarify the evaluation process, review/discuss the Standards for Professional Practice for Related Service Professionals and its domains, elements and rubrics, the forms and timelines.

Initial Assessment – Standards for Professional Practice for Related Service Professionals

The tenured or experienced Track II RSP will complete a self-assessment by marking directly on the rubrics in the Standards document, providing a source of information for the completion of the Analysis Worksheet. The completed rubrics will remain in the possession of the RSP. The supervisor completes neither the rubrics nor the Worksheet.

Analysis Worksheet

The RSP completes the first two sections of the Analysis Worksheet. This worksheet will provide the basis for the collaborative dialogue between the RSP and the supervisor as they work together through the goals on the Worksheet. A copy of the completed Analysis Worksheet and *Professional Growth Plan* will be attached to the Summative Evaluation.

Planning Conference

The RSP will have an initial planning conference with the supervisor as early as the spring prior to the evaluation year, and no later than October 15th of the evaluation year, to:

- 1) Use the Analysis Worksheet to discuss areas of strength and possible areas for improvement.
- 2) Collaboratively agree upon goals for the RSP's *Professional Growth Plan*.

Professional Growth Plan

The RSP develops a written *Professional Growth Plan* and submits it to the supervisor for support and signature by October 31, using the attached template. Limitations due to the building/district's fiscal situation should be kept in mind when developing the *Plan*. In the event of disagreement, the supervisor determines the goals for the RSP's *Professional Growth Plan*. The *Professional Growth Plan* will be attached to the Summative Evaluation.

If it becomes necessary to revise a *Professional Growth Plan*, all revisions must be reviewed with the supervisor.

Observations

At least two observations must occur at least 60 calendar days apart.

Mid-Year Conference

A mid-year conference, scheduled prior to January 15th, will provide an opportunity for dialogue with, and support from the supervisor, about progress with the goal(s). Requests for additional individual conferences or observations can be made by the RSP or supervisor.

Summative Evaluation Conference

The RSP and supervisor will have a Summative Evaluation Conference in the spring, no later than May 15, to review the results of the goals in the *Professional Growth Plan*. The RSP may provide a list of the actual products or bring actual artifacts developed as part of the goal accomplishment. He/she will bring the completed Summative Evaluation Form to this conference for supervisor input, approval and signature.

A copy of the RSP's Analysis Worksheet and the *Professional Growth Plan* will be attached to the Summative Evaluation. The RSP will keep his/her own copy of the completed Standards for Professional Practice for Related Service Professionals rubrics to be continued for ongoing reflection and professional growth in the next evaluation cycle.

Major Components of the *Professional Growth Plan* – Track II

Goal(s)

The goal(s) for the *Professional Growth Plan* should emerge from the RSP's self-assessment of the domains and elements of the district's Standards for Professional Practice for Related Service Professionals. Goal(s) should reflect building and/or district goals that result in continuous improvement. The goals must be directly linked to the Standards for Professional Practice for Related Service Professionals through the completion of the *Professional Growth Plan*. RSPs also are encouraged to consider recertification requirements, and/or district professional development experiences when developing their *Professional Growth Plan*. Additional guidelines for goal setting are provided in Appendix B.

In the Track II process, RSPs are encouraged to work in a way that best matches the goal(s) they establish for their *Professional Growth Plan*. They can work individually or collaboratively with their peers, department colleagues, or any other combination of faculty members.

They are encouraged to use a variety of activities, strategies, resources, and professional development to accomplish their goal(s) and to choose specific indicators of progress to measure their accomplishment of the goal(s). These components are outlined on the template for the *Professional Growth Plan*.

Rationale for Goal(s)

When determining the rationale for the goal(s), there are three key questions to consider:

- What are the reasons for establishing this goal(s) for your *Professional Growth Plan*?
- How does it relate to your Self Assessment and the Standards for Professional Practice for Related Service Professionals and the goals in your school(s) and district?
- What kind of goal best fits the professional growth you seek as defined in Appendix B?

Strategies/Activities to Accomplish Goal(s)

When determining the strategies and activities to accomplish the goal(s), there are two key questions to consider:

- What are the steps you plan to take to accomplish this goal(s)?
- What are the strategies you will use and/or the activities that will lead you to the accomplishment of this goal(s)?

