

SY 22-23: The material in this handbook is consistent with the original Stronge framework. To find the latest information on NJ-specific policies, refer to the NJ TEPEs Handbook Appendix at [www.shared.strongeandassociates.com](http://www.shared.strongeandassociates.com).

# STRONGE

## Educational Specialist Effectiveness Performance Evaluation System HANDBOOK

# ACKNOWLEDGEMENTS

## *Project Consultant*

James H. Stronge, Ph.D.  
Virginia Caine Tonneson, Ph.D.  
Stronge and Associates Educational Consulting, LLC

Copyright © 2022 by Stronge & Associates Educational Consulting LLC

James H. Stronge hereby grants school districts in the state of New Jersey with whom he has contracted permission to use, revise, and/or modify the system developed under this Agreement, as needed, to meet applicable requirements or other educational purposes. This restricted copyright permission is applicable solely for use of such copyrighted material within the New Jersey school districts with whom he has contracted.

# TABLE OF CONTENTS

## **PART I: Introduction and Process**

Introduction.....	1
Purposes and Characteristics.....	1
Essential Components of ESEPES.....	2
Documenting Performance .....	6
Observations .....	7
Documentation Log .....	8
Client Surveys.....	11
Measures of Learner/Program Progress.....	11
Rating Educational Specialist Performance.....	18
Interim Evaluation .....	19
Summative Evaluation .....	19
Evaluation Schedule.....	22
Documentation Records.....	22
Improving Professional Performance .....	23
Support Dialogue .....	24
Performance Improvement Plan .....	25
Corrective Action Plan.....	26

## **PART II: Performance Standards**

Performance Standard 1: Professional Knowledge.....	27
Performance Standard 2: Program Planning and Management .....	28
Performance Standard 3: Program Delivery .....	29
Performance Standard 4: Assessment.....	30
Performance Standard 5: Communication and Collaboration .....	31
Performance Standard 6: Professionalism .....	32
Performance Standard 7: Learner/Program Progress.....	33

## **PART III: Forms and Logs**

Introduction.....	34
Pre-Observation Conference Record .....	35
Formal Observation .....	36
Formal Observation/Formative Feedback.....	39
Observation/Document Review .....	44
Documentation Log Cover Sheet.....	48
Communication Log .....	51

Professional Development Log.....	52
Grade K-2 Learner Survey.....	53
Grade 3-5 Learner Survey.....	54
Grade 6-8 Learner Survey.....	55
Grade 9-12 Learner Survey.....	56
Adult Client Survey .....	57
Family Survey .....	58
Client Survey Summary.....	59
Student Growth/Program Objective Form.....	60
Interim Performance Report .....	62
Summative Performance Report .....	66
Support Dialogue Form .....	71
Performance Improvement Plan .....	72
Corrective Action Plan Form.....	73
Self-Assessment Form .....	74

<b>REFERENCES.....</b>	<b>78</b>
------------------------	-----------

<b>ENDNOTES .....</b>	<b>79</b>
-----------------------	-----------

## **FIGURES**

Figure 1: Relationship between Essential Parts of ESEPES.....	3
Figure 2: Performance Standards.....	4
Figure 3: Performance Indicators.....	5
Figure 4: Performance Appraisal Rubric .....	6
Figure 5: Data Sources for Educational Specialist Evaluation .....	7
Figure 6: Sample Items in a Documentation Log .....	10
Figure 7: Student Growth/Program Objectives Process .....	13
Figure 8: SMART Student Growth/Program Objectives.....	14
Figure 9: Sample Student Growth/Program Objectives.....	14
Figure 10: Examples of Data Sources for Monitoring Growth/Program Progress.....	16
Figure 11: Examples of Strategies to Improve Learner/Program Outcomes.....	16
Figure 12: Example SGO Scoring Plan .....	17
Figure 13: Rating Levels.....	18
Figure 14: Weighting of Performance Standards.....	20
Figure 15: Example of Educational Specialist Practice Calculations .....	21
Figure 16: Example of Final Summative Rating for an Educational Specialist .....	21
Figure 17: SY14-15 Summative Rating Performance Level Ranges .....	21

Figure 18: Recommended ESEPES Evaluation Schedule .....	23
Figure 19: Tools to Increase Professional Performance .....	24
Figure 20: Sample Prompts.....	25
Figure 21: Forms and Logs .....	34

# **PART I: INTRODUCTION AND PROCESS**

## **INTRODUCTION**

The Stronge Educational Specialist Effectiveness Performance Evaluation System (ESEPES) uses the Goals and Roles Performance Evaluation Model<sup>®</sup> (short title: Goals and Roles Model<sup>®</sup>) developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations.

The Educational Specialist Performance Evaluation System provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity and individual educational specialist initiative. The goal is to support the continuous growth and development of each educational specialist by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

### ***Who Are Educational Specialists?***

The term educational specialist includes non-teaching, non-administrative education professionals who provide a multitude of support services to students, teachers, and parents. Educational specialists include counselors, nurses, librarians/media specialists, school psychologists, and others who have specialized training and offer a broad range of services to students. The key question, “With whom does the educational specialist work?” can help you determine which staff members belong to the educational specialist group. The term does not include non-certified, non-licensed staff such as clerical assistants or custodians.

### **Educational Specialist Position Categories:**

- Pupil personnel services could include school counselors, school nurses, school psychologists, and social workers.
- Instructional support services could include library media specialists and instructional technology specialists.
- Special education services could include occupational therapists, physical therapists, and speech and language pathologists.

## **Purposes and Characteristics**

The primary purposes of ESEPES are the following:

- optimize student learning and growth,
- improve the quality of instruction by ensuring accountability for learner performance and educational specialist effectiveness,

- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school district,
- provide a basis for instructional improvement through productive educational specialist performance appraisal and professional growth, and
- implement a performance evaluation system that promotes collaboration between the educational specialist and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

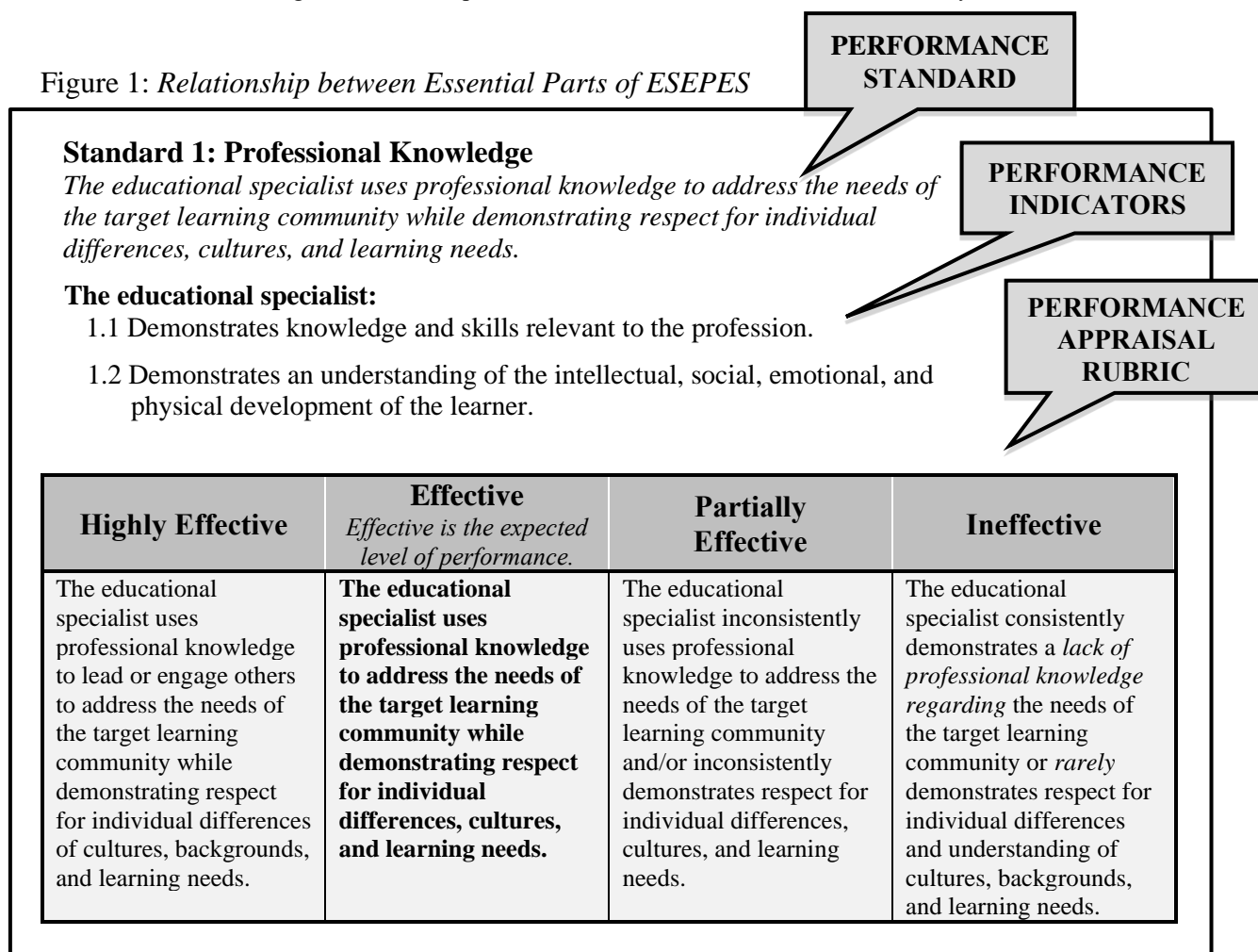
The distinguishing characteristics of ESEPES are the following:

- a focus on the relationship between professional performance and improved learner achievement,
- sample performance indicators for each of the educational specialist performance standards,
- a system for documenting educational specialist performance based on multiple data sources,
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of educational specialists in the evaluation process, and
- a support system for providing assistance when needed.

## **Essential Components of ESEPES**

Clearly defined professional responsibilities for educational specialists constitute the foundation for the Educational Specialist Effectiveness Performance Evaluation System (ESEPES). A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both educational specialists and evaluators will reasonably understand their job expectations. ESEPES uses a two-tiered approach, consisting of seven performance standards and multiple performance indicators, to define the performance expectations of the educational specialist. Educational specialists will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 1.

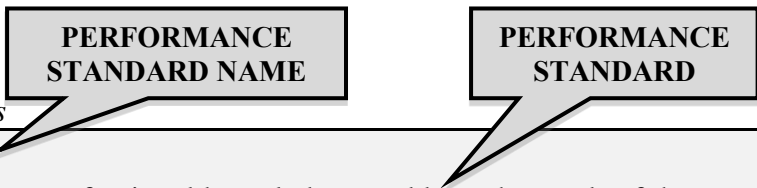
Figure 1: Relationship between Essential Parts of ESEPES



The *effective* column is bolded throughout the handbook as it is the expected level of performance.

### **Performance Standards**

Performance standards refer to the major duties performed by an educational specialist. Figure 2 shows the seven performance standards in ESEPES that serve as the basis for the educational specialists' evaluation.



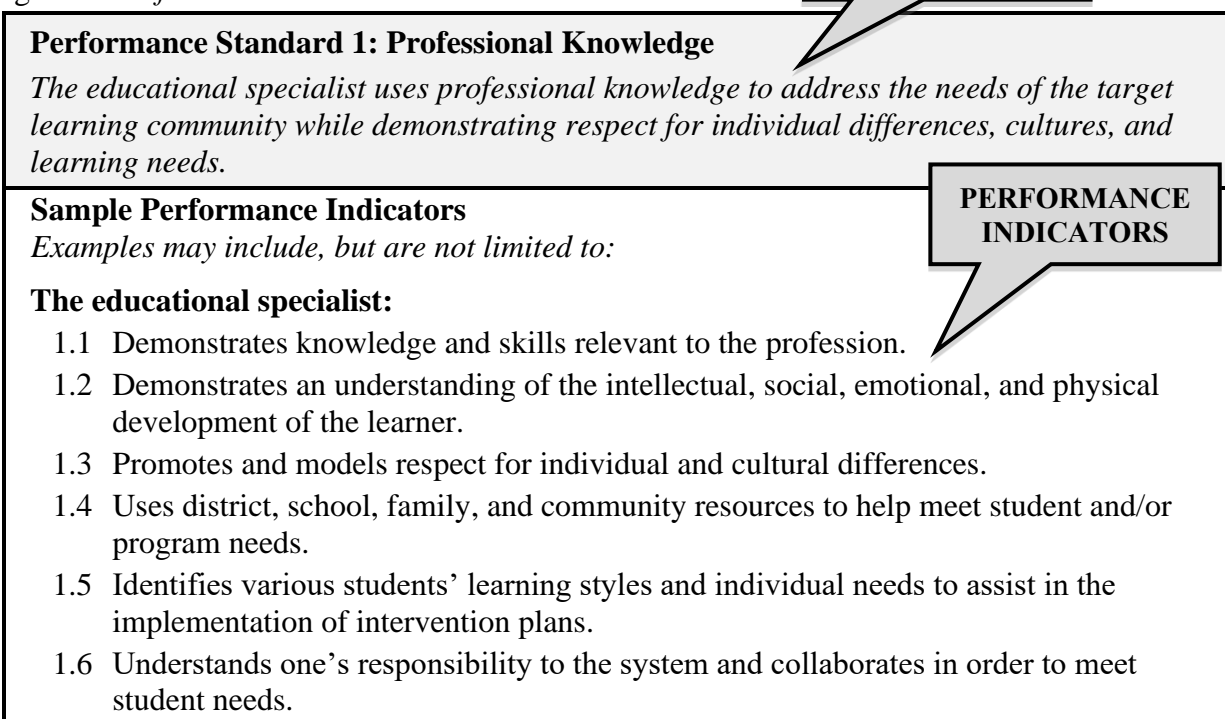
PERFORMANCE STANDARD NAME	PERFORMANCE STANDARD
<b>1. Professional Knowledge</b>	The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.
<b>2. Program Planning and Management</b>	The educational specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.
<b>3. Program Delivery</b>	The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.
<b>4. Assessment</b>	The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and the community.
<b>5. Communication and Collaboration</b>	The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.
<b>6. Professionalism</b>	The educational specialist demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.
<b>7. Learner/Program Progress</b>	The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, district goals, and/or school goals.

