

Overview

Stakeholders

During the 2005-2006 school year, a Teacher Evaluation Team was established to create a new evaluation system, modeled after Charlotte Danielson's work. This team included certified staff and administrators from elementary, middle and high school levels. The team has continued to meet a minimum of two times per year. A survey is administered each spring to all district certified staff to gather input and receive feedback on our evaluation system.

The 2010-11 Teacher Evaluation Team, which included all school administrators and a school board member in addition to certified staff members, utilized the work of Dr. Paula Bevan to thoroughly review and revise the Teacher Evaluation system. The 2011-12 Teacher Evaluation Team continued revising the Teacher Evaluation and created evaluation systems for Counselors, Instructional Facilitators, Library/Media Specialists, Nurses, School Psychologists, Therapeutic Specialists and Title I Teachers. Each group's evaluation system was subsequently reviewed by group members.

2010-11 Teacher Evaluation Team	2011-12 Teacher Evaluation Team
Stefanie Bell, School Board Member	Stefanie Bell, School Board Member
Betsy Sell, Assistant Superintendent and Curriculum Director	Betsy Sell, Assistant Superintendent and Curriculum Director
Dr. Kip Hanich, Special Education Director	Dr. Kip Hanich, Special Education Director
Brandon Jensen, Principal	Brandon Jensen, Principal
Brenda Farmer, Principal	Brenda Farmer, Principal
Tom Cook, Principal	Tom Cook, Principal
Jill Donley, Principal	Jill Donley, Principal
Larry Gerber, Principal	Tim Foley, Principal
Jeremiah Johnston, Assistant Principal	Jeremiah Johnston, Assistant Principal
Sean Murray, Assistant Principal	Sean Murray, Assistant Principal
Kelly Merager, Assistant Principal	Kelly Merager, Assistant Principal
Dorla Herrod, Certified Teacher	Niki Tisthammer, Certified Title I Teacher
Niki Tisthammer, Certified Title I Teacher	Jann Ellsbury, Certified Teacher
Jann Ellsbury, Certified Teacher	Susie Mann, Certified Special Education Teacher
Susie Mann, Certified Special Education Teacher	Teresa Decker, Certified Teacher
Teresa Decker, Certified Teacher	Anissa Bree, Certified Teacher
Anissa Bree, Certified Teacher	Julie Sax, Certified Instructional Facilitator
Dean Olenik, Certified Teacher	
Julie Sax, Certified Instructional Facilitator	

Performance Criteria

The PCSD #6 evaluation system is aligned with the standards of the Wyoming Professional Teaching Standards Board and is research based in accordance with Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching and The Framework for Teaching Evaluation Instrument, 2013 Edition. ETS Pathwise "Components of Professional Practice" was used as an additional resource to further develop the performance description (criteria) of each component of professional practice.

- The primary objective of an evaluation system is to improve performance through professional growth and development and to facilitate a positive learning environment in which both students and certified staff experience success, growth, and achievement.
- Evaluation is a collaborative, continual improvement process based on clear expectations, and objective data, in which competence is verified, areas of needed growth are identified, strengths are assessed, and excellence is acknowledged. The evaluation requires professional growth in which employees are empowered to be reflective and self-directed.
- The supervision and evaluation process supports the belief that each person is a unique individual, whose differences allow him/her to demonstrate proficiency in a variety of ways. Supervisors are encouraged to recognize and support these differences.

Professional Growth

As part of the evaluation process, all PCSD #6 certified staff are required to complete a Professional Growth Plan linked to individual and collective professional growth. The Professional Growth Plan targeted area of growth/improvement is identified collaboratively through the evaluation process from the previous year(s), including observations, self-assessment/reflection conference, post-observation conference and professional growth plan. Feedback is provided to the certified staff member as described in the Track 1, 2 and 3 system of evaluation cycle.