Examples of Strategies/Activities

- | | |
|---|--|
| • action research | • peer coaching |
| • mentoring | • college courses |
| • teaching a seminar | • visitation experiences |
| • examining work with peers | • videotaping |
| • joining a professional network | • conferences |
| • implementing new technology plan | • developing curriculum |
| • developing of materials/instructional units/discussion groups | • examining new technological resource |
| • using and/or integrating technology | • professional writing |
| • designing model lessons to share with others via the internet | • professional observations |

Resources/Professional Development

When determining the resources and professional development necessary for the accomplishment of this goal(s), there are two key questions to consider:

- What resources, if any, will you need to insure the accomplishment of your goal(s)?
- Are there any specific professional development experiences that you need to accomplish your goal(s), keeping in mind the building/district's fiscal situation?

Examples of Resources & Professional Development

- | | | |
|-----------------------|--------------------------|--------------------------|
| • materials | • educational videotapes | • reflective journals |
| • seminars & training | • video conference | • professional books |
| • collegial time | • release time | • administrative support |
| • study groups | • on-line courses | |
| • formal coursework | | |

Indicators of Progress/Goal Accomplishment

When determining the indicators of progress or successful accomplishment of the goal(s), there are two key questions to consider:

- How will you show your progress toward, or accomplishment of, your goal(s)?
- What will be the evidence of success? What artifacts can serve as evidence?

Standards for Professional Practice for Related Service Professionals Analysis Worksheet

Track II

Directions:

Using the specific domains and elements in the rubrics of the Holt Public School's Standards for Professional Practice for Related Service Professionals, the RSP will mark his/her assessment of each element in the rubric boxes, noting the month and year that the assessment was made in the evaluation cycles. After marking the rubrics, the RSP will complete the first two sections of the Analysis Worksheet. The Analysis Worksheet will be used as a basis for discussion and development of the professional growth plan with supervisor.

RSP _____ School Year _____ Date of Conference _____

RSP's Signature _____ Supervisor's Signature _____

Areas of strength based on the self assessment of the rubrics in the Standards

Areas for growth based on the self assessment of the rubrics in the Standards

Goal areas based on conference (completed during conference)

Professional Growth Plan – Track II

(Completed by RSP working on an individual plan or RSPs working collaboratively as part of a team on a plan.)

RSP(s)

School

Assignment/Department/Team

Date of Initial Planning Conference using the Framework Self-assessment Worksheet: _____

This plan addresses the following domains of the district's Standards for Professional Practice for RSPs (check all that apply):

- ☐ Professional Knowledge
- ☐ Planning and Preparation
- ☐ Interpersonal Skills and Environment
- ☐ Professionalism

Supervisor checks which type of goal has been set (refer to the Appendix B at the end of this document for details):

- ☐ Improvement Goal
- ☐ Renewal Goal
- ☐ Redesign or Restructuring Goal
- ☐ "Deepening" Goal
- ☐ "Integrating" Goal
- ☐ "Engaging" Goal
- ☐ "Assessing" Goal

The goal(s) must be aligned with the domains and elements of the Standards for Professional Practice for Related Service Professional. Indicate whether this goal(s) will be accomplished during a one-, two- or three-year time frame. Guidelines are on the preceding pages. Use the space below or attach a document using the following template:

Specific Goal(s):

Rationale/Need for this Specific Goal(s):

Action Steps/Strategies/Activities with Timelines for Accomplishing Goal(s):

Resources/Professional Development Needed to Accomplish Goal(s):

Projected Indicators/Artifacts of Goal(s) Accomplishment:

RSP(s) Signature(s) and Date:

Supervisor Signature and Date:

RSP(s) Signature(s) and Date:
c: Personnel File, Employee, Supervisor

RSP(s) Signature(s) and Date:

Observation Form – Track II

RSP _____ School _____

Date of Observation (s) _____ Area/Grade _____

Duration of Visit _____ Outcome of Observation _____
(observation must be 30 minutes or more)

The domains, elements and rubrics of the district's Standards for Professional Practice for Related Service Professionals are the basis for the following comments:

Observations/Evidence:

Domain 1: Professional Knowledge	Domain 2: Planning and Preparation
Domain 3: Interpersonal Skills and Environment	Domain 4: Professionalism

Recommendations/Suggested Areas for Discussion:

Supervisor Signature

Date of Conference

c: Employee and Supervisor

Summative Evaluation Form – Track II

(Completed working individually or as a member of a collaborative team)

RSP(s)

School

Program/Department/Team

Date of Mid-year Progress Conference: _____

Date of Final Summative Evaluation: _____ (by May 15th)

Reflection on Goal Accomplishment and/or Progress:

Directions

In an attached document (one-two pages per goal), please write a separate response to each of the following questions and statements based on your progress and/or accomplishment of your *Professional Growth Plan*.

Part One

Please list the specific indicator(s)/artifacts/evidence of goal accomplishment to be shared with the supervisor during the Summative Evaluation Conference. You may choose to bring the actual items to this conference.

Part Two

Please respond to each of the following reflective questions:

- What went particularly well as you worked on this goal(s) in your *Professional Growth Plan*?
- What did not go as you had expected?
- If you had a chance to begin again, is there anything you would do better or differently?
- What are your next steps with this goal, if any?
- What significance has this *Professional Growth Plan* made in your work and/or your role in student learning?
- How has working on this goal helped you form future goals for your professional growth?
- What other insights have you gained as a result of this professional growth experience? What are you interested in teaching others?

Part Three

- Attach the *Professional Growth Plan* to this form.
- Attach copy of Analysis Worksheet

Supervisor's Comments:

RSP(s) Signature and Date:

Supervisor Signature and Date:

RSP(s) Signature and Date:

RSP(s) Signature and Date:

c: Personnel File, Employee, and Supervisor

Track III - Specific Professional Development

Who

Track III is designed for tenured or experienced RSPs who need specific support or have not consistently demonstrated successful practices in the four domains as deemed by the supervisor. **This track will provide a good-faith effort to support and guide the RSP to meet the expectations set forth in the Holt Public School's Standards for Professional Practice for Related Service Professionals.**

Purpose

The purpose of Track III is to:

1. Provide a more structured process for a tenured or experienced RSP than Track II, who:
 - a) may benefit from more specific support and professional development; and/or,
 - b) needs improvement or,
- 2) Provide due process for disciplinary action leading to discharge.

This more structured supervision is characterized by recognition by the supervisor that the tenured or experienced RSP needs assistance with one or more of the elements of the district's Standards for Professional Practice for Related Service Professionals. This process may be initiated at **any time** upon notification to the RSP and the Human Resources Office.

The implementation of the process will be a directive from the supervisor. Track III *consists* of two phases:

- Assistance Phase with an *Individualized Development Plan (IDP)*
- Disciplinary or Competency Phase with *Individualized Development Plan (IDP)*

At any step of this process, an Association Representative selected by that RSP may accompany the RSP, or the supervisor may request the presence of an Association Representative through the Association.

Assistance Phase

PROCESS

Initial Assessment - Standards for Professional Practice for Related Service Professionals

The RSP and supervisor will individually complete the rubrics in the Standards document by marking directly on the document. The completed rubrics will remain in the possession of the RSP and supervisor.

Analysis Worksheet

Using the Standards rubrics, the RSP and supervisor will individually complete the first two sections of the Analysis Worksheet. The worksheet and the marked rubrics will provide the basis for discussion and development of the *IDP*.

Planning Conference

During the Planning Conference, the supervisor and the Track III RSP compare and discuss their Analysis Worksheets and the specific rubrics to determine appropriate goals for the RSP's *IDP*.

Individualized Development Plan

An *IDP* will be developed that includes:

- Mutually developed goals, specific to identified areas for growth
- Strategies for resolution of the concerns
- Resources and support needed
- Evidence of adequate progress or accomplishment of the goal(s)

Mid-Process Conference

A mid-process conference will provide an opportunity for dialogue and support about progress with the goal(s) in the *IDP*. A written summary of the conference will be provided by the supervisor within 5 days.

Observations

At least two (2) formal observations will be completed using the Observation Form. There shall be at least 60 calendar days between two of these observations. A written summary of each formal observation will be provided to the RSP within five (5) working days of the formal observation. A conference regarding the observation will be held within five (5) working days of the formal observation.