### *Performance Indicators*

Performance indicators provide examples of observable, tangible behaviors for each standard (see Part II). That is, the performance indicators are **examples** of the types of performance that will occur if a standard is being successfully met. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist.** Further, **all educational specialists are not expected to demonstrate each performance indicator.**

Using Standard 1 (Professional Knowledge) as an example, a set of educational specialist performance indicators is provided in Figure 3.

Figure 3: *Performance Indicators*



The performance indicators are provided to help educational specialists and their evaluators clarify job expectations. As mentioned, all performance indicators may not be applicable to a particular work assignment. ***Ratings are made at the performance standard level, NOT at the performance indicator level.***

### ***Performance Rubrics***

The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of educational specialists and provides a qualitative description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance appraisal rubric provides a clearly delineated step-wise progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels. **The description provided in the *effective* level of the performance appraisal rubric is the actual performance standard. *Effective* is the expected level of performance.** Educational specialists who earn a *highly effective* rating must meet the requirements for the *effective* level and go beyond it. Performance appraisal rubrics are provided to increase reliability among evaluators and to help educational specialists focus on ways to enhance their practice. Part II includes rubrics related to each performance standard. Figure 4 shows an example of a performance appraisal rubric for Standard 1 (Professional Knowledge).

Figure 4: *Performance Appraisal Rubric*

<b>Highly Effective</b>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Partially Effective</b>	<b>Ineffective</b>
The educational specialist uses professional knowledge to lead or engage others to address the needs of the target learning community while demonstrating respect for individual differences of cultures, backgrounds, and learning needs.	<b>The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.</b>	The educational specialist inconsistently uses professional knowledge to address the needs of the target learning community and/or inconsistently demonstrates respect for individual differences, cultures, and learning needs.	The educational specialist consistently demonstrates a <i>lack of professional knowledge regarding</i> the needs of the target learning community or <i>rarely</i> demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.

*Note:* The rating of *effective* is the expected level of performance.

### ***Responsibilities of Site Administrators***

The site administrator has the ultimate responsibility for ensuring that ESEPES is executed faithfully and effectively in the school. Yet, for an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. The local school district must determine who will actually perform the evaluation for each educational specialist. The site administrator remains informed of the assessment process and is responsible for the summative evaluation of the educational specialists.

## **DOCUMENTING PERFORMANCE**

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexity of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the educational specialist’s work. These data sources, briefly described in Figure 5, provide accurate feedback on educational specialist performance.

Figure 5: *Data Sources for Educational Specialist Evaluation*

<b>Data Source</b>	<b>Definition</b>
<b>Observations</b>	Observations are an important source of performance information. Formal observations focus directly on the educational specialist's performance standards. Observations also may include a review of educational specialist products or artifacts, and review of learner data. Informal observations are intended to provide more frequent information on a wider variety of contributions made by the educational specialist. Evaluators are encouraged to conduct observations by visiting classrooms, observing instruction/client interaction, and/or observing work in non-classroom settings.
<b>Documentation Log</b>	Documentation Logs include both specific required artifacts and educational specialist's selected artifacts that provide evidence of meeting selected performance standards.
<b>Client Surveys</b>	The educational specialist is required to survey their learners, teachers, and/or administrators, therein called <i>clients</i> . Client surveys provide information to the educational specialist about perceptions of job performance and assist with professional goal setting. The actual survey responses are seen only by the educational specialist who prepares a survey summary for inclusion in the Documentation Log.
<b>Measures of Learner/Program Progress</b>	The educational specialist, in conjunction with their evaluators, set student growth/program objectives to measure effectiveness of specialist interventions and strategies.

## Observations

Observations are intended to provide information on a wide variety of contributions made by educational specialists in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities. These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information.

### *Formal Observations*

*NJ regulations in this area can change annually. Please refer to the NJ Appendix for the latest update.*

Classroom observations provide key information on several of the specific standards. All educational specialists will be observed at least three times per year. We recommend that two of these observations occur prior to the end of the first semester and the third by March 1.

The New Jersey Department of Education (*Achieve NJ*, May 7, 2013) has specified the following observation requirements for teachers. We recommend that evaluators follow these same guidelines when observing educational specialists:

- **Non-tenured [educational specialists] in Years 1 and 2:** Two long observations (at least 40 minutes with a pre-and post-conference) and one short observation (20 minutes with a post- conference). Multiple observers are *required*.
- **Non-tenured [educational specialists] in Years 3 and 4:** One long observation (at least 40 minutes with a pre- and post-conference) and two short observations (20 minutes with a post- conference). Multiple observers are *required*.
- **Tenured [educational specialists]:** Three short observations (20 minutes with a post-conference. ) Multiple observers are *recommended*.

Within the minimum requirements, all [educational specialists] must have at least one unannounced and one announced observation. Additional observations for any staff member will be at the site administrator's discretion. Long observations, beyond the minimum requirements, do not require pre-conferences. After the first year, [educational specialists] who receive an overall *ineffective* or *partially effective* rating on their summative evaluation (and therefore on a Corrective Action Plan) are required to have one additional observation, and multiple observers are required.

Evaluators use observations as one source of information to determine whether an educational specialist is meeting the performance standards. The evaluator provides feedback about the observation using one of the observation tools (see Part III) and through a post-conference with the educational specialist. Other observation forms may be used at the evaluator's discretion.

### ***Informal Observations***

Additional observations may be conducted for any educational specialist at the discretion of the evaluator. These informal observations may be of shorter duration and may be documented using an appropriate observation form (see Part III). Evaluators will provide feedback from informal observations through any appropriate means.

Any observation documentation will be given to the educational specialist and one copy will be maintained by the evaluator for the entire evaluation cycle to document growth and development.

## **Documentation Log**

The purpose of the Documentation Log (see Part III) is to provide evidence of performance related to specific standards. Some items may be required by the school district; however, other documents may be included upon evaluator request and/or educational specialist choice if the educational specialist feels additional items would enhance his or her evaluation. These documents provide administrators with information they likely would not receive in an observation. Specifically, the Documentation Log provides the educational specialist with an opportunity for self-reflection, allows demonstration of quality work, and creates a basis for two-way communication with an evaluator. The emphasis is on the quality of work, not the quantity of materials presented. Furthermore, the Documentation Log is used to organize the multiple data sources included in the teacher evaluation.

A cover sheet for items to include is presented in Part III. The cover sheet should be placed at the front of the required and optional documents. Documentation is not required for all performance standards as other data sources may be used.

Evaluators will review the Documentation Log annually. Additionally, non-tenured educational specialists will meet with administrators and/or evaluators to review their Documentation Log by the end of the first semester.

### ***Documentation Log Description***

A Documentation Log:

- is one component of a multi-source evaluation and complements the observation components of the educational specialist evaluation system prior to the summative evaluation,
- is a collection of artifacts that provides evidence and support for meeting performance standards,
- may be kept as electronic files or in paper files (e.g. three ring binder, file folder),
- is a work in progress and is to be updated regularly throughout the evaluation period;
- should be available for review at administrator's request,
- should be user-friendly, neat, and organized,
- remains in possession of the educational specialist except when reviewed by the evaluator,
- belongs to the educational specialist, and
- will be checked at least one time per year with feedback provided.

A Documentation Log is NOT:

- a portfolio, or
- additional forms or materials created solely for the purpose of evaluation.

Figure 6 shows examples of items that may be included in the Documentation Log. This is not an all-inclusive list. It also indicates those items that are required as determined by the school district.

Figure 6: *Sample Items in a Documentation Log*

Standards	Required Item	Examples of Evidence
1. Professional Knowledge		<ul style="list-style-type: none"> <li>• Transcripts of coursework</li> <li>• Professional Development certificates</li> <li>• Annotated list of instructional activities</li> <li>• Lesson/intervention plan</li> <li>• Journals/notes that represent reflective thinking and professional growth</li> <li>• Samples of innovative approaches developed by educational specialist</li> <li>• Behavior plans</li> </ul>
2. Program Planning and Management	Evidence of using data about student learning to guide planning and instruction	<ul style="list-style-type: none"> <li>• Differentiation in lesson planning and practice</li> <li>• Analysis of learner or classroom assessment</li> <li>• Data driven curriculum revision work</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Sample lesson, unit or treatment plan</li> <li>- Course syllabus</li> <li>- Intervention plan</li> <li>- Substitute lesson plan</li> <li>- Annotated learning objectives</li> <li>- Schedule</li> </ul> <ul style="list-style-type: none"> <li>• Data from the circulation system for planning for program management</li> </ul>
3. Program Delivery	Service or Program Log	<ul style="list-style-type: none"> <li>• Educational specialist-specific resources based on the needs of the community</li> <li>- Reading Specialist: list of interventions</li> <li>- Nurse: medical community links</li> <li>- Media Specialist: technology available</li> <li>- Social Worker: Record of home visits</li> <li>- Instructional Coach: record of interventions throughout school</li> </ul>
4. Assessment	Data demonstrating program and/or intervention effectiveness	<ul style="list-style-type: none"> <li>• Evidence of baseline and periodic assessments and analysis</li> <li>• Progress reports</li> <li>• Graphs or tables of learner results</li> <li>• Summary of assessment procedures</li> <li>• Notifications made on a modified intervention and/or program based on feedback</li> <li>• Records within electronic curriculum mapping tool</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Brief report describing your record keeping system and how it is used to monitor learner progress</li> <li>- Copy of scoring rubrics</li> <li>- Photographs or photocopies of learner work with written comments</li> <li>- Samples of educational reports, progress reports or letters prepared for parents or learners</li> <li>- Copy of disaggregated analysis of learner achievement scores on standardized test</li> </ul> <ul style="list-style-type: none"> <li>• Copy of learner journals of self-reflection and self-monitoring</li> </ul>

5. Communication and Collaboration	Communication Log	<ul style="list-style-type: none"> <li>• Examples of collaborative work with peers</li> <li>• Other evidence of communication with learners, families, colleagues and community</li> </ul>
6. Professionalism	Evidence of commitment to professional growth; client survey summary information	<ul style="list-style-type: none"> <li>• Record of professional development taken or given</li> <li>• Client survey summary information</li> </ul>
7. Learner/Program Progress	Student Growth/Program Objective Form	<ul style="list-style-type: none"> <li>• Student Growth/Program Objective document – Revised at midterm and end of year</li> </ul>

## Client Surveys

The term *client* may refer to the learners, parents, teachers, other professional colleagues, and/or administrators with which the educational specialists work throughout the school year. The purpose of the client survey is to collect information that will help educational specialists reflect on their practice (i.e., for formative evaluation); in other words, to provide feedback directly to educational specialists for growth and development.

Part III contains four different learner surveys that reflect developmental differences, as well as an adult client survey and a family survey. Educational specialists should survey their clients each semester. To ensure appropriate and meaningful survey feedback, the type of client survey used will be determined by the educational specialist and evaluator. Educational specialists may add additional questions to the surveys at their discretion.

The educational specialist retains sole access to the results of the client surveys. The educational specialist should include a summary of the survey data (see Part III) in the Documentation Log.

## Measures of Learner/Program Progress

*NJ regulations in this area can change annually. Please refer to the NJ Appendix for the latest update.*

The New Jersey Department of Education has specified that Student Achievement (Standard 7 in the Stronge Evaluation System) will account for 30% of the evaluation for teachers of tested grades and subjects and 20% for teachers of non-tested grades/subjects<sup>1</sup>. *We recommend that educational specialists follow the same weighting criteria as it applies to their particular job responsibilities.* The sections below explain two such measures—student growth percentiles (SGPs) and Student Growth/Program Objectives.

<sup>1</sup> New Jersey Department of Education /AchieveNJ, July 2014

## ***Student Growth Percentile Scores***

***NJ regulations in this area can change annually. Please refer to the NJ Appendix for the latest update.***

Student growth percentiles (SGPs) describe the progress students make from one year to the next compared to students with similar state standards-based achievement test history. This provides an understanding of how much progress students made based on where they started— regardless of whether they started as low, moderate, or high achieving students. The New Jersey Department of Education will provide data in the form of SGP scores to be used by teachers who have a direct measure of student progress based on state standards assessment results. They have determined that for teachers of tested grades and subjects, SGPs will account for 30 percent of the Student Achievement component. The student enrollment requirement for attributing students to a teacher for an SGP score will be 70 percent of the school year. A teacher must have 20 tested students to receive an SGP.<sup>1</sup> If not, the teacher will have two SGOs.

Most educational specialists will not have a direct measure of student progress based on state standards assessment results, so there must be additional measures for these educational specialists, and also to ensure that those specialists who do receive SGPs have multiple growth measures in the evaluation. One option is Student Growth/Program Objectives, which will be discussed next. Quantitative measures of growth based on validated achievement measures that already are being used locally should be considered when determining local growth measures.

