# 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 the attached changes and additions to the DoDDS Educator Performance Appraisal System. These changes and additions are to be incorporated into the current Performance Appraisal System document and implemented at the beginning of the 2004-2005 school year pending reissuance of the complete DoDDS Educator Performance Appraisal System Regulation. FEA reserves the right to review the final document prior to publication to ensure that all agreed upon changes have been included.
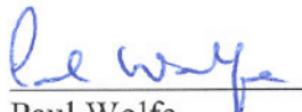
Paul Wolfe
Human Resources Director, DoDEA
August 17, 2004

Sheridan R. Pearce
FEA President
August 17, 2004

Classroom Teachers

Performance Element 1: Mastering Content and Curriculum

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

A. Designs lessons which foster student learning:
1) Utilizes current standards
2) Presents accurate and current information recognizing multiple points of view
3) Understands and highlights relationships between concepts taught
4) Integrates content with other disciplines

Performance Element 2: Presenting Organized Instruction

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

A. Develops and presents lessons in a clear and logical manner:
1) Selects and communicates instructional objectives or goals/standards
2) Relates new learning to student experience and/or prior learning
3) Checks for student understanding throughout the lesson

B. Uses instructional methods that promote desired learning:
1) Provides examples and explanations that are meaningful and lead toward the objective
2) Uses a variety of strategies and models to reach all learners
3) Incorporates organizational and higher level thinking into lessons as appropriate

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

Performance Element 3: Managing for Effective Learning

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

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

B. Organizes the classroom for effective learning:
1) Arranges the classroom and uses routines to support the designed learning activities
2) Conducts smooth transitions between student tasks to enhance time on task

C. Maximizes use of resources and materials
1) Collaborates with colleagues, school-based specialists, resource personnel and community resource persons as appropriate
2) Provides a variety of appropriate instructional/program materials that reinforce and extend skills, accommodate learning styles, and match student and instructional objectives
3) Incorporates multi-sensory materials to meet varied student learning styles
4) Integrates approved and available technology in instructional delivery as appropriate

Performance Element 4: Monitoring and Assessing Student Achievement

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

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

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

Performance Element 5: -Promoting Diversity and Equity

The effective educator practices education equity in the classroom,

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

B. Demonstrates high expectations for all students:

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

Information Specialists   Performance Standards

ELEMENT 1 Managing the Information Center: The effective information specialist maintains an information center environment that enhances student learning and promotes positive student behavior.   (Critical)

1.1 Organizes the environment for effective learning

1.2 Creates a climate which encourages use of the facility and its resources

1.3 Manages resources efficiently

1.4 Organizes and manages instructional groups

1.5 Uses a variety of assessment tools and strategies to monitor program effectiveness

1.6 Provides an attractive information center with easy access to resources and conducive to a variety of learning activities

1.7 Maintains necessary records to document usage of materials and resources

1.8 Effectively plans for budget and collection development

1.9 Supervises information center staff (virtual or otherwise)

1.10 Acknowledges contributions and shares expertise and resources with parents and community members and partnerships

ELEMENT 2 Curricular Support: The effective information specialist demonstrates support of the curriculum of the school. (Critical)

2A. Collaborates with other educators to foster student learning

2A.1 Plans with educators to identify and integrate the information literacy skills within curricular content areas

2A.2 Selects instructional strategies appropriate to students' learning styles and developmental stages

2A.3 Utilizes current curriculum guides

2A.4 Presents accurate and current information recognizing multiple points of view

2A.5 Utilizes a variety of instructional strategies, information resources, processed-based models and technologies

2A.6 Models ethical and legal behavior regarding intellectual freedom and property rights

2A.7 Collaborates with other educators to promote reading and enjoyment of literature

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

2B.1 Provides a variety of appropriate instructional/program materials that reinforce and extend skills, accommodate learning styles, and match student and instructional objectives

2B.2 Integrates technology in presentations and instructional delivery

2B.3 Incorporates multi-sensory materials to meet varied student learning styles

2B.4 Assists students and staff in the use of search strategies to access a variety of information.