Training of Evaluators

Training of evaluators involves workshops, discussions and/or book studies at the district level. These have included: Enhancing Professional Practice: A Framework for Teaching, 1st and 2nd editions, The Framework for Teaching Evaluation Instrument, 2013 Edition, Pathwise Components of Professional Practice (© 2001), Dr. Paula Bevan's "Tools for Teacher Evaluation" (© 2010), and Charlotte Danielson training. Certified Evaluation Team meetings, held at least three times per year, provide the opportunity for discussion and reflection on evaluation practices. Training for evaluators will occur at a minimum of once every three years.

Data Collection

The collection process includes the types of data and how it will be collected. The data and artifacts collected are clearly tied to certified staff and student performance criteria.

Student Performance

The district uses multiple student performance data for each employee to review student growth. The certified staff Professional Growth Plan identifies and explains the expected impact on student performance as expressed through the teacher's established PGP goal(s).

Evaluation Cycles/Contracts

As part of the evaluation process, all PCSD #6 certified staff are required to complete a Professional Growth Plan linked to individual and/or collective professional growth. The Professional Growth Plan targeted area of growth/improvement is identified through the evaluation process from the previous year(s), including observations, post-observation conferences and professional growth plan. Feedback is provided to the certified staff member throughout the evaluation process.

Description of *Non-Continuing Contract* Performance Evaluation Cycle

Date	Years 1 - 3	Years 4+	Plan of Assistance*	
			(Timeline determined by administration)	
October 15	Professional Growth Plan written and approved	Professional Growth Plan written and approved	*TBD	Plan of Assistance goals and activities written by administration for teacher
December 15	First Summative Evaluation Report (includes self-assessment/reflection conference)	<i>Optional</i> Review of Professional Growth Plan	*TBD	First Summative Evaluation Report (includes post observation conference)
February 15	<i>Optional</i> Mid Year Growth Plan Review	<i>Optional</i> Mid Year Growth Plan Review		N/A
April 5	Second Summative Evaluation Report (includes self-assessment/reflection conference)	Summative Evaluation Report (includes self-assessment/reflection conference)	April 5	Second Summative Evaluation Report (includes post observation conference)
April 15	Notification of employment recommendation	Notification of employment recommendation	April 15	Notification of employment recommendation
June 1	Professional Growth Plan Evaluation Report (includes post conference)	Professional Growth Plan Evaluation Report (includes post conference)		N/A

Years 1 - 3 Therapeutic Specialists

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- Will be evaluated using the Professional Growth Plan Evaluation Report, which is based on the individual's Professional Growth Plan.
- The deadline for notification of employment recommendation is April 15.

Years 4+ Therapeutic Specialists

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- Will be evaluated using the Professional Growth Plan Evaluation Report, which is based on the individual's Professional Growth Plan.
- The deadline for notification of employment recommendation is April 15.

* Plan of Assistance Therapeutic Specialists

- A Therapeutic Specialist may be placed on a **Plan of Assistance** at any time during the evaluation cycle and timeline is determined by administration.
- When a Therapeutic Specialist is placed on a Plan of Assistance their current Professional Growth Plan is suspended. They work on the assigned activities specific to their Plan of Assistance.
- It is required that a Therapeutic Specialist on a Plan of Assistance receives a **minimum** of two summative evaluations each year. These evaluations may or may not be completed according to the timeline in the chart. The deadline for completion of both summative evaluations is April 5.
- The deadline for notification of employment recommendation is April 15.

Description of *Continuing Contract* Performance Evaluation Cycle

Date	Continuing Contract	Plan of Assistance* (Timeline determined by administration)	
October 15	Professional Growth Plan written and approved	*TBD	Plan of Assistance goals and activities written by administration for teacher
December 15	<i>Optional</i> Review of Professional Growth Plan	*TBD	First Summative Evaluation Report (includes post observation conference)
February 15	<i>Optional</i> Mid Year Growth Plan Review		N/A
April 5	Summative Evaluation Report (includes self-assessment/reflection conference)	April 5	Second Summative Evaluation Report (includes post observation conference)
April 15	Notification of renewal	April 15	Notification of employment recommendation
June 1	Professional Growth Plan Evaluation Report (includes post conference)		N/A

Continuing Contract Therapeutic Specialists

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- Will be evaluated using the Professional Growth Plan Evaluation Report, which is based on the individual's Professional Growth Plan.
- The deadline for notification of renewal is April 15.