## ***Student Growth/Program Objectives<sup>2</sup>***

***NJ regulations in this area can change annually. Please refer to the NJ Appendix for the latest update.***

One approach to linking learner progress to educational specialist performance involves building the capacity for educational specialists and their evaluators to interpret data so that target objectives for learner improvement can be set. Setting student growth/program objectives based squarely on learner performance is a powerful way to enhance professional performance and, in turn, positively impact learner achievement. Student growth/program objectives are designed to improve learner progress or program outcomes.

Educational specialists have a definite impact on learning and performance through their various roles. Depending on grade level, content area, and learners' ability level, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures may include standardized test results as well as other pertinent data sources. Educational specialists set objectives for improving learner/program progress based on the results of performance measures. The student growth/program objectives and their attainment constitute an important data source for evaluation.

---

<sup>1</sup> AchieveNJ, *Overview of Student Growth Percentiles*, May 7, 2013

<sup>2</sup> Portions of this section were adapted from teacher evaluation handbooks published in various states, copyright [2010] by J. H. Stronge and Stronge, J. H. & Grant, L.W. (2009). Adapted with permission.

### ***The Intent of Student Growth/Program Objectives***

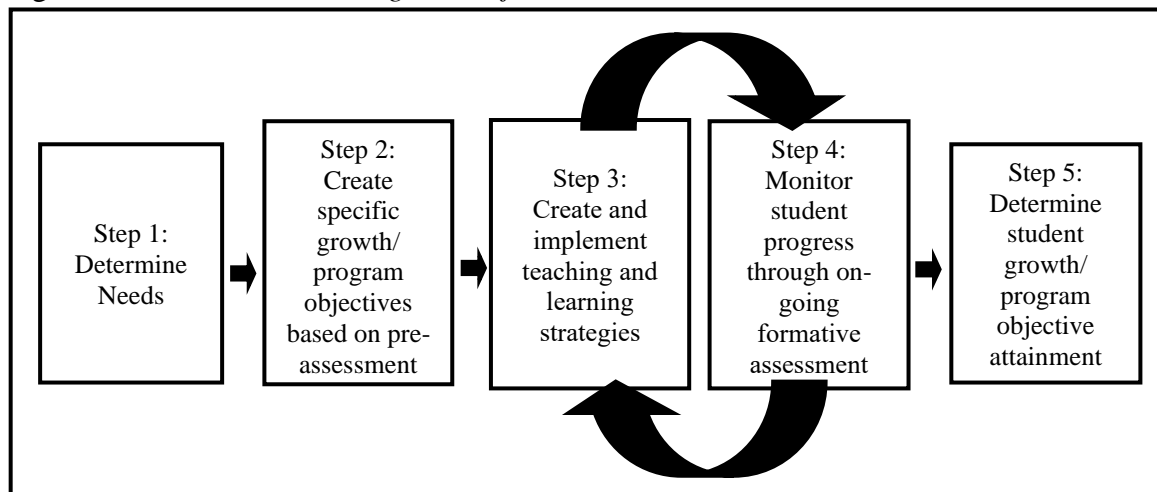
One of the purposes of student growth/program objectives includes focusing attention on learners/program improvement. This process is based on determining baseline performance, developing strategies for improvement, monitoring progress and assessing results at the end of the academic year. More specifically, the intent of student growth/program objectives is to:

- make explicit the connection between teaching and learning,
- make instructional decisions based upon learner/program data,
- provide a tool for school improvement,
- increase the effectiveness of instruction via continuous professional growth,
- focus attention on learner results, and ultimately,
- increase learner achievement.<sup>1</sup>

### ***Student Growth/Program Objectives Process***

Creating student growth/program objectives involves several steps, beginning with knowing where learners are in relation to what is expected of them. Once that is known, the educational specialist can set specific, measurable objectives<sup>1</sup> based on the demands of the curriculum, educational environment, and needs of the learners. The next part of the process is recursive in that the educational specialist creates and implements strategies and monitors progress. As progress is monitored, the educational specialist makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. Figure 7 depicts these steps.

Figure 7: *Student Growth/Program Objectives Process*<sup>2</sup>



<sup>1</sup> Whenever possible, use student objectives. In some cases, such as counseling or nursing programs, this may not be feasible and so program objectives should be used.

<sup>2</sup> This process, as laid out by Stronge, J.H., & Grant, L. H. (2009), is known as the Student Achievement Goal Setting Process; however, when used for educational specialists, it may be modified to be the Student Learning Objective/Program Process.

### ***Submission of the Student Growth/Program Objective Form***

Each educational specialist, using the results of an initial assessment, sets an annual objective<sup>1</sup> for improving learner/program outcomes. Educational specialists are responsible for submitting their objectives to their evaluator within the first month of the school year. The objectives describe observable behavior and/or measurable results that will occur when an objective is achieved. The acronym SMART (Figure 8) is a useful way to self-assess an objective's feasibility and worth.

Figure 8: *SMART Student Growth/Program Objectives*<sup>2</sup>

**S**pecific: how many students learn what or the program grows by how much?

**M**easurable: use assessments or other measures to compare starting points to ending points.

**A**mbitious, but achievable: determine a reasonable amount of growth.

**R**elevant: aligned to standards (for student growth) or focuses on important aspects of program.

**T**ime-bound: set an appropriate period.

Figure 9 contains samples of the objectives that educational specialists may develop. They are intended to serve as models for how student growth/program objectives may be written.

Figure 9: *Sample Student Growth/Program Objectives*

**Elementary Library/Media Specialist:** During the current school year, all third, fourth, and fifth grade students will select books within their zones of proximal development as evidenced in the grade-level monthly circulation reports.

**School Social Worker:** In the current school year, all students classified in the at-risk school population will attend school every day of the academic year.

**Instructional Coach:** By the end of the school year, all third graders will meet the PALS benchmark for reading achievement.

**School Psychologist:** During the current school year, the average overall score on the district-developed *Parent Satisfaction Survey* on the school psychologist's meeting performance will increase from 2.95 to 3.25 out of a possible 4 points.

**School Nurse:** During the current school year, all freshmen students on my roster will know and understand the credits and verified credit requirements for the diploma type they are seeking.

The evaluator and the educational specialist meet to discuss data from the initial assessment and review the annual objective. A new objective is identified each year. The objective should be customized for the work assignment and for the individual learners. The *Student*

<sup>1</sup> The form for Student Learning Objective/Program Progress incorporates the individual professional development plan as educational specialists determine an annual objective and identify resources and strategies to address the objective.

<sup>2</sup> Adapted from NJDOE/AchieveNJ, June 2014

*Growth/Program Objective Form* (see Part III) may be used for developing and assessing the annual objective.

Growth objectives measure where the learners are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and learner growth over time. Appropriate measures of learner progress differ substantially based on the learners' grade level, content area, and ability level. Examples of data sources for monitoring learner progress can be found in Figure 10. The following measurement tools are appropriate for assessing learner progress:

- criterion-referenced tests,
- norm-referenced tests,
- standardized achievement tests,
- school adopted interim/common/benchmark assessments, and
- authentic measures (e.g., learner portfolio, recitation, performance).

Educational specialists should use learner growth whenever possible. In some cases, this may not be feasible, so program objectives could be used. Program objectives directly measure program status related to learner needs at the beginning of the year, mid-year, and at the end of the year. Appropriate measures of program progress differ based on the learners' needs, educational environment, and the program addressed. The following measurement tools are appropriate for assessing learner/program progress:

- behavioral data,
- attendance data,
- school climate survey,
- ASSETS survey data,
- client surveys, and
- program specific data.

Figure 10: *Examples of Data Sources for Monitoring Growth/Program Progress*

**Criterion- and Norm-Referenced Tests**

- Interim Assessments: Ed. specialist produced benchmark-based common assessments
- Phonological Awareness Literacy Screening (PALS), Grades K – 3
- Developmental Reading Assessment (DRA) or Lexile Reading levels
- Advanced Placement Examinations
- International Baccalaureate (IB) external written examinations
- Stanford Achievement Test
- AIMSWeb
- Individually administered achievement tests
- Health screening
- Qualitative Reading Inventory (QRI)
- Scholastic Reading Inventory (SRI)

**Other Possible External Measures**

- Accelerated Reader program data
- District benchmark assessments
- State standards released tests
- Evidence of success with learner outcome measures (e.g., college admittance rates, learner scholarship acquisition, dual enrollment credits acquired)
- Learner-related outcome measures (e.g., learner attendance reports, learner behavior records)
- Program-related outcome measures (e.g., summer outreach, participation rate in industry-related learner internships)
- Individualized Education Program (IEP) data
- Sixty Day screenings (eyes, weight, height)
- Blood Pressure screenings
- Reading Counts
- Developmental Spelling Assessment (DSA)

As part of the *Student Growth/Program Objective Form*, educational specialists must identify strategies by which to achieve the objective. Figure 11 provides examples of strategies educational specialists might select to help improve learner/program outcomes.

Figure 11: *Examples of Strategies to Improve Learner/Program Outcomes*

- Modified teaching/work arrangement
- Cooperative planning with master educational specialists, team members, department members
- Demonstration lessons/service delivery by colleagues, curriculum educational specialists, educational specialist mentors
- Visits to other classrooms
- Use of instructional strategies (e.g., differentiation, interactive planning)
- Focused classroom observation
- Development of curricular supplements
- Completion of workshops, conferences, coursework
- Co-leading

- Collaborative teaching
- Interaction with community agencies
- Use of research-based interventions

### ***Mid-Year Review of Objective***

A mid-year review of progress on the objective is held for all educational specialists. At the evaluator's discretion, this review may be conducted through peer teams, coaching with the evaluator, sharing at a staff meeting or professional day, or in another format that promotes discussion, collegiality, and reflection. The mid-year review should be held within 30 days of the end of the first semester. In collaboration with the educational specialist, it is the evaluator's responsibility to establish the format and select the time of review.

### ***End-of-Year Review of Objective***

By the appropriate date, as determined by the principal, each educational specialist is responsible for assessing their professional growth made on the objective and for submitting documentation to the evaluator. An educational specialist may find it beneficial to draft the next year's objective as part of the reflection process in the event the objective needs to be continued and/or revised. By mutual agreement, evaluators and individual educational specialists may extend the due date for the end-of-year reviews in order to include the current year's testing data or exam scores. The school district must comply with the New Jersey Department of Education criteria to rate student growth/program objective achievement as *exceptional*, *full*, *partial*, or *insufficient*. This criteria needs to be established and communicated at the beginning of the academic year.

### ***SGO Scoring<sup>1</sup>***

The specific approach to scoring an SGO must be determined at the local level (district and school) and will depend in large part on the approach the individual educational specialist is taking, the subject or program, and the quality of the assessment being used. Figure 12 provides the NJDOE's basic example of SGO scoring for teachers (details of the actual goal are omitted).

Figure 12: *Example SGO Scoring Plan (for 60 Students from 2 Class Periods)*

Class Size	Objective Attainment Based on Number of Students Achieving Target/Growth Score			
	4	3	2	1
60 students	*90% (54 or More Students)	80% (48 -53 Students)	70% (42-47 Students)	70% or less(Fewer than 42 Students)

\*These numbers will be determined by the educational specialist and principal based on knowledge of students or program to create a rigorous and attainable goal.

In scoring an SGO, the 1 – 4 rating should be based on the number of targeted students that reached the goal (educational specialists may set SGOs for specific groups of students, rather than a whole class). As noted in Figure 13, this number can be expressed as a percentage or as a whole number.

<sup>1</sup> AchieveNJ and Evaluation Scoring Updates, November 6, 2013

## RATING EDUCATIONAL SPECIALIST PERFORMANCE

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. Ratings are made at the performance standard level, NOT at the performance indicator level.

Educational specialists will be rated on all seven performance standards using a performance appraisal rubric (see Part II). As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each educational specialist performance standard. The scale states the measure of performance expected of educational specialists and provides a general description of what each rating entails. Educational specialists are expected to perform at the *effective* level. Figure 13 explains the four levels of ratings.

Figure 13: *Rating Levels*

Cat.	Description	Definition
<b>Highly Effective</b>	The educational specialist performing at this level maintains performance, accomplishments, and behaviors that consistently surpass the established performance standard and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant learner and program outcomes.	Exceptional performance: <ul style="list-style-type: none"> <li>sustains high performance over a period of time</li> <li>empowers learners and consistently exhibits behaviors that have a strong positive impact on learner and program outcomes and the school climate</li> <li>may serve as a role model and/or educational specialist leader</li> </ul>
<b>Effective</b>	The educational specialist meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on learner and program outcomes.	Proficient performance: <ul style="list-style-type: none"> <li>consistently meets the requirements contained in the job description as expressed in the evaluation criteria</li> <li>engages learners and exhibits behaviors that have a positive impact on learner and program outcomes and the school climate</li> <li>demonstrates willingness to learn and apply new skills</li> </ul>
<b>Partially Effective</b>	The educational specialist's performance is inconsistent in meeting the established performance standard and/or in working toward the school's mission and goals and results in below average learner and program outcomes. The educational specialist may be starting to exhibit desirable traits related to the standard, but due to a variety of reasons, has not yet reached the full level of proficiency expected (i.e., developing) or the educational specialist's performance is lacking in a particular area (i.e., needs improvement).	Below acceptable performance: <ul style="list-style-type: none"> <li>requires support in meeting the standards</li> <li>results in less than expected quality of learner and program outcomes</li> <li>leads to areas for the educational specialist's professional growth being jointly identified and planned between the educational specialist and evaluator</li> </ul>

Cat.	Description	Definition
Ineffective	The educational specialist consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in learner and program outcomes.	<p>Unacceptable performance:</p> <ul style="list-style-type: none"> <li>• does not meet the requirements contained in the job description as expressed in the evaluation criteria</li> <li>• results in minimal learner and program outcomes</li> <li>• may contribute to a recommendation for the educational specialist to not be considered for continued employment</li> </ul>

## Interim Evaluation

All non-tenured educational specialists will receive a mid-year interim assessment to provide systematic feedback prior to the summative review. These specialists will be evaluated using multiple data sources to determine that they have shown evidence of each of the performance standards. Evaluators will use the *Interim Performance Report* (see Part III) and should discuss the results with the educational specialist at an interim evaluation conference. During the conference, evaluators should also provide mid-year feedback on the Documentation Log (including survey results) and the progress toward the objective identified in the *Student Growth/Program Objective Form*.