ELEMENT 3 Practicing Equity: The effective information specialist practices education equity in the information center, creating a climate conducive to the promotion of positive student involvement and self-concept. (Critical)

3.1 Recognizes student diversity and demonstrates sensitivity and responsiveness to the personal ideas, needs, interests and feelings of students

3.2 Demonstrates respect for each student's background experience and culture

3.3 Acknowledges and encourages each student's performance and achievement

3.4 Provides every student with opportunities for active involvement and creative thinking

3.5 Elicits responses from volunteers and non-volunteers

3.6 Provides opportunities for students to make decisions regarding own learning and behavior

3.7 Promotes positive student-student, student-information specialist relationships

3.8 Demonstrates high expectations for all students

School Guidance Counselors   Performance Standards

ELEMENT I: Counseling Program Planning (Annual Plan)   **CRITICAL**
Develops school counseling annual plan following DoDEA guidelines

1.0 Prepares an annual plan for the delivery of counseling services
1.0.1 Provides for principal's review a plan for implementation of programs to address identified student needs related to academic, career and social/personal needs.
1.0.2 Provides age level appropriate guidance experiences as part of the annual plan.
1.0.3 Coordinates plans with other staff members in the delivery of guidance instruction.
1.1 Provision is made that support the educational, career and personal/social objectives of the annual plan.
1.1.1 Provides evidence of planned activities to address the developmental needs of students covering the educational, career and personal domains.
1.1.2 Coordinates plans with other staff members and includes other staff members in the delivery of career development instruction.
1.1.3 Provides evidence that academic planning and career development activities are related to one another.

ELEMENT 2: School Counseling Program Implementation   **CRITICAL**
Implements school counseling program using DoDEA student competencies and other materials

2.0 Counsels students and/or parents individually, and in groups regarding academic development, career development, and personal/social development
2.0.1 Provides individual and/or group counseling, to include crisis intervention, as needed.
2.0.2 Accepts referrals from students (self-referral), staff members and parents, and provides feedback as appropriate.
2.0.3 Maintains a record of services provided to students and parents.
2.0.4   Participates in parent-teacher conferences, providing appropriate information and assistance as requested.
2.1 Recommends appropriate student placements and transition services
2.1.1 Assists with appropriate placement for incoming students and, where needed, adjusts student placement when records are received.
2.1.2 Assists students in planning their educational program. In the case of middle and high school students, a six-year plan is developed.
2.1.3 Coordinates orientation to school programs for entering students, provides information to transitioning students and their parents as needed.
2.2 Coordinates school and community programs and services
2.2.1 Assists with the identification of students with needs that can be met by resources outside of the school through observation and assessment.
2.2.2 Refers students for services outside the school system to meet identified student needs.

ELEMENT 3: Consultation Services   **CRITICAL**
Provides consultation services to teachers, administrators, parents, and community agencies.

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

3.0.1 Shares information on the educational needs and appropriate placement of students.

3.0.2 Shares information regarding the special needs of students, as appropriate.

3.0.3 Provides and interprets information regarding student abilities as documented in school records.

3.1 Coordinates school and community programs and services.

3.1.1 Assists with the identification of students with needs that can be met by the school psychologist and/or by resources outside of the school.

3.1.2 Refers students for services to the school psychologists and/or to community agencies to meet identified students needs.

3.1.3 Works collaboratively with educators, parents, and community members/organizations.

ELEMENT 4: Evaluation Services   **CRITICAL**

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

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

4.0.1 Analyzes and interprets results of individual and/or group assessment instruments for students, teachers, parents and school advisory groups.

4.0.2 Analyzes and interprets results of individual and/or group assessment instruments for students, teachers, parents, and school advisory groups.

4.0.3 Performs classroom observations of students, as needed.

4.0.4 Assists teachers in using assessment results for instructional planning, when requested.

4.0.5 Presents oral and/or written statements regarding student assessment results in positive, solution oriented language.

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

4.1.1 Aids in the administration to organize the testing program.

4.1.2 Provides assistance for the improvement of student test-taking skills.

4.1.3 Interprets assessment results and provides information to students, administrators, teachers, parents and other appropriate specialists.