The supervisor will make informal observations with communication/discussions that follow within 5 working days if the informal observations are to be used as sources of information for the Summative Evaluation.

Summative Evaluation and Conference

The supervisor will complete the year-end written Summative Evaluation and conference by May 1 using the templates provided in this Track III section. The summative evaluation will include an assessment of the RSP's progress in meeting the goal(s) of his/her *IDP*. Copies of the RSP's and supervisor's completed Analysis Worksheet, a copy of the *IDP*, and copies of the Observation Forms will be attached to the Summative Evaluation. The RSP and supervisor will keep their own copies of the completed Standards for Professional Practice rubrics to be referenced in the next evaluation cycle.

If this process was begun during the school year, a determination will be made by the supervisor to continue in Track III or return to Track II by May 1.

One of the following recommendations will be made upon reviewing the progress:

1. The goal(s) were achieved in which case the RSP will be returned to Track II;
2. There was some progress toward the goal. However, the progress was not sufficient. Therefore, the RSP will be continued in the Assistance Phase in Track III and evaluated in the following school year; or,
3. There was little to no progress toward the goal(s). Therefore, the RSP will be placed in the Disciplinary or Competency Phase in Track III. The Summative Evaluation serves as the basis for discussion and identification of areas needing improvement.

Disciplinary or Competency Phase

PROCESS

Placement in This Phase

The RSP will be placed in the Disciplinary or Competency Phase because of:

- Failure to satisfactorily demonstrate the components and elements of the district's Standards of Professional Practice for Related Service Professionals after being in the Assistance Phase
- Specific policy or rule violation(s)
- Competency issues

Individualized Development Plan (IDP)

The supervisor will develop a written *IDP* that will guide the RSP in improving the identified problem areas. The supervisor will provide the *IDP* within ten (10) working days after informing the RSP in writing that s/he has been placed in the Disciplinary or Competency Phase. Notification to Human Resources will occur when a RSP is moved from the Assistance Phase to the Disciplinary or Competency Phase.

The plan will include:

- Goals relating to problem areas
- Strategies for resolution of concerns
- Resources and support needed
- Timelines
- Evidence of adequate progress or accomplishment of the goal(s)

Observations

At least two (2) formal observations will be completed using the Observation Form. There shall be at least 60 calendar days between two of these observations. A written summary of each formal observation will be provided to the RSP within five (5) working days of the formal observation and conference.

The supervisor will make informal observations with communication/discussions within five (5) working days if the informal observations are to be used as sources of information for the Summative Evaluation.

Monitoring Progress

The supervisor, RSP and Association Representative (if applicable) shall meet monthly, or more frequently upon mutual agreement, to discuss the RSP's progress toward the *IDP* goals. The supervisor shall provide a written summary of the meetings within five (5) working days of each meeting. Both parties shall sign the summary. The RSP may attach a written statement to the Summary.

Summative Evaluation and Conference

The supervisor will complete the year-end written Summative Evaluation and conference by March 1. It shall include an assessment of the RSP's progress in meeting the goal(s) of his/her Individualized Development Plan. A copy of the *IDP* and copies of the Observation Forms and Analysis Worksheets will be attached to the Summative Evaluation.

One of the following recommendations will be made upon reviewing the progress:

1. The goal(s) were achieved in which case the RSP can be returned to Track II.

2. There was some progress toward the goal. However, the progress was not sufficient. Therefore, the RSP will be continued in the Disciplinary or Competency Phase in Track III and formally evaluated in the following school year.
3. There was little to no progress toward the goal(s) or the *IDP* was not taken seriously by the RSP. Discussion will be held with the Deputy Superintendent for Human Resources to determine appropriate next steps.

Standards for Professional Practice for Related Service Professionals Analysis Worksheet

Track III – Assistance Phase

Directions:

Using the specific domains and elements in the rubrics of the Holt Public School's Standards for Professional Practice for Related Service Professionals, the Related Service Professional and supervisor will individually mark his/her assessment of each element in the rubric boxes, noting the month and year that the assessment was made in the evaluation cycles. After marking the rubrics, the Related Service Professional and supervisor will individually complete the first two sections of the Analysis Worksheet.