## Summative Evaluation

In making judgments for the summative assessment on each of the seven performance standards and based on evidence from the multiple data sources, the evaluator should determine where the “**preponderance of evidence**” exists, based on evidence from the multiple data sources. Preponderance of evidence as used in this context is intended to mean the overall weight of evidence. In other words, as applied to the four-point rating scale, the evaluator should ask, “In which rating category does the preponderance of evidence fall?” In many instances, there will be performance evidence that may fit in more than one category. When aggregating the total set of data and making a summative decision, the question to be asked is, “In which rating category does the evidence best fit?”

Evaluators will use the *Summative Performance Report* (Part III) to rate and provide evidence pertaining to each performance standard. The results of the evaluation will be discussed with the educational specialist at a summative evaluation conference.

### Single Summative Rating

*NJ regulations in this area can change annually. Please refer to the NJ Appendix for the latest update.*

In addition to receiving a diagnostic rating for each of the seven performance ratings, the educational specialist will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the educational specialist. The intent is not to replace the diagnostic value of the seven performance standards; rather it is to provide an overall rating of the educational specialist's performance. The overall summative rating will be judged to be *highly effective*, *effective*, *partially effective*, or *ineffective*.

Performance standards 1-6 are weighted equally as a percentage of the total evaluation, with Standard 7 accounting for a larger portion as determined by the state or school district, as applicable. Figure 14 shows the weighting of each standard taking into account the weighting for the Teacher Practice and Student Achievement components prescribed by the New Jersey Department of Education.

Figure 14: *Weighting of Performance Standards*

Component		Educational Specialists who will receive mSGP rating	Educational Specialists who will not receive mSGP rating
Educational Specialist Practice (Standards 1-6)	Standard 1	11.66%	13.33%
	Standard 2	11.66%	13.33%
	Standard 3	11.66%	13.33%
	Standard 4	11.66%	13.33%
	Standard 5	11.66%	13.33%
	Standard 6	11.66%	13.33%
Learner/Program Progress* (Standard 7)	SGOs	20%	20%
	SGP	10%	N/A

*\*NJ regulations in this area can change annually. Please refer to the NJ Appendix for the latest update.*

Scores will be calculated using the following scale:

- Ineffective* = 1
- Partially Effective* = 2
- Effective* = 3
- Highly Effective* = 4

Figure 15 shows an example of how a cumulative rating for the Educational Specialist Practice component would be calculated.

Figure 15: *Example of Educational Specialist Practice Calculations*

Performance Standard	Performance Rating	Points
Standard 1	Effective	3
Standard 2	Effective	3
Standard 3	Partially Effective	2
Standard 4	Effective	3
Standard 5	Effective	3
Standard 6	Partially Effective	2
<b>Educational Specialist Practice (Standards 1-6)</b>		$16 \div 6 = 2.66$

### *Final Summative Rating Calculation Examples<sup>1</sup>*

Figure 16 illustrates the conversion of the raw score for each component of educational specialist evaluation multiplied by its weight to result in a final summative score. In this case, the educational specialist had an average score of 2.66 on the educational specialist practice component which accounts for 80 percent of the total evaluation.

Figure 16: *Example of a Final Summative Rating for an Educational Specialist*

Component	Raw Score	Weight	Weighted Score
Educational Specialist Practice	2.66	0.80	2.13
Student Growth Objective*	2.75	0.20	0.55
<b>Sum of the Weighted Scores</b>			<b>2.68</b>

*\*NJ regulations in this area can change annually. Please refer to the NJ Appendix for the latest update.*

Once the scores for all evaluation measures are finalized, each educator will receive a final summative rating on a scale from 1 – 4. The overall summative rating will be judged as *highly effective*, *effective*, *partially effective*, or *ineffective* using the scale (Figure 17) released by New Jersey Department of Education.<sup>2</sup>

Figure 17: *SY14-15 Summative Rating Performance Level Ranges*

Ineffective	Partially Effective	Effective	Highly Effective
1.0-1.84	1.85-2.64	2.65-3.49	3.50 – 4.00

In the example above, the educational specialist earned a final summative rating of 2.77, which corresponds to a rating of *effective*.

*Note:* Regardless of the overall total points earned, three or more *partially effective* ratings on individual performance standards will result in an overall rating of *partially effective* or *ineffective*. Similarly, one *ineffective* rating on any one performance standard may result in an

<sup>1</sup> AchieveNJ and Evaluation Scoring Updates, November 6, 2013

<sup>2</sup> AchieveNJ and Evaluation Scoring Updates, November 6, 2013

overall *ineffective* rating. In compliance with New Jersey Department of Education guidelines, a teacher who receives a summative rating of *partially effective* or *ineffective* must be placed on a *Corrective Action Plan*.

## Evaluation Schedule

Summative evaluations are to be completed before the last week of school for all contract types. Figure 18 details the recommended evaluation schedule for all components of the evaluation system. If non-renewal of an educational specialist is anticipated, the summative evaluation ideally occurs at least one semester prior to the end of school year, provided that the educational specialist has had an opportunity to complete all of the *Corrective Action Plan* activities (described in the next section of this handbook).

*Note:* The details for the actual evaluation schedule should be determined by the school district prior to implementation.

## Documentation Records

Documentation records are maintained by both the educational specialist and the principal/evaluator for the entire evaluation period. If the educational specialist transfers among the district's schools, the documentation may be forwarded to the receiving school's site administrator. At the end of an evaluation cycle, the evaluator retains copies of the *Student Growth/Program Objective Form*, *Documentation Log Cover Sheet*, *Observation Form(s)*, and *Interim Performance Report* (as applicable), *Summative Performance Report*, *Performance Improvement Plan Form* (if needed), and *Corrective Action Plan* (if needed) at the school/worksite.

Figure 18: *Recommended ESEPES Evaluation Schedule*

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	Educational Specialist
During the 1 <sup>st</sup> Month	Establish student growth/program objective (all educational specialists)	<i>Student Growth/Program Objective Form</i>	✓	✓
Before end of the 1 <sup>st</sup> Semester	<ul style="list-style-type: none"> <li>Two observations of all educational specialists</li> <li>Summary of student survey feedback (all educational specialists)</li> </ul>	<i>Observation Form</i>	✓	
		<i>Client Surveys and Client Survey Summary Form</i>		✓
Mid-year	<ul style="list-style-type: none"> <li>Mid-year review of student growth/program objective (all educational specialists)</li> <li>Non-tenured educational specialists will review Documentation Log</li> <li>Interim performance evaluation of non-tenured educational specialists</li> </ul>	<i>Student Growth/Program Objective Form</i>	✓	✓
		<i>Documentation Log</i>	✓	✓
		<i>Interim Performance Report</i>	✓	
During the 2 <sup>nd</sup> Semester	Observation of all educational specialists	<i>Observation Form</i>	✓	
10 calendar days prior to summative evaluation date	<ul style="list-style-type: none"> <li>End-of-year review of student growth/program objective (all educational specialists)</li> <li>Submit Documentation Log</li> </ul>	<i>Student Growth/Program Objective Form</i>	✓	✓
		<i>Documentation Log</i>	✓	✓
Before Last Week of School	Summative evaluation (all educational specialists)	<i>Summative Performance Form</i>	✓	

## IMPROVING PROFESSIONAL PERFORMANCE

Supporting educational specialists is essential to the success of schools. Many resources are needed to assist educational specialists in growing professionally. Sometimes additional support is required to help educational specialists develop so they can meet the performance standards.

Two tools are provided in ESEPES that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the evaluator and the educational specialist. The ensuing conversation is about individual performance in order to address the needs of the educational specialist. The second is the *Performance Improvement Plan* (PIP) which has a more formal structure and is used for notifying an educational specialist of performance that is not proficient. Both tools may be used for all educational specialists, regardless of contract status. The tools may be used independently of each other. A third tool, the *Corrective Action Plan*, is mandated by NJDOE for educators whose overall summative evaluation rating is *partially effective* or *ineffective*. Figure 19 shows the differences between the two processes and tools.

Figure 19: *Tools to Increase Professional Performance*

	<b>Support Dialogue</b>	<b>Performance Improvement Plan</b>	<b>Corrective Action Plan</b>
<b>Purpose</b>	For educational specialists who are in need of additional support. These educational specialists attempt to fulfill the standard, but are often deficient in an area.	For educational specialists: <ul style="list-style-type: none"> <li>• who have not made sufficient progress as a result of a Support Dialogue;</li> <li>• whose professional practice would benefit from additional support;</li> <li>• who receive two or more “not evident” ratings on an interim review; or</li> <li>• who receive two or more standards rated as <i>partially effective</i> or one or more standards rated as <i>ineffective</i> on a summative evaluation.</li> </ul>	For educational specialists whose overall summative evaluation rating is <i>partially effective</i> or <i>ineffective</i>
<b>Initiates Process</b>	Evaluator, administrator, or educational specialist	Evaluator	Evaluator* (required by NJDOE)
<b>Documentation</b>	Form provided: <i>Support Dialogue Form (optional)</i>  Memo or other record of the discussion/other forms of documentation at the building/worksite level	Form provided: <i>Performance Improvement Plan Form</i>	Form required: <i>Corrective Action Plan</i>  Building/Worksite Level  Superintendent is informed  Human Resource Department is notified
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance improves to proficient level – no more support needed at this time</li> <li>• Some progress – continued support</li> <li>• Little or no progress – educational specialist is moved to a <i>PIP</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient improvement – no longer on <i>PIP</i></li> <li>• Some progress, but more needed –continue on <i>PIP</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient improvement – recommendation to continue employment</li> <li>• Inadequate improvement – recommendation to non-renew or dismiss the employee</li> </ul>

\*The evaluator for educational specialists may be the principal or district supervisor. If a designee, an assistant principal, for example, has been collecting documentation such as observations, the evaluator and the principal confer about the *Corrective Action Plan*. The evaluator is responsible for the overall supervision of personnel in the worksite/department/school and as such monitors the *Corrective Action Plan* and makes the recommendation to the superintendent about the educational specialist’s progress.

## Support Dialogue

The *Support Dialogue* is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. An educational specialist could request a *Support Dialogue*. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. During the initial session, both parties share what each will do to support the teacher’s growth (see sample prompts below), and

decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and educational specialist meet again to discuss the impact of the changes (see sample follow-up prompts below). The entire *Support Dialogue* process is intended to be completed within a predetermined time period as it offers targeted support. The optional *Support Dialogue Form* can be found in Part III.

The desired outcome would be that the educational specialist's practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the *Support Dialogue* because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the educational specialist must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan* the employee will have a predetermined time period to demonstrate that the identified deficiencies have been corrected. Sample prompts for conversations with the educational specialist are shown in Figure 20.

Figure 20: *Sample Prompts for Support Dialogue*

***Sample Prompts for the Initial Conversation***

What challenges have you encountered in addressing \_\_\_\_\_ (tell specific concern)?

What have you tried to address the concern of \_\_\_\_\_ (tell specific concern)?

What do you need in order to address your concerns?

***Sample Prompts for the Follow-Up Conversation***

Last time we met, we talked about \_\_\_\_\_ (tell specific concern). What has gone well? What has not gone as well?

## **Performance Improvement Plan**

If an educational specialist's performance does not meet the expectations established by the school, the educational specialist must be placed on a *Performance Improvement Plan* (see *Performance Improvement Plan Form* in Part III).

A *Performance Improvement Plan* is designed to support an educational specialist in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for an educational specialist whose professional practice would benefit from additional support. An educational specialist who receives two or more "Not Evident" ratings on an interim review will be placed on a *Performance Improvement Plan*. Additionally, a *Performance Improvement Plan* will be required if an educational specialist receives either of the following ratings on a *Summative Performance Report*:

- a rating of *partially effective* on two or more performance standards, or
- a rating of *ineffective* on one or more performance standards.

**Note:** An overall summative rating of *partially effective* or *ineffective* will require the educational specialist to be placed on a *Corrective Action Plan*, per NJDOE.

### ***Implementation of Performance Improvement Plan***

When an educational specialist is placed on a *Performance Improvement Plan*, the evaluator must:

- provide written notification to the educational specialist of the area(s) of concern that need(s) to be addressed, and
- formulate a *Performance Improvement Plan* in conjunction with the educational specialist, and
- review the results of the *Performance Improvement Plan* with the educational specialist immediately following the predetermined time period, or according to the specifically established target dates.

Assistance may include:

- support from a professional peer or supervisor, or
- conferences, classes, and workshops on specific topics, and/or
- other resources to be identified.

### ***Resolution of Performance Improvement Plan***

Prior to the evaluator making a final recommendation, the evaluator meets with the educational specialist to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation are:

- Sufficient improvement has been achieved; the educational specialist is rated *effective* in the deficient performance standard(s) and is no longer on a *Performance Improvement Plan*.
- Partial improvement has been achieved but more improvement is needed; a previously *ineffective* performance standard(s) is rated *partially effective* and the educational specialist remains on a *Performance Improvement Plan*.