School Psychologist   Performance Standards

ELEMENT I   PSYCHEDUCATIONAL ASSESSMENT: Evaluates students in accordance with public law as well as DoDEA policies and guidelines.   **CRITICAL**
1.0   Assesses students.
1.1   Conducts record review and interview students, teachers and parents as appropriate.
1.2   Administers, summarizes and interprets individual psycho-educational assessment results.
1.3   Recommends educational modifications based upon observations, assessments and other information.
1.4   Provides psychological assessment services to the compliance with special education guidelines.

ELEMENT 2 COUNSELING/COLLABORATION RESPONSIBILITIES: Provides counseling/collaboration of students and parents in accordance with DoDEA policy. CRITICAL
2.0   Counsels/ Collaborates with school staff, parents and community agencies
2.1   Consults/collaborates with school staff to develop intervention strategies to meet the needs of students.
2.2   Consults/collaborates with the Case Study Committee Regarding special education programming and the needs of individual students.
     2.3   Consults/collaborates with community agencies and refers students and parents as appropriate.

ELEMENT 3   MENTAL HEALTH SERVICES: Provides mental health services to students, parents and staff in accordance with DoDEA policy.   **CRITICAL**
3.0   Provides psychological counseling to students, parents and staff.
3.1   Works closely with counselors, teachers and parents in understanding the services provided by the school psychologist.
3.2   Provides psychological counseling to students, parents and staff, including crisis intervention.
3.3   Consults with parents regarding student needs and concerns.
3.4   Serves on crisis intervention team(s).
3.5   Coordinates with community agencies providing services to students, parents and staff.

ELEMENT 4   SCHOOL-WIDE PROGRAM RESPONSIBILITIES: Manages a comprehensive school psychological program.   **CRITICAL**
4.0   Establishes, implements, and maintains school psychological program.
4.1   Develops and implements plan for school psychological services, incorporating individual and administrative priorities, and shares with the principal. Develops and presents in-services, on topics such as child abuse, crisis management, warning signs of at-risk students, ADHD, etc. as appropriate.
4.2   Affiliates with school program, parents and community agencies in providing the best possible services to children, family and community.
4.3   Supports DoDEA programs and Strategic Plan in the school, community, and home.

Educational Technologists – Performance Standards

ELEMENT 1: **Instructional Collaboration: Instructional collaboration combines knowledge of instructional program design and development with instructional leadership skills. (Critical)**

1.1 Collaborates and assists instructional staff in the integration of technology to support instruction that is aligned with curriculum standards.

1.2 Assists instructional staff in the use of technology equipment to support student activities and projects.

1.3 .Assists instructional staff in the use of software to support student activities and projects.

1.4 Assists instructional staff in the appropriate utilization of technology in the classroom and computer lab.

ELEMENT 2: **Staff Development: Educational technologists will demonstrate knowledge of issues and models related to leadership in staff development. (Critical)**

2.1 Collaborates with administration and staff to assess the technology training needs of staff.

2.2 Coordinates and assists / or conducts technology staff development in the use of hardware and software resources.

2.3 Coordinates and assists / or conducts technology staff development in basic trouble shooting techniques for workstation, printer, peripheral equipment, and software applications.

2.4 Assists special program experts in staff development in the use of administrative software applications.

2.5 Participates in planning district/school technology staff development and assists in joint training initiatives.

ELEMENT 3: **Customer Support: Educational technologists will apply effective techniques in support of classroom and laboratory technologies. (Critical)**

3.1 Assists with trouble shooting techniques and provides just-in-time support as needed for workstation, printer, peripheral equipment, and software applications.

3.2 Assists school staff with the setup and management of educational and instructional database software.

3.3 Assists school staff with the showcasing of teacher and student work through the use of technology.

3.4 Coordinates and assists the district and area technology support personnel with workstation setup, image development, the installation, maintenance, and upgrade of educational software.

ELEMENT 4: **Program Management: Program management requires knowledge of strategies for and issues related to managing the change process as school technology policies, procedures and plans are developed. (Critical)**

4.1 Collaborates with administration and staff to determine personnel, budget, materials, supplies and equipment and software requirements for educational technology.

4.2 Assists the district and area technology support personnel to ensure that school hardware and software are compliant with regulatory requirements and are functional within the school's system prior to purchase.