* Plan of Assistance Therapeutic Specialists

- A Therapeutic Specialist may be placed on a **Plan of Assistance** at any time during the evaluation cycle and timeline is determined by administration.
- When a Therapeutic Specialist is placed on a Plan of Assistance their current Professional Growth Plan is suspended. They work on the assigned activities specific to their Plan of Assistance.
- It is required that a Therapeutic Specialist on a Plan of Assistance receives a **minimum** of two summative evaluations each year. These evaluations may or may not be completed according to the timeline in the chart. The deadline for completion of both summative evaluations is April 5.
- The deadline for notification of employment recommendation is April 15.

Description of Performance Evaluation Procedures

Evaluation Cycle	Procedures
Years 1-3	<ul style="list-style-type: none"> • Professional Growth Plan required • Two Self-Assessment/Reflection Conferences • Two Summative Evaluation Reports to include Post Conferences
Years 4+	<ul style="list-style-type: none"> • Professional Growth Plan required • One Self-Assessment/Reflection Conference • One Summative Evaluation Report to include Post Conference
Plan of Assistance	<ul style="list-style-type: none"> • Current Professional Growth Plan is suspended when a Therapeutic Specialist is placed on a Plan of Assistance • Timeline is determined by administration • Plan of Assistance is given to the Therapeutic Specialist by their evaluator and details the required growth/improvement activities • Two Post-Observation Conferences • Two Summative Evaluation Reports • To be recommended for rehire, the Therapeutic Specialist must demonstrate proficiency in all Domains and in the majority of the Components under each Domain • A Therapeutic Specialist may be on a Plan of Assistance for not more than two consecutive years

Rubric for Professional Growth Plan

Circle or highlight the descriptors that describe the plan being evaluated. Record findings on the Professional Growth Plan Evaluation Report.

Criteria	Unsatisfactory	Developing	Proficient	Distinguished
Plan Approval Process	<ul style="list-style-type: none"> Little to no preparation evident before conference 	<ul style="list-style-type: none"> Some preparation evident before conference 	<ul style="list-style-type: none"> Was prepared with a written draft of PGP Clearly explained ideas, activities and plan. Links plan to established goals in the district. 	<ul style="list-style-type: none"> All of Proficient plus states personal and professional reasons that emphasize the importance of completing the activities in the PGP
Plan Quality	<ul style="list-style-type: none"> Vague or non existent connection to Domains, Components, district, school, grade level, department initiatives and impact student achievement Plan does not have a solid basis. Therapeutic Specialist should start over 	<ul style="list-style-type: none"> Ties to Domains, Components, district, school, grade level, department initiatives and impact on student achievement are weak Plan needs rework and revision 	<ul style="list-style-type: none"> Plan clearly ties to Domains, Components, district, school, grade level, department initiatives and impact on student achievement Plan is well thought out and designed Plan includes a timeline for activities 	<ul style="list-style-type: none"> All of Proficient plus Therapeutic Specialist has initiated activities on their own beyond the scope of the plan
Plan Organization	<ul style="list-style-type: none"> Difficult to detect a pattern of logical organization 	<ul style="list-style-type: none"> Sequence and order are questionable or confusing 	<ul style="list-style-type: none"> Plan has a clear direction and logical, sequence 	<ul style="list-style-type: none"> All of Proficient plus plan has a clear order and sequence and explanatory details
Rigor of Plan and Resources	<ul style="list-style-type: none"> Plan is simplistic Resources not considered 	<ul style="list-style-type: none"> Plan is too narrow and simplistic or too grandiose Resources not fully considered or unreasonable 	<ul style="list-style-type: none"> Plan is reasonable and realistic but also important and rigorous Resources are reasonable and attainable 	<ul style="list-style-type: none"> All of Proficient plus Therapeutic Specialist has a method for obtaining the necessary resources
Plan Activities	<ul style="list-style-type: none"> Activities are simplistic or grandiose and are misaligned with district or school initiatives 	<ul style="list-style-type: none"> Activities are too easy or too complex and are somewhat misaligned with district or school initiatives Amount of time for activities not considered 	<ul style="list-style-type: none"> Activities are within the scope of the Therapeutic Specialist to accomplish Activities take an appropriate amount of time to accomplish 	<ul style="list-style-type: none"> All of Proficient plus the activities have the potential to powerfully impact the ongoing improvement of teaching and learning
Plan Results	<ul style="list-style-type: none"> Results are not noted or are incomplete 	<ul style="list-style-type: none"> Plan results are evident but difficult to understand or connect to district or school initiatives 	<ul style="list-style-type: none"> Results are summarized Results are organized Results are clear evidence of impacting district or school initiatives 	<ul style="list-style-type: none"> All of Proficient plus results are displayed in an easy to understand and easy to share format
Impact of Plan on Student Performance	<ul style="list-style-type: none"> Little to no evidence of activities being connected to improving student performance 	<ul style="list-style-type: none"> Connections to improving student performance are unclear 	<ul style="list-style-type: none"> Clear explanation and evidence of the expected impact on student performance is provided Include specified validated assessment to be used 	<ul style="list-style-type: none"> All of Proficient plus a plan to gather follow-up data on student performance is included
Sharing Results	<ul style="list-style-type: none"> Little to no plan for sharing the results 	<ul style="list-style-type: none"> Therapeutic Specialist plan to share results is unformed, sketchy and unclear 	<ul style="list-style-type: none"> Therapeutic Specialist has a plan to share the results of their efforts with colleagues 	<ul style="list-style-type: none"> All of Proficient plus details the materials to be shared with colleagues