### ***Request for Review of an Ineffective Rating***

The educational specialist may request a review of the evidence in relation to an *ineffective* rating received on a summative evaluation, or as a result of a *Performance Plan*, in accordance with the policies and procedures of the school district.

## **Corrective Action Plan**

Educational specialists who receive an overall summative rating of *partially effective* or *ineffective* will require be placed on a *Corrective Action Plan*, per NJDOE. Evaluators should follow district or NJDOE guidance related to *Corrective Action Plans*. A suggested *Corrective Action Plan Form* is provided in Part III.

## PART II: PERFORMANCE STANDARDS

Educational specialists are evaluated on the performance standards using the performance appraisal rubrics at the bottom of each page in this section. The performance indicators are provided as samples of activities that address the standard. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Furthermore, all educational specialists are not expected to demonstrate each performance indicator.**

### Performance Standard 1: Professional Knowledge

*The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.*

#### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The educational specialist:

- 1.1 Demonstrates knowledge and skills relevant to the profession.
- 1.2 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the learner.
- 1.3 Promotes and models respect for individual and cultural differences.
- 1.4 Uses district, school, family, and community resources to help meet learner and/or program needs.
- 1.5 Identifies various learning styles and individual needs to assist in the implementation of intervention plans.
- 1.6 Understands one's responsibility to the system and collaborates in order to meet learner needs.

Highly Effective*	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
The educational specialist uses professional knowledge to lead or engage others to address the needs of the target learning community while demonstrating respect for individual differences of cultures, backgrounds, and learning needs.	<b>The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.</b>	The educational specialist inconsistently uses professional knowledge to address the needs of the target learning community and/or inconsistently demonstrates respect for individual differences, cultures, and learning needs.	The educational specialist consistently demonstrates a <i>lack of professional knowledge</i> regarding the needs of the target learning community or <i>rarely</i> demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.

*\*Educational specialists who are highly effective often serve as role models and/or educational specialist leaders.*

## Performance Standard 2: Program Planning and Management

*The educational specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The educational specialist:

- 2.1 Understands and follows applicable local, state and federal regulations, policies, guidelines, and procedures.
- 2.2 Provides a safe and appropriate environment for service delivery.
- 2.3 Organizes and maintains appropriate program and learner records.
- 2.4 Demonstrates effective scheduling and time management skills.
- 2.5 Identifies and manages available resources (human and financial) to address learner and program needs.
- 2.6 Adheres to proper procedures for using, maintaining, updating, and securing program materials.
- 2.7 Maintains fidelity in delivering programs and services.

Highly Effective*	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
The educational specialist engages others in the design of plans, and coordinates, and manages programs and services consistent with established guidelines, policies, and procedures. The work impacts the wider learning community.	<b>The educational specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.</b>	The educational specialist attempts, but <i>inconsistently</i> plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.	The educational specialist <i>rarely</i> plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.

*\*Educational specialists who are highly effective often serve as role models and/or educational specialist leaders.*

### Performance Standard 3: Program Delivery

*The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.*

#### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The educational specialist:

- 3.1 Selects, develops, organizes, implements, and supports curriculum for specific learner and/or program needs.
- 3.2 Uses technology, materials, and other resources as appropriate to deliver services and programs.
- 3.3 Presents information and provides services using a variety of strategies or approaches to meet the needs of the learning community.
- 3.4 Collaborates with instructional staff to design, implement, or support services for specific learner or program needs.
- 3.5 On a continual basis, consults with administration, parents, community agencies, school, and support personnel to resolve issues and/or communicate progress related to the provision of programs/services to individual learners.
- 3.6 Provides services that will support mastery of state and national standards.
- 3.7 Interprets policies, programs, and procedures related to the delivery of services to learners.

Highly Effective*	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
The educational specialist uses professional knowledge in an innovative manner to provide a variety of exceptional services for the targeted learning community.	<b>The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.</b>	The educational specialist attempts to use professional knowledge to implement services, but efforts are <i>inconsistent</i> in addressing the needs of the targeted learning community.	The educational specialist <i>rarely</i> uses professional knowledge to implement services to meet the needs of the targeted learning community.

\*Educational specialists who are highly effective often serve as role models and/or educational specialist leaders.

#### Performance Standard 4: Assessment

*The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and community.*

#### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The educational specialist:

- 4.1 Demonstrates proficiency in administering, scoring, evaluating, and interpreting data from instruments or records.
- 4.2 Provides accurate feedback to learners, families, and staff on assessment results.
- 4.3 Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.
- 4.4 Uses assessment data to modify strategies, interventions, services, and programs.
- 4.5 Uses data to assess learner and/or program needs.
- 4.6 Uses data to assess learner and/or program outcomes.
- 4.7 Documents learner and/or program outcomes.

Highly Effective*	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
The educational specialist <i>consistently demonstrates a high level of performance</i> and takes a leadership role in gathering, analyzing and using data to guide instructional and program planning, and provides timely feedback to learners, families, staff, and the community.	<b>The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and the community.</b>	The educational specialist attempts, but is <i>inconsistent</i> in gathering, analyzing, and using data, and/or providing timely feedback to learners, families, staff, and the community.	The educational specialist <i>rarely</i> uses data to measure learner progress, implement program planning, guide instruction, or to provide timely feedback to learners, families, staff, and the community.

*\*Educational specialists who are highly effective often serve as role models and/or educational specialist leaders.*

**Performance Standard 5: Communication and Collaboration**

*The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The educational specialist:**

- 5.1 Supports, promotes, and communicates the mission, vision, and goals of the school and the district.
- 5.2 Uses effective written, verbal, and nonverbal communication skills.
- 5.3 Initiates, maintains, and appropriately documents communication to support the needs and progress of the learning community.
- 5.4 Supports learner success and well-being by working collaboratively with stakeholders.
- 5.5 Collaborates with stakeholders to design, implement, and/or support services for specific learner or program needs.
- 5.6 Responds promptly to learner, family, staff, and community concerns.
- 5.7 Actively assumes an advocacy role for learners and families.
- 5.8 Uses resources, including technology, to effectively communicate with stakeholders.

<b>Highly Effective*</b>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Partially Effective</b>	<b>Ineffective</b>
The educational specialist demonstrates initiative in enhancing effective communication and collaboration techniques between the learners, families, staff, and the community.	<b>The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.</b>	The educational specialist attempts, but is <i>inconsistent</i> in communicating and has difficulty collaborating with learners, families, staff, and the community.	The educational specialist <i>rarely</i> communicates and collaborates effectively with learners, families, staff, and the community.

*\*Educational specialists who are highly effective often serve as role models and/or educational specialist leaders.*

**Performance Standard 6: Professionalism**

*The educational specialist demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The educational specialist:**

- 6.1 Follows federal and state guidelines and school board policies and procedures.
- 6.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- 6.3 Performs assigned duties in a timely manner.
- 6.4 Respects and maintains confidentiality.
- 6.5 Evaluates and identifies strengths and areas for growth related to professional skills.
- 6.6 Sets measurable goals for improvement of skills and professional performance.
- 6.7 Participates in professional growth activities and incorporates learning into professional practices.
- 6.8 Mentors, trains, and/or supports colleagues in professional growth opportunities.
- 6.9 Contributes to the organization and community.
- 6.10 Adheres to professional, legal, and ethical standards.

<b>Highly Effective*</b>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Partially Effective</b>	<b>Ineffective</b>
The educational specialist is a professional role model for others, engages in a high level of personal professional growth, and/or contributes to the development of others and the well-being of the profession.	<b>The educational specialist exhibits behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.</b>	The educational specialist demonstrates limited understanding of professional ethics, inconsistently participates in professional growth opportunities or inconsistently applies learning from professional development in a way that contributes to the profession.	The educational specialist <i>exhibits unethical behavior</i> , rarely participates in professional growth opportunities or rarely applies learning from professional development in a way that contributes to the profession.

\*Educational specialists who are highly effective often serve as role models and/or educational specialist leaders.

**Performance Standard 7: Learner/Program Progress**

*The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, district goals, and/or school goals.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The educational specialist:**

- 7.1 Sets measurable, reasonable, and appropriate goals for learner/program progress.
- 7.2 Assesses prerequisite developmental knowledge and skills to determine initial level of service delivery.
- 7.3 Monitors learner/program progress through the use of appropriate assessments.
- 7.4 Identifies and establishes additional means of support to increase learner/program progress.
- 7.5 Provides evidence that learner/programs are meeting measurable, reasonable, and appropriate outcomes.

<b>Highly Effective*</b>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Partially Effective</b>	<b>Ineffective</b>
The work of the educational specialist results in <i>a high level</i> of learner progress with all populations and/or program progress.	<b>The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, district goals, and/or school goals.</b>	The instructional efforts of the educational specialist result in <i>inconsistent</i> learner/program progress; more progress is needed to meet established standards.	The work of the educational specialist <i>rarely</i> results in acceptable learner progress and/or program progress.

*\*Educational specialists who are highly effective often serve as role models and/or educational specialist leaders.*

## PART III: FORMS AND LOGS

### INTRODUCTION

Part III contains copies of forms and logs used during the supervision of educational specialists. The evaluator and the educational specialist use the forms to provide evidence of the quality of work performed. The evaluator maintains the forms and provides copies to the educational specialist. At a minimum, the evaluator retains copies of the completed *Student Growth/Program Objective Form*, *Documentation Log Cover Sheet*, *Observation Forms*, *Interim Performance Report* (as applicable), *Summative Performance Report*, *Performance Improvement Plan Form* (if needed), and *Corrective Action Plan* (if needed)

Figure 21: *Forms and Logs*

Form		Documentation Completed by	
		Evaluator	Ed. Spec.
Observation	Pre-Observation Conference Record	✓	
	Observation Forms		
	Formal Observation	✓	
	Formal Observation/Formative Feedback Observation/Document Review		
Document Log	Documentation Log Cover Sheet		✓
	Communication Log		✓
	Professional Development Log		✓
Surveys	Surveys		
	Grade K-2 Learner Survey		
	Grade 3-5 Learner Survey		
	Grade 6-8 Learner Survey		✓
Objectives	Grade 9-12 Learner Survey		
	Adult Client Survey		
	Family Survey		
Reports	Client Survey Summary		✓
	Student Growth/Program Objective Form	✓	✓
Plan	Interim Performance Report	✓	
	Summative Performance Report	✓	
	Support Dialogue Form ( <i>optional</i> )	✓	
Other	Performance Improvement Plan Form	✓	
	Corrective Action Plan Form	✓	
	Self-Assessment Form ( <i>optional</i> )		✓

## Pre-Observation Conference Record

Educational Specialist: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_ School Year: \_\_\_\_\_

Conference Date: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Inquiries	Notes
1. Describe the goal for the client <ul style="list-style-type: none"><li>What have you done or what will you have done instructionally with clients in the days prior to the observation?</li></ul>	
2. Describe the client(s).	
3. What will be observed?	
4. What methods will be used to achieve the goal?	
5. Where should I focus the observation?	
6. Is there anything else you would like me to know?	

## Formal Observation

*Directions: Evaluators use this form to document the required annual observations of the educational specialist. This form focuses on the seven performance standards. Some standards may not be documented in a single observation. A copy of this form is given to the educational specialist.*

\_\_\_\_\_  
Educational Specialist's Name

\_\_\_\_\_  
Date Observed

\_\_\_\_\_  
Time

\_\_\_\_\_  
Observer's Name

The Educational Specialist is: ☐ Non-tenured  
☐ Tenured

### 1. Professional Knowledge

*The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.*

- Demonstrates knowledge and skills relevant to the profession.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the learner.
- Promotes and models respect for individual and cultural differences.
- Uses district, school, family, and community resources to help meet learner and/or program needs.
- Identifies various students' learning styles and individual needs to assist in the implementation of intervention plans.
- Understands one's responsibility to the school system.
- Collaborates in order to meet student needs.

*Evidence:*

### 2. Program Planning and Management

*The educational specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.*

- Understands and follows applicable local, state and federal regulations, policies, guidelines, and procedures.
- Provide a safe and appropriate environment for service delivery.
- Organizes and maintains appropriate program and learner records.
- Demonstrates effective scheduling and time management skills.
- Identifies and manages available resources (human and financial) to address learner and program needs.
- Adheres to proper procedures for using, maintaining, updating, and securing program materials.
- Maintains fidelity in delivering programs and services.

*Evidence:*

### 3. Program Delivery

*The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.*

- Selects, develops, organizes, implements, and supports curriculum for specific learner and/or program needs.
- Uses technology, materials, and other resources as appropriate to deliver services and programs.
- Presents information and provides services using a variety of strategies or approaches to meet the needs of the learning community.
- Collaborates with instructional staff to design, implement, or support services for specific learner or program needs.
- On a continual basis, consults with administration, parents, community agencies, school, and support personnel to resolve issues and/or communicate progress related to the provision of programs/services to individual learners.
- Provides services that will support mastery of state and national standards.
- Interprets policies, programs, and procedures related to the delivery of services to learners.

*Evidence:*

### 4. Assessment

*The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and community.*

- Demonstrates proficiency in administering, scoring, evaluating, and interpreting data from instruments or records.
- Provides accurate feedback to learners, families, and staff on assessment results.
- Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.
- Uses assessment data to modify strategies, interventions, services, and programs.
- Uses data to assess learner and/or program needs.
- Uses data to assess learner and/or program outcomes.
- Documents learner and/or program outcomes.