Both the marked rubrics and the Analysis Worksheet will be used as a basis for the discussion and development of the *IDP*.

RSP _____ School Year _____ Date of Conference _____

RSP's Signature _____ Supervisor's Signature _____

Areas of strength based on assessment of the rubrics in the Standards

Possible areas for growth based on assessment of the rubrics in the Standards

Goal areas based on this conference (*completed during conference*)

Individualized Development Plan – Track III

RSP Name _____ Date _____

Supervisor Name _____

Goal 1 (define):

Purpose of the goal (explain):

Related Service Professionals responsibilities (list the action steps, expectations, strategies and activities that will assist toward achieving the goal – include timelines where applicable):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):

- ☐ Professional Knowledge
- ☐ Planning and Preparation
- ☐ Interpersonal Skills and Environment
- ☐ Professionalism

Resources/Professional Development/Specific support needed to accomplish this goal.

Evidence of accomplishment (artifacts, documents, videotape, data):
What evidence will you submit to show what you have accomplished?

When will you review your plan and make adjustment?

Goal 2 (define):

Purpose of the goal (explain):

Related Service Professionals responsibilities (list the action steps, expectations, strategies and activities that will assist toward achieving the goal – include timelines where applicable):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):

- ☐ Professional Knowledge
- ☐ Planning and Preparation
- ☐ Interpersonal Skills and Environment
- ☐ Professionalism

Resources/Professional Development/Specific support needed to accomplish this goal.

Evidence of accomplishment:
What evidence will you submit to show what you have accomplished?

When will you review your plan and make adjustment?

Goal 3 (define):

Purpose of the Goal (explain):

Related Service Professionals responsibilities (list the action steps, expectations, strategies and activities that will assist toward achieving the goal – include time lines where applicable):

The goal addresses the following domains of the district's Framework for Professional Practice (check all that apply):

- ☐ Professional Knowledge
- ☐ Planning and Preparation
- ☐ Interpersonal Skills and Environment
- ☐ Professionalism

Resources/Professional Development/Specific support needed to accomplish this goal.

Evidence of accomplishment (artifacts, documents, videotape, data):

What evidence will you submit to show what you have accomplished?

When will you review your plan and make adjustment?

Related Service Professionals Signature

Date

Supervisor Signature

Date

c: Personnel File, Employee, Supervisor

Observation Form – Track III

RSP _____ Assignment _____

Date of Observation (s) _____ Area/Grade _____

Duration of Visit _____ Outcome of Observation _____
(observation must be 30 minutes or more)

The domains, elements and rubrics of the district's Standards for Professional Practice for Related Service Professionals are the basis for the following comments:

Observations/Evidence:

Domain 1: Professional Knowledge	Domain 2: Planning and Preparation
Domain 3: Interpersonal Skills and Environment	Domain 4: Professionalism

Recommendations/Suggested Areas for Further Improvement:

Supervisor Signature

Date of Conference

c: Employee and Supervisor

Summative Evaluation Form – Track III

RSP _____ Assignment _____

Supervisor _____ School Year _____

Summarize the following areas:

A. Domains of the district's Standards for Professional Practice

1. Professional Knowledge
2. Planning and Preparation
3. Interpersonal Skills and Environment
4. Professionalism

Summarize the following areas (continued):

B. *Individualized Development Plan* (attach plan, copies of the Related Service Professional's and supervisor's Analysis Worksheets, and copies of Classroom Observation Forms)

C. General Comments

Supervisor's Evaluation:

Recommended to return to Track II?	_____ yes	_____ no
Recommended to continue in Track III Assistance Phase?	_____ yes	_____ no
Recommended to continue in Track III Discipline or Competency Phase?	_____ yes	_____ no
Recommended to have Discussion with Deputy Superintendent for Human Resources to determine appropriate next steps.	_____ yes	_____ no