SELF-ASSESSMENT RUBRIC

Therapeutic Specialist _____ Date _____ Evaluator _____ Date _____

Domain 1: Planning and Preparation

Component	Unsatisfactory	Developing	Proficient	Distinguished
Ia: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
Ib: Establishing goals for the therapy program appropriate to the setting and the students served	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
Ic: Demonstrating knowledge of district, state, and federal regulations & guidelines	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
Id: Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
Ie: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
If: Developing a plan to evaluate the therapy program	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Evidence:

SELF-ASSESSMENT RUBRIC

Therapeutic Specialist _____ Date _____ Evaluator _____ Date _____

Domain 2: The Environment

Component	Unsatisfactory	Developing	Proficient	Distinguished
2a: Establishing rapport with students	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishing and maintaining clear procedures for evaluations, reporting, and IEP planning	No procedures for evaluations have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for evaluations, but the details are not always clear.	Procedures for evaluations and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of evaluations and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d: Establishing standards of conduct in the therapy center	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or therapy.	Standards of conduct appear to have been established for the testing and therapy center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and therapy center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and therapy center. Specialist's monitoring of students is subtle and preventive, and student engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and providing therapy	The testing and therapy center is disorganized and poorly suited to working with students. Materials are difficult to find when needed.	The testing and therapy center is moderately well organized and moderately well suited to working with students. Materials are usually available.	The testing and therapy center is well organized; materials are available when needed.	The testing and therapy center is highly organized and is inviting to students. Materials are convenient when needed.

Evidence:

SELF-ASSESSMENT RUBRIC

Therapeutic Specialist

Date _____

Evaluator _____

Date _____

Domain 3: Delivery of Service

Component	Unsatisfactory	Developing	Proficient	Distinguished
3a: Responding to referrals and evaluating student needs	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Developing and implementing Individual Educational Plans (IEP) to maximize students' success	Specialist fails to develop IEPs suitable for students, or plans are mismatched with the findings of assessments.	Specialist's IEPs for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's IEPs for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive IEPs for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
3d: Collecting information; writing reports	Specialist neglects to collect important information on which to base IEPs; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base IEPs; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base IEPs; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	Specialist adheres to the IEP, in spite of evidence of its inadequacy.	Specialist makes modest changes in the IEP when confronted with evidence of the need for change.	Specialist makes revisions in the IEP when they are needed.	Specialist is continually seeking ways to improve the IEP and makes changes as needed in response to student, parent, or teacher input.