*Evidence:*

### 5. Communication and Collaboration

*The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.*

- Supports, promotes, and communicates the mission, vision, and goals of the school and the district.
- Uses effective written, verbal, and nonverbal communication skills.
- Initiates, maintains, and appropriately documents communication to support the needs and progress of the learning community.
- Supports learner success and well-being by working collaboratively with stakeholders.
- Collaborates with stakeholders to design, implement, and/or support services for specific learner or program needs.
- Responds promptly to learner, family, staff, and community concerns.
- Actively assumes an advocacy role for learners and families.
- Uses resources, including technology, to effectively communicate with stakeholders.

*Evidence:*

## 6. Professionalism

*The educational specialist demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.*

- Follows federal and state guidelines and school board policies and procedures.
- Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- Performs assigned duties in a timely manner.
- Respects and maintains confidentiality.
- Evaluates and identifies strengths and areas for growth related to professional skills.
- Sets measurable goals for improvement of skills and professional performance.
- Participates in professional growth activities and incorporates learning into professional practices.
- Mentors, trains, and/or supports colleagues in professional growth opportunities.
- Contributes to the school/district/agency and community.
- Adheres to professional, legal, and ethical standards.

*Evidence:*

## 7. Learner/Program Progress

*The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, district goals, and/or school goals.*

- Sets measurable, reasonable, and appropriate goals for learner/program progress.
- Assesses prerequisite developmental knowledge and skills to determine initial level of service delivery.
- Monitors learner/program progress through the use of appropriate assessments.
- Identifies and establishes additional means of support to increase learner/program progress.
- Provides evidence that learner/programs are meeting measurable, reasonable, and appropriate outcomes.

*Evidence:*

**Additional Comments:**

Educational Specialist's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Formal Observation/Formative Feedback

*Directions: Evaluators use this form to provide formative feedback to educational specialists based on observation or other relevant sources. Some standards may not be documented in a single observation. Once completed, this form will be submitted to the teacher.*

**NOTE:** In a typical feedback cycle all indicators will **NOT** be observed or otherwise documented. Only indicators for which documentation has been observed or evidence noted should be addressed. Evidence may be positive and/or negative examples. Evidence can be noted in the main evidence text box **without** indicating *Evident Area of Strength* or *Evident Area of Weakness*. Only check/click these areas if they apply and provide the specific evidence at the indicator level under “Enter Evidence.” As a formative observation, documenting an indicator as an *Evident Area of Strength* or *Evident Area of Weakness* will not necessarily equate to a summative rating in that performance standard of *Highly Effective*, *Partially Effective*, or *Ineffective*. Rather, summative ratings are based on a preponderance of evidence collected over the entire evaluation cycle.

\_\_\_\_\_  
Educational Specialist’s Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Time

The Educational Specialist is: ☐ Non-tenured  
☐ Tenured

\_\_\_\_\_  
Observer’s Name

Observation Start Time: \_\_\_\_\_

Observation End Time: \_\_\_\_\_

This form documents evidence from the following sources:

- ☐ Observation
- ☐ Artifacts
- ☐ Conferences
- ☐ Other (identify below)

Other Evidence Source(s): \_\_\_\_\_

### Standard 1: Professional Knowledge

*The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.*

#### Standard 1 Evidence:

Standard 1 Indicators	Evident Area of Strength	Evident Area of Weakness
1.1 Demonstrates knowledge and skills relevant to the profession.		
	Enter Evidence	
1.2 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the learner.		
	Enter Evidence	
1.3 Promotes and models respect for individual and cultural differences.		
	Enter Evidence	
1.4 Uses district, school, family, and community resources to help meet learner and/or program needs.		
	Enter Evidence	
1.5 Identifies various learning styles and individual needs to assist in the implementation of intervention plans.		
	Enter Evidence	
1.6 Understands one's responsibility to the system and collaborates in order to meet learner needs.		
	Enter Evidence	

### Standard 2. Program Planning and Management

*The educational specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.*

#### Standard 2 Evidence:

Standard 2 Indicators	Evident Area of Strength	Evident Area of Weakness
2.1 Understands and follows applicable local, state and federal regulations, policies, guidelines, and procedures.		
	Enter Evidence	
2.2 Provides a safe and appropriate environment for service delivery.		
	Enter Evidence	
2.3 Organizes and maintains appropriate program and learner records.		
	Enter Evidence	
2.4 Demonstrates effective scheduling and time management skills.		
	Enter Evidence	
2.5 Identifies and manages available resources (human and financial) to address learner and program needs.		
	Enter Evidence	
2.6 Adheres to proper procedures for using, maintaining, updating, and securing program materials.		
	Enter Evidence	
2.7 Maintains fidelity in delivering programs and services.		
	Enter Evidence	

### Standard 3. Program Delivery

*The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.*

#### Standard 3 Evidence:

Standard 3 Indicators	Evident Area of Strength	Evident Area of Weakness
3.1 Selects, develops, organizes, implements, and supports curriculum for specific learner and/or program needs.		
	Enter Evidence	
3.2 Uses technology, materials, and other resources as appropriate to deliver services and programs.		
	Enter Evidence	
3.3 Presents information and provides services using a variety of strategies or approaches to meet the needs of the learning community.		
	Enter Evidence	
3.4 Collaborates with instructional staff to design, implement, or support services for specific learner or program needs.		
	Enter Evidence	
3.5 On a continual basis, consults with administration, parents, community agencies, school, and support personnel to resolve issues and/or communicate progress related to the provision of programs/services to individual learners.		
	Enter Evidence	
3.6 Provides services that will support mastery of state and national standards.		
	Enter Evidence	
3.7 Interprets policies, programs, and procedures related to the delivery of services to learners.		
	Enter Evidence	

### Standard 4: Assessment

*The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and community.*

#### Standard 4 Evidence:

Standard 4 Indicators	Evident Area of Strength	Evident Area of Weakness
4.1 Demonstrates proficiency in administering, scoring, evaluating, and interpreting data from instruments or records.		
	Enter Evidence	
4.2 Provides accurate feedback to learners, families, and staff on assessment results.		
	Enter Evidence	
4.3 Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.		
	Enter Evidence	
4.4 Uses assessment data to modify strategies, interventions, services, and programs.		
	Enter Evidence	
4.5 Uses data to assess learner and/or program needs.		
	Enter Evidence	
4.6 Uses data to assess learner and/or program outcomes.		
	Enter Evidence	
4.7 Documents learner and/or program outcomes.		
	Enter Evidence	

**Standard 5. Communication and Collaboration**

*The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.*

**Standard 5 Evidence:**

<b>Standard 5 Indicators</b>	<b>Evident Area of Strength</b>	<b>Evident Area of Weakness</b>
5.1 Supports, promotes, and communicates the mission, vision, and goals of the school and the district.		
	<i>Enter Evidence</i>	
5.2 Uses effective written, verbal, and nonverbal communication skills.		
	<i>Enter Evidence</i>	
5.3 Initiates, maintains, and appropriately documents communication to support the needs and progress of the learning community.		
	<i>Enter Evidence</i>	
5.4 Supports learner success and well-being by working collaboratively with stakeholders.		
	<i>Enter Evidence</i>	
5.5 Collaborates with stakeholders to design, implement, and/or support services for specific learner or program needs.		
	<i>Enter Evidence</i>	
5.6 Responds promptly to learner, family, staff, and community concerns.		
	<i>Enter Evidence</i>	
5.7 Actively assumes an advocacy role for learners and families.		
	<i>Enter Evidence</i>	
5.8 Uses resources, including technology, to effectively communicate with stakeholders.		
	<i>Enter Evidence</i>	

**Standard 6: Professionalism**

*The educational specialist demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.*

**Standard 6 Evidence:**

<b>Standard 6 Indicators</b>	<b>Evident Area of Strength</b>	<b>Evident Area of Weakness</b>
6.1 Follows federal and state guidelines and school board policies and procedures.		
	<i>Enter Evidence</i>	
6.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).		
	<i>Enter Evidence</i>	
6.3 Performs assigned duties in a timely manner.		
	<i>Enter Evidence</i>	
6.4 Respects and maintains confidentiality.		
	<i>Enter Evidence</i>	
6.5 Evaluates and identifies strengths and areas for growth related to professional skills.		
	<i>Enter Evidence</i>	
6.6 Sets measurable goals for improvement of skills and professional performance.		
	<i>Enter Evidence</i>	
6.7 Participates in professional growth activities and incorporates learning into professional practices.		
	<i>Enter Evidence</i>	
6.8 Mentors, trains, and/or supports colleagues in professional growth opportunities.		
	<i>Enter Evidence</i>	
6.9 Contributes to the organization and community.		
	<i>Enter Evidence</i>	
6.10 Adheres to professional, legal, and ethical standards.		
	<i>Enter Evidence</i>	

**Standard 7. Learner/Program Progress**

*The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, district goals, and/or school goals.*

**Standard 7 Evidence:**

<b>Standard 7 Indicators</b>	<b>Evident Area of Strength</b>	<b>Evident Area of Weakness</b>
7.1 Sets measurable, reasonable, and appropriate goals for learner/program progress.		
	<i>Enter Evidence</i>	
7.2 Assesses prerequisite developmental knowledge and skills to determine initial level of service delivery.		
	<i>Enter Evidence</i>	
7.3 Monitors learner/program progress through the use of appropriate assessments.		
	<i>Enter Evidence</i>	
7.4 Identifies and establishes additional means of support to increase learner/program progress.		
	<i>Enter Evidence</i>	
7.5 Provides evidence that learner/programs are meeting measurable, reasonable, and appropriate outcomes.		
	<i>Enter Evidence</i>	

**Comments:**

## Observation/Document Review

*Directions: This form is to be used for both tenured and non-tenured educational specialists. Evaluators should use the form to provide feedback to educational specialists about the evidence they have collected through observation and review of documents.*

Teacher's Name \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

The educational specialist is: ☐ Non-tenured  
☐ Tenured

Observer's Name \_\_\_\_\_

### 1. Professional Knowledge

*The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.*

- Demonstrates knowledge and skills relevant to the profession.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the learner.
- Promotes and models respect for individual and cultural differences.
- Uses district, school, family, and community resources to help meet learner and/or program needs.
- Identifies various students' learning styles and individual needs to assist in the implementation of intervention plans.
- Understands one's responsibility to the school system.
- Collaborates in order to meet student needs.

**Evidence:**

Observation ☐ Artifacts ☐ Other ☐

### 2. Program Planning and Management

*The educational specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.*

- Understands and follows applicable local, state and federal regulations, policies, guidelines, and procedures.
- Provide a safe and appropriate environment for service delivery.
- Organizes and maintains appropriate program and learner records.
- Demonstrates effective scheduling and time management skills.
- Identifies and manages available resources (human and financial) to address learner and program needs.
- Adheres to proper procedures for using, maintaining, updating, and securing program materials.
- Maintains fidelity in delivering programs and services.

**Evidence:**

Observation ☐ Artifacts ☐ Other ☐

### 3. Program Delivery

*The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.*

#### Evidence:

- Selects, develops, organizes, implements, and supports curriculum for specific learner and/or program needs.
- Uses technology, materials, and other resources as appropriate to deliver services and programs.
- Presents information and provides services using a variety of strategies or approaches to meet the needs of the learning community.
- Collaborates with instructional staff to design, implement, or support services for specific learner or program needs.
- On a continual basis, consults with administration, parents, community agencies, school, and support personnel to resolve issues and/or communicate progress related to the provision of programs/services to individual learners.
- Provides services that will support mastery of state and national standards.
- Interprets policies, programs, and procedures related to the delivery of services to learners.

Observation ☐ Artifacts ☐ Other ☐

### 4. Assessment

*The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and community.*

#### Evidence:

- Demonstrates proficiency in administering, scoring, evaluating, and interpreting data from instruments or records.
- Provides accurate feedback to learners, families, and staff on assessment results.
- Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.
- Uses assessment data to modify strategies, interventions, services, and programs.
- Uses data to assess learner and/or program needs.
- Uses data to assess learner and/or program outcomes.
- Documents learner and/or program outcomes.

Observation ☐ Artifacts ☐ Other ☐

## 5. Communication and Collaboration

*The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.*

### Evidence:

- Supports, promotes, and communicates the mission, vision, and goals of the school and the district.
- Uses effective written, verbal, and nonverbal communication skills.
- Initiates, maintains, and appropriately documents communication to support the needs and progress of the learning community.
- Supports learner success and well-being by working collaboratively with stakeholders.
- Collaborates with stakeholders to design, implement, and/or support services for specific learner or program needs.
- Responds promptly to learner, family, staff, and community concerns.
- Actively assumes an advocacy role for learners and families.
- Uses resources, including technology, to effectively communicate with stakeholders.

Observation ☐ Artifacts ☐ Other ☐

## 6. Professionalism

*The educational specialist demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.*

### Evidence:

- Follows federal and state guidelines and school board policies and procedures.
- Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- Performs assigned duties in a timely manner.
- Respects and maintains confidentiality.
- Evaluates and identifies strengths and areas for growth related to professional skills.
- Sets measurable goals for improvement of skills and professional performance.
- Participates in professional growth activities and incorporates learning into professional practices.
- Mentors, trains, and/or supports colleagues in professional growth opportunities.
- Contributes to the school/district/agency and community.
- Adheres to professional, legal, and ethical standards.

Observation ☐ Artifacts ☐ Other ☐

### 7. Learner/Program Progress

*The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, district goals, and/or school goals.*

**Evidence:**

- Sets measurable, reasonable, and appropriate goals for learner/program progress.  
Assesses prerequisite developmental knowledge and skills to determine initial level of service delivery.
- Monitors learner/program progress through the use of appropriate assessments.
- Identifies and establishes additional means of support to increase learner/program progress.
- Provides evidence that learner/programs are meeting measurable, reasonable, and appropriate outcomes.