4.3 Participates in relevant task forces, committees, conferences, and training to remain current.

4.4 Serves as the school's point of contact regarding technology issues and communicates with district and area technology support personnel.

4.5 Participates as a member of the school technology team, and serves as the school's technology consultant to other school committees.

4.6 Reviews recommendations to ensure alignment with the School Improvement Plan and in compliance with the Community Strategic Plan.

DoDDS Educator Performance Appraisal System

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

Note: The above matrix includes the requirements for the DoDDS Performance Appraisal System. In addition, the Intervention Program form should be used for educators involved in this program. Sample forms are also included for Professional level teachers for the tracking, reporting and reflecting on the Professional Growth Plans.

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

DISTRICT: _____

SCHOOL: _____

EDUCATOR'S NAME: _____

SOCIAL SECURITY NUMBER: _____

CHECK LEVEL:
Provisional Year 1____   **Provisional Year 2____**

PGP Year 1____   **PGP Year 2____**   **PGP Year 3____**

CURRENT SUBJECT/GRADE LEVEL: _____

SUPERVISOR'S NAME: _____

CONFERENCE DATES: _____, _____, _____, _____, _____
(attach conference forms/observation write-ups)

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

FINAL ANNUAL RATING (check one):   ___**Acceptable**
                                        ___**Unacceptable**

SIGNATURE OF EDUCATOR: _____ DATE: _____

SIGNATURE OF EVALUATOR: _____ DATE: _____

Comments:

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY____

Annual summative form used for provisional and professional information specialists.

Program Area: Information Specialist

DISTRICT: _____

SCHOOL: _____

EDUCATOR'S NAME: _____

CHECK LEVEL:
Provisional Year 1____   **Provisional Year 2____**

PGP Year 1____   **PGP Year 2____**   **PGP Year 3____**

CURRENT SUBJECT/GRADE LEVEL: _____

SUPERVISOR'S NAME: _____

CONFERENCE DATES: _____, _____, _____, _____, _____
(attach conference forms/observation write-ups)

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

FINAL ANNUAL RATING (check one): ___Acceptable
___Unacceptable

SIGNATURE OF EDUCATOR: _____ DATE: _____

SIGNATURE OF EVALUATOR: _____ DATE: _____

Comments:

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY____

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

Program Area: School Guidance Counselor

DISTRICT: _____

SCHOOL: _____

EDUCATOR'S NAME: _____

CHECK LEVEL:
Provisional Year 1____   **Provisional Year 2____**

PGP Year 1____   **PGP Year 2____**   **PGP Year 3____**

CURRENT SUBJECT/GRADE LEVEL: _____

SUPERVISOR'S NAME: _____

CONFERENCE DATES: _____, _____, _____, _____, _____
(attach conference forms/observation write-ups)

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

FINAL ANNUAL RATING (check one):   ___**Acceptable**
                                          ___**Unacceptable**

SIGNATURE OF EDUCATOR: _____ DATE: _____

SIGNATURE OF EVALUATOR: _____ DATE: _____

Comments:

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY_____

Annual summative form used for provisional and professional school psychologists.

Program Area: School Psychologist

DISTRICT: _____

SCHOOL: _____

EDUCATOR'S NAME: _____

CHECK LEVEL:
Provisional Year 1_____   Provisional Year 2_____

PGP Year 1_____   PGP Year 2_____   PGP Year 3_____

CURRENT SUBJECT/GRADE LEVEL: _____

SUPERVISOR'S NAME: _____

CONFERENCE DATES: _____, _____, _____, _____, _____

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

FINAL ANNUAL RATING (check one): ___Acceptable
___Unacceptable

SIGNATURE OF EDUCATOR: _____ DATE: _____

SIGNATURE OF EVALUATOR: _____ DATE: _____

Comments:

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY____

Annual summative form used for provisional and professional education technologists.

Program Area: Educational Technologist

DISTRICT: _____

SCHOOL: _____

EDUCATOR'S NAME: _____

CHECK LEVEL:
Provisional Year 1____   **Provisional Year 2____**

PGP Year 1____   **PGP Year 2____**   **PGP Year 3____**

CURRENT SUBJECT/GRADE LEVEL: _____

SUPERVISOR'S NAME: _____

CONFERENCE DATES: _____, _____, _____, _____, _____

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

FINAL ANNUAL RATING (check one):   ___**Acceptable**
___**Unacceptable**

SIGNATURE OF EDUCATOR: _____ DATE: _____

SIGNATURE OF EVALUATOR: _____ DATE: _____

Comments:

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY____

Annual summative form used for provisional and professional school nurses.