Evidence:

SELF-ASSESSMENT RUBRIC

Therapeutic Specialist _____ Date _____ Evaluator _____ Date _____

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Developing	Proficient	Distinguished
4a: Reflecting on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates and is available for contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining an effective data management system	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust IEPs or therapy when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust IEPs or therapy when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust IEPs or therapy when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust IEPs or therapy when needed. Specialist uses the system to communicate with teachers and parents.
4d: Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in district and special services projects.	Specialist's relationships with colleagues are cordial, and specialist participates in district and special services projects when specifically asked to do so.	Specialist participates actively in district and special services projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to district and special services projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist displays dishonesty in interaction with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Evidence:

Professional Growth Plan

(Required annually for each Therapeutic Specialist. Professional Growth Summative Evaluation plans will be significantly expanded and with more detail.)

<i>Specialist name</i>		<i>Position</i>	
<i>Date</i>		<i>School</i>	

<i>Briefly Describe Your Professional Growth Plan for This Year</i>

Initial Approval of Plan

<i>Therapeutic Specialist Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

Optional Mid Year Growth Plan Review Conference

<i>Therapeutic Specialist Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

Summative Evaluation Conference

<i>Therapeutic Specialist Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

All Professional Growth Plans must: Be linked to the Components of Professional Practice, support district, school, grade level or department initiatives, and include the anticipated impact of goal attainment on student achievement. My Professional Growth Plan is focused on the following components of Professional Practice. (Please check all that apply.)

Components of Professional Practice		
Domain 1: Planning and Preparation		Domain 3: Delivery of Service
1a: Demonstrating Knowledge and Skill in the Specialist Therapy Area; Holding the Relevant Certificate or License		3a: Responding to Referrals and Evaluating Student Needs
1b: Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served		3b: Developing and Implementing Individual Education Plans (IEPs) to Maximize Students' Success
1c: Demonstrating Knowledge of District, State, and Federal Regulations and Guidelines		3c: Communicating with Families
1d: Demonstrating Knowledge of Resources, both Within and Beyond the School and District		3d: Collecting Information; Writing Reports
1e: Planning the Therapy Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students		3e: Demonstrating Flexibility and Responsiveness
1f: Developing a Plan to Evaluate the Therapy Program		Domain 4: Professional Responsibilities
Domain 2: The Environment		4a: Reflecting on Practice
2a: Establishing Rapport with Students		4b: Collaborating with Teachers and Administrators
2b: Organizing Time Effectively		4c: Maintaining an Effective Data Management System
2c: Establishing and Maintaining Clear Procedures for Evaluations, Reporting and IEP Planning		4d: Participating in a Professional Community
2d: Establishing Standards of Conduct in the Therapy Center		4e: Engaging in Professional Development
2e: Organizing Physical Space for Testing of Students and Providing Therapy		4f: Showing Professionalism, including Integrity, Advocacy, and Maintaining Confidentiality

<i>Describe the district, school, grade level or department initiative(s) that are linked to your plan.</i>
<i>Describe the anticipated impact of plan attainment on student achievement.</i>

Professional Growth Action Plan

Activity	Domain	Date		Resources	Results	Evidence
		Start	End			

Attach a copy of the Professional Growth Plan to the Summative Evaluation Report or to the Professional Growth Plan Evaluation Report.

Professional Growth Plan Evaluation Report

<i>School Year</i>	
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<i>Specialist Name</i>		<i>Date</i>		<i>Evaluator</i>		<i>School</i>	
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Attach a copy of the Professional Growth Plan to this document. Circle the rubric descriptor that most nearly matches the plan.