Date of year-end evaluation conference _____

Related Service Professional's statement attached? _____ yes _____ no

Related Service Professional's Signature

Date

Supervisor Signature

Date

c: Personnel File, Employee, Administratio

APPENDIX A

Timelines for the Related Service Professionals Evaluation Process

	Track One	Track Two	Track Three
Information session with all Related Service Professionals to be evaluated this year either as a group or individual Track One & Track Two Related Service Professionals to review the Standards for Professional Practice for Related Service Professionals, identify steps in the process & discuss goal setting	By October 1	By October 1	This step is not done as a group for Track Three Related Service Professionals
Support from mentor Related Service Professionals (if applicable)	New Related Service Professionals in first 3 years of teaching if applicable	N/A	N/A unless part of Improvement Plan or IDP
Related Service Professionals completes Self Assessment using rubrics in the Standards for Professional Practice for Related Service Professionals & the first two parts of the Analysis Worksheet (Supervisor does the rubric and analysis worksheet on Track I and Track III Related Service Professionals.)	By October 15	By October 15	By October 1 Or within 20 days after placement in Track 3
Planning Conference held between supervisor & Related Service Professionals Dialogue based on Related Service Professional's analysis of self-assessment on the actual rubrics and the supervisor's analysis of the assessment completed on the Related Service Professionals using the rubrics and/or Worksheet Together, they determine the third part of the Analysis Worksheet to identify one-three goals for the Related Service Professional's plan	October 15 Related Service Professionals & supervisor agree on goals for IDP by October 31 <i>Individualized Development Plan</i> by November 15	October 15 Related Service Professionals takes the lead in this conference and then the Related Service Professionals and supervisor agree on goal(s) and Related Service Professionals writes <i>Professional Growth Plan</i> by October 31	Supervisor determines goal(s) for <i>Individualized Development Plan</i> by October 15 Or within 20 days after the placement
Formal observations with pre- & post-observation conferences and written summaries	First two formal observations completed within 65 calendar days of date of hire or first day of school. Third formal observation at least 60 calendar days after the first observation	Two classroom observations occurring at least 60 calendar days apart	Two formal classroom observations occurring at least 60 calendar days apart

	TRACK 1	Track 2	Track 3
Informal observations & frequent dialogue facilitated by supervisor or requested by Related Service Professionals	On-going		
Mid-year Conference(s) between supervisor & Related Service Professionals to assess progress, provide support & encourage dialogue	By January 15	By January 15	By January 15 (Assistance Phase) Monthly meetings for Disciplinary/Competency Phase
Summative Evaluation & Conference	Summative Evaluation written by supervisor and conference held with Related Service Professionals by March 1	Summative Evaluation written by Related Service Professionals with supervisor input and conference held with Related Service Professionals by May 15	Summative Evaluation written by supervisor and conference held with Related Service Professionals (Assistance Phase) by May 1 (Disciplinary/Competency Phase) March 1
Completed rubrics from Framework (Track I) (Track III – assistance and disciplinary competence)	Related Service Professionals & supervisor keep their copy of the completed set of rubrics for the Related Service Professional's next evaluation year.	Related Service Professionals keeps a copy of the completed set of rubrics for the next evaluation year.	Related Service Professionals & supervisor keep their copy of the completed set of rubrics for the Related Service Professional's next evaluation year.

Appendix B

Suggestions for Supervisors and Related Service Professionals for Goal Setting: Utilizing Framework for Professional Practice for Related Service Professionals in Tracks I, II & III

Learning Goals

1. Improvement Goals – Refining Current Practices

- Goal addresses Domains 1, 2 or 3 or 4 of Standards for Professional Practice for Related Service Professionals.
- Purpose of the goal is to improve a more basic skill or a more complex skill.
- Goal reflects a desire to improve something already found in Related Service Professional's current practice.
- Goal should be set by an individual, rather than a team.
- Product for this goal generally includes observations or some form of artifact collection to demonstrate desired improvement.
- Goal is usually a one-year goal.

2. Renewal Goals - Acquisition of New Skills or Knowledge

- Goal relates to the components or elements of the Standards for Professional Practice for Related Service Professionals or to building or district teaching and learning initiatives.
- Goal requires some resources to support acquisition of skill or information.
- Product for this goal includes some form of demonstration of the newly acquired skill or practice.
- Set by an individual or a team.
- Goal could be a two- or three-year goal, allowing time to acquire the new knowledge and to test its implementation.