Program Area: School Nurse

DISTRICT: _____

SCHOOL: _____

EDUCATOR'S NAME: _____

CHECK LEVEL:
Provisional Year 1____   **Provisional Year 2____**

PGP Year 1____   **PGP Year 2____**   **PGP Year 3____**

CURRENT SUBJECT/GRADE LEVEL: _____

SUPERVISOR'S NAME: _____

CONFERENCE DATES: _____, _____, _____, _____, _____

	Professional Performance Elements	Meets	Does not meet
1.	**Note: School Nurses will continue to**		
2.	**use their current performance elements until**		
3.	**new system-wide elements are developed for SY 05-06.**		
4.			
5.			
6.			

FINAL ANNUAL RATING (check one): ___Acceptable
___Unacceptable

SIGNATURE OF EDUCATOR: _____ DATE: _____

SIGNATURE OF EVALUATOR: _____ DATE: _____

Comments:

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY____

Annual summative form used for provisional and professional ESL teachers.

Program Area: ESL Teacher

DISTRICT: _____

SCHOOL: _____

EDUCATOR'S NAME: _____

CHECK LEVEL:
Provisional Year 1____   **Provisional Year 2____**

PGP Year 1____   **PGP Year 2____**   **PGP Year 3____**

CURRENT SUBJECT/GRADE LEVEL: _____

SUPERVISOR'S NAME: _____

CONFERENCE DATES: _____, _____, _____, _____, _____

	Professional Performance Elements	Meets	Does not meet
1.	**Note: ESL Teachers will continue to**		
2.	**use their current performance elements until**		
3.	**new system-wide elements are developed for SY 05-06.**		
4.			
5.			
6.			

FINAL ANNUAL RATING (check one): ___Acceptable
                                      ___Unacceptable

SIGNATURE OF EDUCATOR: _____ DATE: _____

SIGNATURE OF EVALUATOR: _____ DATE: _____

Comments:

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY____

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

Program Area: Special Education Teacher

DISTRICT: _____

SCHOOL: _____

EDUCATOR'S NAME: _____

CHECK LEVEL:
Provisional Year 1____   **Provisional Year 2____**

PGP Year 1____   **PGP Year 2____**   **PGP Year 3____**

CURRENT SUBJECT/GRADE LEVEL: _____

SUPERVISOR'S NAME: _____

CONFERENCE DATES: _____, _____, _____, _____, _____

	Professional Performance Elements	Meets	Does not meet
1.	**Note: SPED Teachers will continue to**		
2.	**use their current performance elements until**		
3.	**new system-wide elements are developed for SY 05-06.**		
4.			
5.			
6.			

FINAL ANNUAL RATING (check one):   ___Acceptable
___Unacceptable

SIGNATURE OF EDUCATOR: _____ DATE: _____

SIGNATURE OF EVALUATOR: _____ DATE: _____

Comments:

PERFORMANCE APPRAISAL ANNUAL SUMMATIVE RATING SY____

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

Program Area: Gifted Education Teacher

DISTRICT: _____

SCHOOL: _____

EDUCATOR'S NAME: _____

CHECK LEVEL:
Provisional Year 1____   **Provisional Year 2____**

PGP Year 1____   **PGP Year 2____**   **PGP Year 3____**

CURRENT SUBJECT/GRADE LEVEL: _____

SUPERVISOR'S NAME: _____

CONFERENCE DATES: _____, _____, _____, _____, _____

	Professional Performance Elements	Meets	Does not meet
1.	**Note: Gifted Teachers will continue to**		
2.	**use their current performance elements until**		
3.	**new system-wide elements are developed for SY 05-06.**		
4.			
5.			
6.			