Criteria	U	D	P	Comments
Plan Approval Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rigor of Plan and Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Impact on Student Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sharing Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Summary of Professional Growth Plan conference discussion/notes:</i>

<i>Student Performance Data:</i>	
1. Suggested Valid Assessments: WY PAWS, NWEA MAP, Terra Nova, ACT EXPLORE, ACT PLAN, ACT, District Assessments (if validated), DIBELS	
2. Suggested Other Assessments: Textbook Assessments, Teacher-made Assessments, District Assessments (not yet validated)	
3. Suggested Other Performance Measures: Student Attendance, Graduation Rates, Parent Involvement Rates, Discipline Rates	

<i>Evaluation cycle for next year</i>	<i>Years 2-3</i>	<input type="checkbox"/>	<i>Years 4+</i>	<input type="checkbox"/>	<i>Plan of Assistance</i>	<input type="checkbox"/>
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<i>Employment Recommendation</i>	<i>Retain in Position</i>	<input type="checkbox"/>	<i>Release from Employment</i>	<input type="checkbox"/>
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<i>Specialist Signature</i>		<i>Date</i>	<i>Evaluator Signature</i>		<i>Date</i>
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Therapeutic Specialist's signature denotes receipt of the evaluation and participation in the evaluation conference.

Summative Evaluation Report

<i>School Year</i>	
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<i>Specialist Name</i>		<i>Date</i>		<i>Evaluator</i>		<i>School</i>	
<i>Evaluation cycle this year</i>	<i>Years 1-3</i>	<input type="checkbox"/>	<i>Years 4+</i>	<input type="checkbox"/>	<i>Plan of Assistance</i>	<input type="checkbox"/>	

This Summary Evaluation Report is based on the following evidence:

<i>Types of Evidence</i>			
<input checked="" type="checkbox"/>	Formal Specialist Observation and Post-Evaluation Conference	<input type="checkbox"/>	Professional Development Opportunities
<input checked="" type="checkbox"/>	Professional Growth Plan	<input type="checkbox"/>	Specialist Leadership Opportunities
<input type="checkbox"/>	Walk Through/Informal Observation	<input type="checkbox"/>	Specialist Self Assessment/Reflective Conference
<input type="checkbox"/>	Specialist Artifacts: i.e. Action Research, Unit Plan, Portfolio, etc.	<input checked="" type="checkbox"/>	Student Performance Data

Rating of Therapeutic Specialist on the Components of Professional Practice

Components of Professional Practice				
Domain 1: Planning and Preparation	U	D	P	Comments
1a: Demonstrating Knowledge and Skill in the Specialist Therapy Area; Holding the Relevant Certificate or License	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1b: Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1c: Demonstrating Knowledge of District, State, and Federal Regulations and Guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1d: Demonstrating Knowledge of Resources, both Within and Beyond the School and District	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1e: Planning the Therapy Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1f: Developing a Plan to Evaluate the Therapy Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain 2: The Environment	U	D	P	Comments
2a: Establishing Rapport with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2b: Organizing Time Effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2c: Establishing and Maintaining Clear Procedures for Evaluations, Reporting and IEP Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2d: Establishing Standards of Conduct in the Therapy Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2e: Organizing Physical Space for Testing of Students and Providing Therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Domain 3: Delivery of Service	U	D	P	Comments
3a: Responding to Referrals and Evaluating Student Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3b: Developing and Implementing Individual Education Plans (IEPs) to Maximize Students' Success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3c: Communicating with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3d: Collecting Information; Writing Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3e: Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain 4: Professional Responsibilities	U	D	P	Comments
4a: Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4b: Collaborating with Teachers and Administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4c: Maintaining an Effective Data Management System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4d: Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4e: Engaging in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4f: Showing Professionalism, including Integrity, Advocacy, and Maintaining Confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Key to ratings: U = Unsatisfactory, D = Developing, P = Proficient, Comments required for ratings of U or D. Comments also used for indicating distinguished performance.

Summary of evaluation conference discussion/notes:

Student Performance Data:

- Suggested Valid Assessments: WY PAWS, NWEA MAP, Terra Nova, ACT EXPLORE, ACT PLAN, ACT, District Assessments (if validated), DIBELS*
- Suggested Other Assessments: Textbook Assessments, Teacher-made Assessments, District Assessments (not yet validated)*
- Suggested Other Performance Measures: Student Attendance, Graduation Rates, Parent Involvement Rates, Discipline Rates*

Employment Recommendation	Retain in Employment	<input type="checkbox"/>	Release from Employment	<input type="checkbox"/>
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Evaluation cycle for next year	Years 2-3	<input type="checkbox"/>	Years 4+	<input type="checkbox"/>	Plan of Assistance	<input type="checkbox"/>
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Specialist Signature		Date	Evaluator Signature		Date
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Therapeutic Specialist's Signature denotes receipt of the evaluation and participation in the evaluation conference.