3. Redesign or Restructuring Goals - Doing Things Differently

- Goal relates to the components or elements of the Standards for Professional Practice for Related Service Professionals.
- Goals should lead to new ways of doing things.
- Goal would require additional resources and time.
- Purpose of goal would be to provide a new way of thinking about and demonstrating the importance of the domains.
- Product for this goal should include a rationale for the change, the desired outcomes, a discussion of the possible implications of the new way of doing things for other parts of the system, and a plan for revaluing all relevant outcomes of the change.
- Related Service Professionals should work toward this goal as a team.
- Goal should be a two- or three-year goal.

Program or Curriculum Goals

1. *“Deepening” Goals – Organizing Curriculum around Deepening Student Understanding*
 - Goal focuses on moving from broad curriculum coverage to a deeper concept of curriculum that requires identifying what is most important for students to learn (i.e., focusing on themes or questions rather than sequences of facts).
 - Related Service Professionals could work toward this goal individually or as a team.
 - The product for this goal should include a rationale, what students should know and be able to do as a result of this work, and a plan for assessing and evaluating the merit of the changes.
 - Goal could be a one-, two-, or three-year goal, depending on the scope of the project.
2. *“Integrating” Goals – Designing Learning Experiences to Assist Students in Connecting Ideas and Concepts across Different Content Areas*
 - Goals would focus on developing integrated lessons, units and courses.
 - This work could be done individually or in teams.
 - Products should include rationale, desired outcomes, necessary materials, recommended strategies or practices, and a plan for assessing and evaluating the merit of the activity.
 - Goals should be for two or three years, depending on the scope of the effort.
3. *“Engaging” Goals – Designing Learning Experiences to Engage Students*
 - Goals would focus on developing curriculum plans, materials and related activities that attend specifically to increasing the engagement of students in the work on the classroom.
 - Goals would also include attempts to engage different groups of students, based on special needs, styles, or developmental stages.
 - Product should include desired outcomes, any curriculum materials needed, identification of the necessary teaching strategies and skills, and a plan for assessing student outcomes and the merit of the process.
 - This work could be done by an individual or a team.
 - Goals could be for one, two or three years, depending on the scope of the plan
4. *“Assessing” Goals – Designing Activities and Experiences Determining What Students Have Learned and What They Can Do*
 - Goal would focus on developing new or alternative assessments to measure or describe student learning.
 - Work could be done individually or in teams.
 - Product should include a rationale for developing the new assessment procedures, the student outcomes to be assessed, the measures and rubrics to be used, and the implications for curriculum and instruction.
 - Goals could be for one, two or three years, depending on the scope of the plan.