FINAL ANNUAL RATING (check one):   ___Acceptable
___Unacceptable

SIGNATURE OF EDUCATOR: _____ DATE: _____

SIGNATURE OF EVALUATOR: _____ DATE: _____

Comments:

Pre-Observation Conference (or information provided)

EDUCATOR'S NAME: _____

GRADE/SUBJECT: _____

TIME AND DATE OF OBSERVATION _____

Please complete the following information and return it to your supervisor **at least one day before** the scheduled date for the pre-observation conference.

1. List the standards and learner objectives for the lesson.

2. How will you measure the student's progress toward achieving the stated learner objective?

3. Briefly describe the content of the lesson and major activities in which the student will be involved.

4. Identify any unique or special characteristics of your class, which you would like the supervisor to be aware of in advance.

5. List any particular teaching strategies on which you wish to have feedback.

Post Observation Conference

EDUCATOR'S NAME: _____

GRADE/SUBJECT: _____

TIME AND DATE OF OBSERVATION _____

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

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

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

4. Teacher Reflection (Optional)

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

Pre-Observation Conference for Professional Level Year 3 Educator

EDUCATOR'S NAME: _____

GRADE/SUBJECT: _____

TIME AND DATE OF OBSERVATION _____

Please complete the following information and return it to your supervisor at least one day before the scheduled date for the pre-observation conference.

1. List the standards and learner objectives for the lesson.

2. How do these objectives lead toward the goal(s)/targeted competency(ies) in your professional growth plan?

3. How will you measure the students' progress toward reaching the objectives?

4. List any particular teaching strategies on which you wish to have feedback.

5. Identify any unique or special characteristics of your class that you would like the supervisor to be aware of in advance.

Post Observation Conference for Professional Level 3 Educator

EDUCATOR'S NAME: _____

GRADE/SUBJECT: _____

TIME AND DATE OF OBSERVATION _____

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

2. How did these objectives lead toward a goal(s)/targeted competency(ies) in the PGP?

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

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

4. Teacher Reflection (Optional)

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

Professional Growth Plan School Year(s) ____

DISTRICT: _____

SCHOOL: _____

EDUCATOR'S NAME: _____

TARGETED COMPETENCIES/ELEMENTS: _____

_____

1.Topic -- Essential Question (What do you plan to do? What "big" question will you ask?)

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

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

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

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

6. Self Evaluation

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

SIGNATURE OF EDUCATOR: _____ DATE: ____

SIGNATURE OF SUPERVISOR: _____ DATE: ____

Signatures below indicate completion of the plan.

SIGNATURE OF EDUCATOR: _____ DATE: ____

SIGNATURE OF SUPERVISOR: _____ DATE: ____

End of Year Report
Professional Growth Plan

DISTRICT: _____

SCHOOL: _____

EDUCATOR'S NAME: _____

CURRENT SUBJECT/GRADE LEVEL: _____

SUPERVISOR'S NAME: _____

YEAR IN PROFESSIONAL GROWTH PLAN CYCLE: One____   Two____   Three____

Professional Growth Plan Progress

Comments:

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

SIGNATURE OF EDUCATOR: _____ DATE: _____

SIGNATURE OF EVALUATOR: _____ DATE: _____

PROFESSIONAL GROWTH PLAN

Sample cover sheet that could be used by the teacher to track or report the progress of the PGP.

NAME:_____SCHOOL:_____GR/SUB_____

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

Progress Report for Professional Growth Plan

This sample form could be used by the teacher to report on progress of the PGP.

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

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

PROFESSIONAL LEVEL EDUCATOR
SELF - EVALUATION

This sample form could be used by the teacher to report on progress of the PGP.

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

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

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

Intervention Program

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

DISTRICT: _____

SCHOOL: _____

EDUCATOR'S NAME: _____

CURRENT SUBJECT/GRADE LEVEL: _____

SUPERVISOR'S NAME: _____

DATE OF ENTRY INTO INTERVENTION PROGRAM: _____

SIGNATURE OF EDUCATOR: _____

SIGNATURE OF SUPERVISOR: _____

Professional Performance Elements to be improved:

Recommendations:

Schedule of Observations:

Supervisor's Summary:

DATE OF COMPLETION OF INTERVENTION PROGRAM: _____

SIGNATURE OF TEACHER: _____

SIGNATURE OF SUPERVISOR: _____