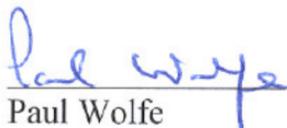


MEMORANDUM OF UNDERSTANDING
BETWEEN
DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
AND
FEDERAL EDUCATION ASSOCIATION

DoDDS Educator Performance Appraisal System

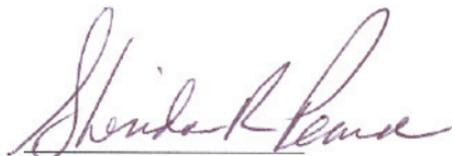
The Department of Defense Dependents Schools (DoDDS) and the Federal Education Association (FEA) hereby agree to add the attached performance plans to the DoDDS Educator Performance Appraisal System. These standardized performance plans for English as a Second Language Teachers, School Nurses, Special Education Teachers (LI/CI/SLP/EI/PSCD/HI/VI), Special Education Teachers (Assessor), Assessor Speech/Language Pathologists, and Gifted Resource Teachers are to be implemented at the beginning of the 2005-2006 school year and will be incorporated into the Performance Appraisal System document.



Paul Wolfe

Human Resources Director, DoDEA

June 21, 2005



Sheridan R. Pearce

FEA President

June 21, 2005

Special Education Teachers (LI/CI/SLP/EI/PSCD/HI/VI)

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.

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.

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.

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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.

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



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.

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

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.

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.

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

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.

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.



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.

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"



Special Education Teacher Assessor and Assessor Speech/Language Pathologist

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.

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.

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.

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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.

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



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.

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