Observation ☐ Artifacts ☐ Other ☐

**Additional Comments:**

Educational Specialist's Name \_\_\_\_\_

Educational Specialist's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Name \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Documentation Log Cover Sheet

*Directions: In addition to the required items specified by the school district, educational specialists should include other artifacts of their choosing that show evidence that they are meeting the standards.*

**Educational Specialist:** \_\_\_\_\_

**School Year:** \_\_\_\_\_ - \_\_\_\_\_

Standard	Required Item	Examples of Evidence	Evidence Included
1. Professional Knowledge		<ul style="list-style-type: none"> <li>• Transcripts of coursework</li> <li>• Professional Development certificates</li> <li>• Annotated list of instructional activities</li> <li>• Lesson/intervention plan</li> <li>• Journals/notes that represent reflective thinking and professional growth</li> <li>• Samples of innovative approaches developed by educational specialist</li> <li>• Behavior plans</li> </ul>	
2. Program Planning and Management	Evidence of using data about student learning to guide planning and instruction	<ul style="list-style-type: none"> <li>• Differentiation in lesson planning and practice</li> <li>• Analysis of learner or classroom assessment</li> <li>• Data driven curriculum revision work</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Sample lesson, unit or treatment plan</li> <li>- Course syllabus</li> <li>- Intervention plan</li> <li>- Substitute lesson plan</li> <li>- Annotated learning objectives</li> <li>- Schedule</li> </ul> <ul style="list-style-type: none"> <li>• Data from the circulation system for planning for program management</li> </ul>	

Stronge Educational Specialist Effectiveness Performance Evaluation System

Standard	Required Item	Examples of Evidence	Evidence Included
3. Program Delivery	Service or Program Log	<ul style="list-style-type: none"> <li>• Educational specialist-specific resources based on the needs of the community                             <ul style="list-style-type: none"> <li>- Reading Specialist: list of interventions</li> <li>- Nurse: medical community links</li> <li>- Media Specialist: technology available</li> <li>- Social Worker: Record of home visits</li> <li>- Instructional Coach: record of interventions throughout school</li> </ul> </li> </ul>	
4. Assessment	Data demonstrating program and/or intervention effectiveness	<ul style="list-style-type: none"> <li>• Evidence of baseline and periodic assessments and analysis</li> <li>• Progress reports</li> <li>• Graphs or tables of learner results</li> <li>• Summary of assessment procedures</li> <li>• Notifications made on a modified intervention and/or program based on feedback</li> <li>• Records within electronic curriculum mapping tool</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Brief report describing your record keeping system and how it is used to monitor learner progress</li> <li>- Copy of scoring rubrics</li> <li>- Photographs or photocopies of learner work with written comments</li> <li>- Samples of educational reports, progress reports or letters prepared for parents or learners</li> <li>- Copy of disaggregated analysis of learner achievement scores on standardized test</li> <li>- Copy of learner journals of self-reflection and self-monitoring</li> </ul>	
5. Communication and Collaboration	Communication Log	<ul style="list-style-type: none"> <li>• Examples of collaborative work with peers</li> <li>• Other evidence of communication with learners, families, colleagues and community</li> </ul>	

Stronge Educational Specialist Effectiveness Performance Evaluation System

Standard	Required Item	Examples of Evidence	Evidence Included
6. Professionalism	Evidence of commitment to professional growth; client survey summary information	<ul style="list-style-type: none"> <li>• Record of professional development taken or given</li> <li>• Client survey summary information</li> </ul>	
7. Learner/ Program Progress	Student Growth/Program Objective Form	<ul style="list-style-type: none"> <li>• Student Growth/Program Objective document – Revised at midterm and end of year</li> </ul>	

## Communication Log

Educational Specialist: \_\_\_\_\_ School Year: \_\_\_\_\_ - \_\_\_\_\_

Date	Person	Purpose	Mode	Notes
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	

























## Professional Development Log

Educational Specialist: \_\_\_\_\_ School Year: \_\_\_\_\_ - \_\_\_\_\_

Professional Development Activity	Date	Location	Evidence of Satisfactory Completion Received
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____

## Grade K-2 Learner Survey

**Directions:** As your educational specialist reads the sentence, color the face that shows what you think.

	Yes	Some- times	No
1. I get help when I need it.			
2. I learn new things in my class.			
3. I know what the rules are in my class.			
4. I am able to do the work.			
5. I am happy when I am in class.			
6. I can ask questions in class.			
7. My specialist cares about me.			
*			

\*Add other elements if needed, such as school-wide goals, or subject-specific elements.

## Grade 3-5 Learner Survey

**Directions:** DO NOT PUT YOUR NAME ON THIS SURVEY: Follow along as your educational specialist reads the statements. Respond to the statements by placing a checkmark (✓) beneath the response—“YES,” “SOMETIMES,” or “NO”—that best describes how you feel about the statement.

\_\_\_\_\_  
Educational Specialist's Name

\_\_\_\_\_  
School Year

	Yes	Some- times	No
My specialist listens to me.			
My specialist gives me help when I need it.			
My specialist gives me work I am able to complete.			
My specialist ensures that people are respectful in class.			
My specialist answers my questions.			
My specialist helps me understand things when I make mistakes.			
My specialist shows respect to all learners.			
My specialist helps me to be organized.			
My specialist allows me to demonstrate my learning in a variety of ways.			
My specialist cares about me.			
*			

\*Add other elements if needed, such as school-wide goals, or subject-specific elements.

## Grade 6-8 Learner Survey

The purpose of this survey is to allow you to give your educational specialist ideas about how to improve services.

***Directions:** DO NOT PUT YOUR NAME ON THIS SURVEY. Write your educational specialist's name, school year, and class/period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (✓) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.*

Educational Specialist's Name	School Year	Class/Period					
			Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know

\*Add other elements if needed, such as school-wide goals, or subject-specific elements.

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your educational specialist's name, school year, and class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (✓) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

Class Period

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
My specialist communicates clearly.					
My specialist gives helpful feedback.					
My specialist provides a safe, positive learning environment.					
My specialist allows me to demonstrate my learning and abilities in a variety of ways.					
My specialist challenges me.					
My specialist makes me feel comfortable sharing my ideas.					
My specialist helps me outside of class time when needed.					
My specialist shows respect to all learners.					
My specialist respects my culture.					
My specialist values me as a person.					
My specialist provides me with the tools for me to help myself.					
*					

Comments:

## Adult Client Survey

The purpose of this survey is to give the educational specialist feedback.

*Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Listed below are several statements regarding the educational specialist. Mark the most appropriate response to each statement. Please write any comments in the space provided. You may attach additional sheets.*

Educational Specialist: \_\_\_\_\_ School Year: \_\_\_\_\_

Position: \_\_\_\_\_ School: \_\_\_\_\_

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
The educational specialist provides feedback in a reasonable amount of time.					
The educational specialist is accessible to me.					
The educational specialist responds to emergency situations.					
The educational specialist asks for information about the learner/situation from me to aid in decision making.					
The educational specialist shares methods with me to facilitate learner progress.					
The educational specialist advocates for the learner.					
The educational specialist is respectful of others.					
The educational specialist promotes open communication.					
The educational specialist demonstrates knowledge of job related laws and mandates.					
The educational specialist is knowledgeable of content standards.					
The educational specialist demonstrates an understanding of the learning community.					
The educational specialist is committed to improving the school.					
*					

\*Add other elements if needed, such as school-wide goals, or subject specific-elements.

I am a(n) ☐ Teacher ☐ Staff member ☐ Administrator ☐ Other

Additional Comments:

## Family Survey

The purpose of this survey is to give the educational specialist feedback.

*Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Listed below are several statements regarding the educational specialist. Mark the most appropriate response to each statement. Please write any comments in the space provided. You may attach additional sheets.*

Educational Specialist: \_\_\_\_\_ School Year: \_\_\_\_\_

Position: \_\_\_\_\_ School: \_\_\_\_\_

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
The educational specialist makes me feel comfortable in contacting her/him.					
The educational specialist communicates in an understandable way.					
The educational specialist provides helpful information during conferences.					
The educational specialist addresses my concerns.					
The educational specialist communicates with me concerning my child in a timely manner.					
The educational specialist offers additional help when necessary.					
The educational specialist assigns an appropriate amount of work.					
The educational specialist provides strategies to my child that can be worked on independently.					
The educational specialist sets high expectations and helps my child to reach them.					
The educational specialist assists me in working with teachers, school staff, and others on behalf of my child.					
The educational specialist remains focused on the best interest of my child.					
*					

\*Add other elements if needed, such as school-wide goals, or subject specific-elements.

Please use this space to comment on the outstanding strengths and/or weaknesses of the educational specialist and/or the program. Thank you for your assistance.

## Client Survey Summary

Educational Specialist's Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Grade(s) \_\_\_\_\_ Position: \_\_\_\_\_

Client Survey Group? \_\_\_\_\_

Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned

Why did you choose this group to survey?

### *Client Satisfaction Analysis*

Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for learners).

List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal).

Analyze survey responses and answer the following questions:

A) What did clients perceive as your major strengths?

B) What did clients perceive as your major weaknesses?

C) How can you use this information for continuous professional growth?

*This form should be placed in the Documentation Log.*

## Student Growth/Program Objective Form

*Directions: This form is a tool to assist educational specialists in setting an objective that results in measurable learner progress. NOTE: When applicable, learner/program progress should be the focus of the objective.*

Educational Specialist: \_\_\_\_\_ School Year: \_\_\_\_\_

Grade(s): \_\_\_\_\_ Subject(s): \_\_\_\_\_

Initial Objective Submission (due by \_\_\_\_\_ to the evaluator)

<b>I. Setting</b> (Describe the population and special learning circumstances)		
<b>II. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)		
<b>III. Baseline Data</b> (What is shown by the current data?)		
<input type="checkbox"/> <b>Data attached</b>		
<b>IV. Objective Statement</b> (Describe what you want learners/program to accomplish)		
<b>V. Means for Attaining Objective</b> (Strategies used to accomplish the objective)		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>

Educational Specialist's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>VI. Mid-Year Review</b> (Describe objective progress and other relevant data)	Mid-year review conducted on _____ Initials: _____(specialist) _____(evaluator) <input type="checkbox"/> <i>Data attached</i>
---	---

Educational Specialist's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**End-of-Year Review**

☐ Appropriate Data Received

Strategies used and data provided demonstrate appropriate Learner/Program Growth

☐ Yes ☐ No

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Interim Performance Report

---

*Directions: Evaluators use this form at mid-year to provide a record of evidence for each educational specialist performance standard. Evidence should be drawn from multiple sources. This form should be maintained by the evaluator during the course of the evaluation cycle. The educational specialist should receive a copy, and results should be shared with the educational specialist at a mid-year conference.*

**Educational Specialist** \_\_\_\_\_ **School Year(s)** \_\_\_\_\_

**Grade/Subject** \_\_\_\_\_ **School** \_\_\_\_\_

**Strengths:**

**Areas of Improvement:**

Educational Specialist's Name \_\_\_\_\_

Educational Specialist's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Name \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

### 1. Professional Knowledge

*The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.*

- Demonstrates knowledge and skills relevant to the profession.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the learner.
- Promotes and models respect for individual and cultural differences.
- Uses district, school, family, and community resources to help meet learner and/or program needs.
- Identifies various students' learning styles and individual needs to assist in the implementation of intervention plans.
- Understands one's responsibility to the school system
- Collaborates in order to meet student needs.

*Comments:*

☐ Evident ☐ Not Evident

### 2. Program Planning and Management

*The educational specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.*

- Understands and follows applicable local, state and federal regulations, policies, guidelines, and procedures.
- Provides a safe and appropriate environment for service delivery.
- Organizes and maintains appropriate program and learner records.
- Demonstrates effective scheduling and time management skills.
- Identifies and manages available resources (human and financial) to address learner and program needs.
- Adheres to proper procedures for using, maintaining, updating, and securing program materials.
- Maintains fidelity in delivering programs and services.

*Comments:*

☐ Evident ☐ Not Evident

### 3. Program Delivery

*The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.*

- Selects, develops, organizes, implements, and supports curriculum for specific learner and/or program needs.
- Uses technology, materials, and other resources as appropriate to deliver services and programs.
- Presents information and provides services using a variety of strategies or approaches to meet the needs of the learning community.
- Collaborates with instructional staff to design, implement, or support services for specific learner or program needs.
- On a continual basis, consults with administration, parents, community agencies, school, and support personnel to resolve issues and/or communicate progress related to the provision of programs/services to individual learners.
- Provides services that will support mastery of state and national standards.
- Interprets policies, programs, and procedures related to the delivery of services to learners.

*Comments:*

☐ Evident ☐ Not Evident

#### 4. Assessment

*The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and community.*

- Demonstrates proficiency in administering, scoring, evaluating, and interpreting data from instruments or records.
- Provides accurate feedback to learners, families, and staff on assessment results.
- Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.
- Uses assessment data to modify strategies, interventions, services, and programs.
- Uses data to assess learner and/or program needs.
- Uses data to assess learner and/or program outcomes.
- Documents learner and/or program outcomes.

*Comments:*

☐ Evident ☐ Not Evident

#### 5. Communication and Collaboration

*The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.*

- Supports, promotes, and communicates the mission, vision, and goals of the school and the district.
- Uses effective written, verbal, and nonverbal communication skills.
- Initiates, maintains, and appropriately documents communication to support the needs and progress of the learning community.
- Supports learner success and well-being by working collaboratively with stakeholders.
- Collaborates with stakeholders to design, implement, and/or support services for specific learner or program needs.
- Responds promptly to learner, family, staff, and community concerns.
- Actively assumes an advocacy role for learners and families.
- Uses resources, including technology, to effectively communicate with stakeholders.