Directions for completing this form: Click in the box and type. The box will expand as needed. The other evaluation items will scroll further down the page.

Due Dates:

- **Years 1-3:** The first Post-Observation Conference and Summative Evaluation Report must be completed and on file in the Personnel Office by December 15 of each year and the second Post-Observation Conference and Summative Evaluation Report completed and on file in the Personnel Office by April 5 of each year.
- **Years 4+:** One Post-Observation and Summative Evaluation Report must be completed and on file in the Personnel Office by April 5 of each year.
- **Plan of Assistance:** At least two Post-Observation Conferences and Summative Evaluation Reports for Therapeutic Specialists on a Plan of Assistance must be completed and on file in the Personnel Office by April 5 of each year.
- **Therapeutic Specialist Comments:** Specialist comments, which are optional, are due no later than April 10.

Attach the following Documents:

- Professional Growth Plan
- Specialist Comments if applicable
- Plan of Assistance if applicable
- Specialist comments (optional)

Plan of Assistance

<i>Specialist Name</i>		<i>Date</i>	
<i>School</i>		<i>Assignment</i>	
<i>Evaluator</i>			

Please check the domains and components that are Unsatisfactory, Developing or Proficient.

Components of Professional Practice							
Domain 1: Planning and Preparation	U	D	P	Domain 3: Instruction	U	D	P
1a: Demonstrating Knowledge and Skill in the Specialist Therapy Area; Holding the Relevant Certificate or License	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3a: Responding to Referrals and Evaluating Student Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3b: Developing and Implementing Individual Education Plans (IEPs) to Maximize Students' Success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Demonstrating Knowledge of District, State, and Federal Regulations and Guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3c: Communicating with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Demonstrating Knowledge of Resources, both Within and Beyond the School and District	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3d: Collecting Information; Writing Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Planning the Therapy Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3e: Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f: Developing a Plan to Evaluate the Therapy Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Domain 4: Professional Responsibilities	U	D	P
Domain 2: The Environment	U	D	P	4a: Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a: Establishing Rapport with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4b: Collaborating with Teachers and Administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Organizing Time Effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4c: Maintaining an Effective Data Management System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Establishing and Maintaining Clear Procedures for Evaluations, Reporting and IEP Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4d: Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Establishing Standards of Conduct in the Therapy Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4e: Engaging in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Organizing Physical Space for Testing of Students and Providing Therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4f: Showing Professionalism, including Integrity, Advocacy, and Maintaining Confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goals for Improvement

<i>Clearly state the goals for improvement. Explain what the Therapeutic Specialist needs to demonstrate and define what the expectations are for improvement.</i>
1.
2.
3.

Recommended resources needed to assist in meeting goals:

Goal	Activities designed to help Specialist meet the goal	Start Date	End Date	Results
1.				
2.				
3.				

Plan Review Dates

The Therapeutic Specialist and evaluator must meet at least monthly to review the progress of performance on the goals for improvement.

Date	Summary of Progress	Therapeutic Specialist Signature	Evaluator Signature

Determination of Employment Status

Therapeutic Specialists may be placed on a Plan of Assistance for no more than two consecutive years. If the Specialist is proficient in all domains and in the majority of the components under each domain, they will be moved to the appropriate evaluation cycle. If the Specialist does not meet the specifications on the Plan of Assistance, the Specialist will be recommended for termination of employment. The Specialist must receive a completed copy of this plan when it is written. Attach a copy of the Plan of Assistance to the Summative Evaluation Report.

Therapeutic Specialist Status Completed at the last Summative Evaluation Report conference for the year.

<input type="checkbox"/>	Place Specialist in appropriate cycle of counselor evaluation	Signatures	
<input type="checkbox"/>	Continue Specialist on Plan of Assistance for the following year (up to two years)	<i>Specialist</i>	<i>Date</i>
<input type="checkbox"/>	Specialist is recommended for termination of employment	<i>Evaluator</i>	<i>Date</i>