APPENDIX C

Professional Resources

ASCD	"Evaluating Educators" Issue of <i>Educational Leadership</i> , February, 2001.
ASCD (2002)	<i>Teacher Evaluation/ Teacher Portfolios (Topic Pack)</i>
1992 ASCD Yearbook	<i>Supervision in Transition</i>
Barker & Searchwell	<i>Writing Meaningful Teacher Evaluations - Right Now!</i>
Barker & Searchwell	<i>Writing Year-End Teacher Improvement Plans – Right Now!</i>
Barker & Searchwell	<i>Writing Meaningful Evaluations for Non-Instructional Staff – Right Now!</i>
Beerens	<i>Evaluating Teacher for Professional Growth: Creating a Culture of Motivation and Learning</i>
Blase & Blase (2003)	<i>Breaking the Silence: Overcoming the Problem of Principal Mistreatment of Teachers</i>
Buron & Donald-Mann	<i>Giving Feedback to Subordinates – www.ccl.org</i>
Comer	<i>Waiting for a Miracle: Why Schools Can't Solve Our Problems - and How We Can</i>
Coens & Jenkins	<i>Abolishing Performance Appraisals: Why They Backfire and What To Do Instead</i>
Costa & Garmston	<i>Cognitive Coaching: A Foundation for Renaissance Schools</i>
Cummings	<i>Teaching Makes a Difference and Managing to Teach</i>
Danielson	<i>Enhancing Professional Practice: A Framework for Teaching</i>
Danielson & McGreal	<i>Teacher Evaluation to Enhance Professional Practice</i>
Daresh & Playko	<i>Supervision as a Proactive Process: Concepts and Cases</i>
Downey, et al (2004)	<i>The Three-Minute Classroom Walk-through: Changing School Supervisory Practice One Teacher at a Time</i>
DuFour & Eaker (1998)	<i>Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement</i>
ETS	<i>Pathwise Software: A Framework for Teaching (Educational Testing Service. 800-297-9051)</i>
Garmston & Wellman	<i>The Adaptive School: A Sourcebook for Developing Collaborative Groups</i>
Ginsberg & Wlodkowski	<i>Creating Highly Motivating Classrooms for All Students: A Schoolwide Approach to Powerful Teaching with Diverse Learners</i>
Glantz (2002)	<i>Finding Your Leadership Style: A Guide for Educators</i>
Glatthorn	<i>Differentiated Supervision</i>
Glickman	<i>Supervision of Instruction: A Developmental Approach</i>
Glickman	<i>Leadership for Learning: How to Help Teachers Succeed</i>
Glickman, et al.	<i>Supervision and Instructional Leadership: A Developmental Approach (5th Edition)</i>
Hunter & Russell	<i>Mastering Coaching & Supervision: Principles of Learning Series</i>
Kerkland & Manoogian	<i>Ongoing Feedback: How to Get it, How to Use It – www.ccl.org</i>
Lawrence, et al	<i>The Marginal Teacher: A Step-by-Step Guide to Fair Procedures for Identification and Dismissal</i>
NAESP	<i>Essentials for Principals: Effective Teacher Observations</i>
Pajak (2003)	<i>Honoring Diverse Teaching Styles: A Guide for Supervisors</i>
Peterson	<i>Teacher Evaluation: A Comprehensive Guide to New Directions and Practices</i>
Peterson (2002)	<i>Teacher Hiring: A Guide to Getting the Best</i>
Popejoy & McManigle (2002)	<i>Managing Conflict with Direct Reports</i>

Ribas	<i>ELPS: The Educational, Legal Public Relations and Social-emotional Standards and Processes of Effective Supervision and Evaluation</i>
Schlechty	<i>Inventing Better Schools: An Action Plan for Educational Reform</i>
Sergiovanni	<i>Leadership for the Schoolhouse: How Is It Different? Why Is It Important?</i>
Sharpe & Johnson (2002)	<i>Managing Conflict with Your Boss</i>
Stewart, et al	<i>The Reflective Principal Leading the School Development Process</i>
Stronge (2002)	<i>Qualities of Effective Teachers</i>
Sullivan & Glanz (2000)	<i>Supervision that Improves Teaching: Strategies and Techniques</i>
Tomlinson & Allan	<i>Leadership for Differentiating Schools & Classrooms</i>
Wald & Castelberry	<i>Educators as Learners: Creating a Professional Learning Community</i>
Weitzel	<i>Feedback That Works: How to Build and Deliver Your Message – www.ccl.org</i>
WestEd (2002)	<i>Improving Districts: Systems that Support Learning</i>
Whitaker (2002)	<i>Dealing with Difficult Teachers</i>

APPENDIX D

Optional Forms & Resources

Self-Reflection Guide – Track I & Track III (Optional for writing *Individualized Development Plan*)

Reflection Questions

How will I change as a result of participating in this activity?

Will this activity foster collegiality?

How can I link this activity to the work of colleagues?

How can my learning activity benefit my colleagues?

Who can I call upon for feedback?

What evidence of my learning will I produce?

What will I observe, count, or measure to determine whether the changes in practice stemming from this activity have improved student learning?

What will be the first indication of student learning that I can expect to see?

How long will it be before improvement can be measured?

1. **GOALS.** What is your goal and how does it relate to student needs and building or district goals?
2. **OBJECTIVES.** What specific objectives do you expect to accomplish?
3. **POTENTIAL ACTIVITIES.** What specific activities will you undertake that are directly related to these objectives?
4. **RELEVANCE.** How is the scope of the plan relevant to your role, students, teachers or parents, your building/district goals, and quality educational practice?
5. **EVALUATION CRITERIA.** What are the criteria for determining the success of your objectives? When and how will you adjust your plan if needed?