*Comments:*

☐ Evident ☐ Not Evident

#### 6. Professionalism

*The educational specialist demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.*

- Follows federal and state guidelines and school board policies and procedures. Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- Performs assigned duties in a timely manner.
- Respects and maintains confidentiality.
- Evaluates and identifies strengths and areas for growth related to professional skills.
- Sets measurable goals for improvement of skills and professional performance.
- Participates in professional growth activities and incorporates learning into professional practices.
- Mentors, trains, and/or supports colleagues in professional growth opportunities.
- Contributes to the organization and community.
- Adheres to professional, legal, and ethical standards.

*Comments:*

☐ Evident ☐ Not Evident

## 7. Learner/Program Progress

*The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, district goals, and/or school goals.*

- Sets measurable, reasonable, and appropriate goals for learner/program progress.
- Assesses prerequisite developmental knowledge and skills to determine initial level of service delivery.
- Monitors learner/program progress through the use of appropriate assessments.
- Identifies and establishes additional means of support to increase learner/program progress.
- Provides evidence that learner/programs are meeting measurable, reasonable, and appropriate outcomes.

*Comments:*

☐ Evident      ☐ Not Evident

## Summative Performance Report

*Directions: Evaluators use this form at the end of the school year to teachers with an assessment of performance. The teacher should receive a copy of the form. The signed form is submitted to the site administrator within 10 calendar days of the summative evaluation meeting. Note: Three or more “partially effective” ratings on individual performance standards will result in an overall “partially effective” or “ineffective” rating. Similarly, one “ineffective” rating on a performance standard may result in an overall “ineffective” rating.*

**Educational Specialist:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Grade/Subject:** \_\_\_\_\_ **School Year:** \_\_\_\_\_ - \_\_\_\_\_

**Contract Status:** \_\_\_\_\_

**Documentation Reviewed:** ☐ Documentation Log ☐ Student Growth/Program Objective Form  
☐ Observation Form ☐ Other \_\_\_\_\_

### Performance Standard 1: Professional Knowledge

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
The educational specialist uses professional knowledge to lead or engage others to address the needs of the target learning community while demonstrating respect for individual differences of cultures, backgrounds, and learning needs.	The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.	The educational specialist inconsistently uses professional knowledge to address the needs of the target learning community and/or inconsistently demonstrates respect for individual differences, cultures, and learning needs.	The educational specialist consistently demonstrates a <i>lack of professional knowledge regarding</i> the needs of the target learning community or <i>rarely</i> demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>          			

## Performance Standard 2: Program Planning and Management

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
The educational specialist engages others in the design of plans, and coordinates, and manages programs and services consistent with established guidelines, policies, and procedures. The work impacts the wider learning community.	<b>The educational specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.</b>	The educational specialist attempts, but <i>inconsistently</i> plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.	The educational specialist <i>rarely</i> plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Comments:</i></p>			

## Performance Standard 3: Program Delivery

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
The educational specialist uses professional knowledge in an innovative manner to provide a variety of exceptional services for the targeted learning community.	<b>The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.</b>	The educational specialist attempts to use professional knowledge to implement services, but efforts are <i>inconsistent</i> in addressing the needs of the targeted learning community.	The educational specialist <i>rarely</i> uses professional knowledge to implement services to meet the needs of the targeted learning community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Comments:</i></p>			

### Performance Standard 4: Assessment

<b>Highly Effective</b>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Partially Effective</b>	<b>Ineffective</b>
The educational specialist <i>consistently demonstrates a high level of</i> performance and takes a leadership role in gathering, analyzing and using data to guide instructional and program planning, and provides timely feedback to learners, families, staff, and the community.	<b>The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and the community.</b>	The educational specialist attempts, but is <i>inconsistent</i> in gathering, analyzing, and using data, and/or providing timely feedback to learners, families, staff, and the community.	The educational specialist <i>rarely</i> uses data to measure learner progress, implement program planning, guide instruction, or to provide timely feedback to learners, families, staff, and the community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

### Performance Standard 5: Communication and Collaboration

<b>Highly Effective</b>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Partially Effective</b>	<b>Ineffective</b>
The educational specialist demonstrates initiative in enhancing effective communication and collaboration techniques between the learners, families, staff, and the community.	<b>The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.</b>	The educational specialist attempts, but is <i>inconsistent</i> in communicating and has difficulty collaborating with learners, families, staff, and the community.	The educational specialist <i>rarely</i> communicates and collaborates effectively with learners, families, staff, and the community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

### Performance Standard 6: Professionalism

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
The educational specialist is a professional role model for others, engages <i>in a high level</i> of personal professional growth, and/or contributes to the development of others and the well-being of the profession.	<b>The educational specialist exhibits behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.</b>	The educational specialist demonstrates limited understanding of professional ethics, <i>inconsistently</i> participates in professional growth opportunities or <i>inconsistently</i> applies learning from professional development in a way that contributes to the profession.	The educational specialist <i>exhibits unethical behavior, rarely</i> participates in professional growth opportunities or <i>rarely</i> applies learning from professional development in a way that contributes to the profession.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

### Performance Standard 7: Learner/Program Progress (*incorporate SGO score*)

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
The work of the educational specialist results in <i>a high level</i> of learner progress with all populations and/or program progress.	<b>The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, district goals, and/or school goals.</b>	The instructional efforts of the educational specialist result in <i>inconsistent</i> learner/program progress; more progress is needed to meet established standards.	The work of the educational specialist <i>rarely</i> results in acceptable learner progress and/or program progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

### Evaluation Summary

- ☐ Recommended for continued employment.
- ☐ Recommended for placement on a *Corrective Action Plan*. (One or more standards are *ineffective*; two or more standards are *partially effective*; or overall rating is *ineffective* or *partially effective*.)
- ☐ Recommended for dismissal/non-renewal. (The educational specialist has failed to make progress on a *Corrective Action Plan*, or the educational specialist consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

### Commendations:

### Areas Noted for Improvement:

### Educational Specialist Improvement Goals:

#### Overall Evaluation Summary Criteria

☐ Highly Effective      ☐ Effective      ☐ Partially Effective      ☐ Ineffective

\_\_\_\_\_  
*Educational Specialist's Signature/Date*

\_\_\_\_\_  
*Evaluator's Signature/Date*

Signature denotes the review occurred, however, not necessarily agreement with the final recommendation.

## **Support Dialogue Form** *(optional)*

---

***Directions:** Educational specialists and evaluators may use this form to facilitate discussion on areas that need additional support. This form is optional.*

**What is the area of targeted support?**

**What are some of the issues in the area that are causing difficulty?**

**What strategies have you already tried and what was the result?**

**What new strategies or resources might facilitate improvement in this area?**

Educational Specialist's Name: \_\_\_\_\_

Educational Specialist's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Performance Improvement Plan Form

Educational Specialist: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_ School Year: \_\_\_\_\_

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Resources/Assistance Provided Activities to be Completed by the Employee</i>	<i>Target Dates</i>

_____ Evaluator's Signature/Date Initiated	The teacher's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of deficient performance.  _____ Teacher's Signature/Date Initiated
---	---

### Results of Performance Improvement Plan<sup>1</sup>:

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Comments</i>	<i>Review Dates<sup>2</sup></i>

### Final recommendation based on outcome of Performance Improvement Plan:

- ☐ The performance deficiencies have been satisfactorily corrected: The educational specialist is no longer on a *Performance Improvement Plan*.
- ☐ The performance deficiencies are improving, but have not been fully corrected: The educational specialist remains on a *Performance Improvement Plan*.

\_\_\_\_\_  
Evaluator's Signature/Date Reviewed

\_\_\_\_\_  
Educational Specialist's Signature/Date Reviewed

Signature denotes the review occurred, not necessarily agreement with the final recommendation.

<sup>1</sup> These sections are to be completed collaboratively by the evaluator and the educational specialist. Pages may be added, if needed.

<sup>2</sup> Review dates should be prior to target dates for each improvement objective. Each review is intended to document support and assistance provided to the educational specialist.

\_\_\_\_ Additional Pages Attached

## Corrective Action Plan Form

**Educational Specialist:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Grade/Subject:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Area of Concern Related to Performance Standard \_\_\_\_\_

Evidence for Concern:

Activity	Timeline	Administrative Responsibility	Educational Specialist Responsibility	Evidence of Successful Completion
1.				
2.				
3.				
4.				

Educational Specialist Signature: \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Activity #1: Date Completed: \_\_\_\_\_ Activity #2: Date Completed: \_\_\_\_\_

Activity #3: Date Completed: \_\_\_\_\_ Activity #4: Date Completed: \_\_\_\_\_

Educational Specialist Comments:

Evaluator Comments:

**Use a separate page for each identified deficiency.**

## Self-Assessment Form

*Directions: This is an optional form that educational specialists may use to do a self-assessment of their performance related to each standard. The indicators are examples of what successful performance of that standard may entail, but they should not be viewed as a checklist of behaviors.*

Date: \_\_\_\_\_

### 1. Professional Knowledge

*The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.*

- Demonstrates knowledge and skills relevant to the profession.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the learner.
- Promotes and models respect for individual and cultural differences.
- Uses district, school, family, and community resources to help meet learner and/or program needs.
- Identifies various students' learning styles and individual needs to assist in the implementation of intervention plans.
- Understands one's responsibility to the school system
- Collaborates in order to meet student needs.

*Strengths:*

*Areas for Growth:*

### 2. Program Planning and Management

*The educational specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.*

- Understands and follows applicable local, state and federal regulations, policies, guidelines, and procedures.
- Provides a safe and appropriate environment for service delivery.
- Organizes and maintains appropriate program and learner records.
- Demonstrates effective scheduling and time management skills.
- Identifies and manages available resources (human and financial) to address learner and program needs.
- Adheres to proper procedures for using, maintaining, updating, and securing program materials.
- Maintains fidelity in delivering programs and services.

*Strengths:*

*Areas for Growth:*

### 3. Program Delivery

*The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.*

- Selects, develops, organizes, implements, and supports curriculum for specific learner and/or program needs.
- Uses technology, materials, and other resources as appropriate to deliver services and programs.
- Presents information and provides services using a variety of strategies or approaches to meet the needs of the learning community.
- Collaborates with instructional staff to design, implement, or support services for specific learner or program needs.
- On a continual basis, consults with administration, parents, community agencies, school, and support personnel to resolve issues and/or communicate progress related to the provision of programs/services to individual learners.
- Provides services that will support mastery of state and national standards.
- Interprets policies, programs, and procedures related to the delivery of services to learners.

*Strengths:*

*Areas for Growth:*

### 4. Assessment

*The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and community.*

- Demonstrates proficiency in administering, scoring, evaluating, and interpreting data from instruments or records.
- Provides accurate feedback to learners, families, and staff on assessment results.
- Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.
- Uses assessment data to modify strategies, interventions, services, and programs.
- Uses data to assess learner and/or program needs.
- Uses data to assess learner and/or program outcomes.
- Documents learner and/or program outcomes.

*Strengths:*

*Areas for Growth:*

## 5. Communication and Collaboration

*The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.*

- Supports, promotes, and communicates the mission, vision, and goals of the school and the district.
- Uses effective written, verbal, and nonverbal communication skills.
- Initiates, maintains, and appropriately documents communication to support the needs and progress of the learning community.
- Supports learner success and well-being by working collaboratively with stakeholders.
- Collaborates with stakeholders to design, implement, and/or support services for specific learner or program needs.
- Responds promptly to learner, family, staff, and community concerns.
- Actively assumes an advocacy role for learners and families.
- Uses resources, including technology, to effectively communicate with stakeholders.

*Strengths:*

*Areas for Growth:*

## 6. Professionalism

*The educational specialist demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.*

- Follows federal and state guidelines and school board policies and procedures. Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- Performs assigned duties in a timely manner.
- Respects and maintains confidentiality.
- Evaluates and identifies strengths and areas for growth related to professional skills.
- Sets measurable goals for improvement of skills and professional performance.
- Participates in professional growth activities and incorporates learning into professional practices.
- Mentors, trains, and/or supports colleagues in professional growth opportunities.
- Contributes to the organization and community.
- Adheres to professional, legal, and ethical standards.

*Strengths:*

*Areas for Growth:*

## **7. Learner/Program Progress**

*The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, district goals, and/or school goals.*

- Sets measurable, reasonable, and appropriate goals for learner/program progress.
- Assesses prerequisite developmental knowledge and skills to determine initial level of service delivery.
- Monitors learner/program progress through the use of appropriate assessments.
- Identifies and establishes additional means of support to increase learner/program progress.
- Provides evidence that learner/programs are meeting measurable, reasonable, and appropriate outcomes.

*Strengths:*

*Areas for Growth:*

Comments:

## REFERENCES

- Domaleski, C. & Hill, R. (2010). Considerations for using assessment data to inform determinations of teacher effectiveness. Center for Assessment. Available at: <http://www.nciea.org/papers-UsingAssessmentData4-29-10.pdf>.
- Stronge, J. H. (2003). *Educational Specialist Evaluation*. Larchmont, NY: Eye on Education.
- Stronge, J. H. (2010). *Evaluating what good teachers do: Eight research-based standards for assessing teacher excellence*. Larchmont, NY: Eye on Education.
- Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education.
- Tucker, P. D., & Stronge, J. H. (2005). *Linking teacher evaluation and student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

## ENDNOTES

---

<sup>1</sup> Tucker, P. D. & Stronge, J. H. (2005).