PROFESSIONAL EDUCATOR LICENSED PERSONNEL
EVALUATION PLAN

Revised 4/26/06
3/20/07
9/26/12
9/24/13
6/1/14
6/2/15 – PERA Joint Committee Agreement Date
CONTENTS

Qualified Personnel Who Evaluate .................................................................6

Professional Educator Licensed Personnel .....................................................6

Evaluation Goals ..........................................................................................6

Pre Evaluation Procedures ..........................................................................7

Evaluation Timelines .....................................................................................9-10

Core Competencies .....................................................................................10

Evaluation Ratings .......................................................................................13

Evaluation Structure .....................................................................................13

Professional Development Plan .................................................................15

Remediation Plan .........................................................................................16

Appendix A
   Summative Evaluation Tool .......................................................................18

Appendix B
   Professional Educator Licensed Staff Evaluation Form .............................30

Appendix C
   Additional Tools Supporting Process ..........................................................41
ACKNOWLEDGMENT

The district wishes to gratefully acknowledge the following persons who were involved in the development of this evaluation plan. Their commitment to the utilization of evaluation as a means to improve instruction and programs for our students demonstrates their loyalty to our community of learners.

Diane Morrison, Director, Support Services
Tim Scotellaro, NSA-E Coordinator
Mary Beth Adams, Coordinator, Instructional Program
Sandra Capsuto, Teacher
Jackie Kimel, Administrator, Low Incidence Cooperative Agreement
Jeaninne Linder, Administrator, Early Childhood Program
Jean Prindiville, Administrator, Educational and Life Skills Program
Holly Hendee, Teacher, Early Childhood Program
Mary Jo Lynch, District Coordinator, Deerfield High School
Robert Gottlieb, Administrator, North Shore Academy
Gail Cellucci, Teacher, North Shore Academy
Ellen Sweeney, Teacher, Low Incidence Cooperative Agreement
Kathy Farley, Teacher, Educational and Life Skills Program
Cathy Crawford, Superintendent, District 35

The Evaluation Plan was reviewed and revised in 2006 by the Evaluation Review Committee pursuant to Section 7.3 of the NSSEDFA contract. Members of the Evaluation Review Committee included:

Mary Kennedy, Teacher, Educational and Life Skills Program
Sue Smith, School Social Worker, North Shore Academy
Linda Grandolfo, Teacher, Low Incidence Cooperative Agreement
Becki Streit, Executive Director, Low Incidence Cooperative Agreement
Andy Piper, Co-Administrator, Multi-District Services
Bill Charis, Director of Personnel & Professional Development
The Evaluation Plan was reviewed and revised in 2012 by the Evaluation Review Committee pursuant to Section 7.3 of the NSSEDFA contract. Members of the Evaluation Review Committee included:

Mary Kennedy, Teacher, Educational and Life Skills Program
Sue Smith, School Social Worker, North Shore Academy
Stephanie King, School Psychologist, North Shore Academy Elementary
Heather Heavey, Teacher, Educational and Life Skills Program
Heather Miehl, Director of Programs and Services
Jessica O’Connor, Program Supervisor, Educational and Life Skills Program
Ann Bystedt, Principal, North Shore Academy Elementary
Andy Piper, Director of Personnel and Compliance

The Evaluation Plan was reviewed and revised in 2014 by the Evaluation Review Committee pursuant to Section 7.3 of the NSSEDFA contract. Members of the Evaluation Review Committee included:

Heather Heavey, Teacher, Educational and Life Skills Program
Mary Kennedy, Teacher, Educational and Life Skills Program
Kathleen Kelly, Teacher, North Shore Academy Elementary
Mary Kelsey-Coletto, Speech Language Pathologist, Educational and Life Skills Program
Sue Smith, School Social Worker, North Shore Academy
Jessica Loustaunau, Program Supervisor, Educational and Life Skills Program
Ann Bystedt, Principal, North Shore Academy Elementary
Andy Piper, Director of Personnel and Compliance
Danielle Carter, Program Administrator, Educational and Life Skills Program
The Evaluation Plan was reviewed and revised in 2015 by the Evaluation Review Committee pursuant to Section 7.3 of the NSSEDFA contract. Additionally, this group served as the PERA Joint Committee and reached agreement on this plan on June 2, 2015. Members of the Evaluation Review Committee/PERA Joint Committee included:

Heather Heavey, Teacher, Educational and Life Skills Program
Mary Kennedy, Teacher, Educational and Life Skills Program
Kathleen Kelly, Teacher, North Shore Academy Elementary
Elena Longman, Speech and Language Pathologist, Early Childhood Program
Sue Smith, School Social Worker, North Shore Academy
Jessica Loustaunau, Program Supervisor, Educational and Life Skills Program
Ann Bystedt, Principal, North Shore Academy Elementary
Andy Piper, Director of Personnel and Compliance
Danielle Carter, Program Administrator, Educational and Life Skills Program
PERSONNEL WHO EVALUATE PROFESSIONAL EDUCATOR LICENSED PERSONNEL

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>PROGRAM</th>
<th>PERSONNEL EVALUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Thomas</td>
<td>Superintendent</td>
<td>NSSED</td>
<td>Directors</td>
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<tr>
<td>Andy Piper</td>
<td>Director</td>
<td>Personnel and Compliance</td>
<td>All Staff</td>
</tr>
<tr>
<td>Jim Fitton</td>
<td>Director</td>
<td>Business Services and Facilities</td>
<td>Business Department Personnel</td>
</tr>
<tr>
<td>Heather Miehl</td>
<td>Director</td>
<td>Programs and Services</td>
<td>Administrators and Program &amp; Services Staff</td>
</tr>
<tr>
<td>Danielle Carter</td>
<td>Administrator</td>
<td>Educational and Life Skills Program</td>
<td>Teachers and Program Supervisors</td>
</tr>
<tr>
<td>Doug Bolton</td>
<td>Administrator</td>
<td>North Shore Academy</td>
<td>Teachers, Principals and Assistant Principals</td>
</tr>
<tr>
<td>Kim Brown</td>
<td>Administrator</td>
<td>Early Childhood Program/Arbor Academy</td>
<td>Teachers and Program Supervisors</td>
</tr>
<tr>
<td>Ann Bystedt</td>
<td>Principal</td>
<td>North Shore Academy Elementary</td>
<td>Teachers</td>
</tr>
<tr>
<td>Lindsay Kiraly</td>
<td>Coordinator</td>
<td>Professional Development and District Services</td>
<td>District Services Coaches</td>
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<tr>
<td>Naomi Hershman</td>
<td>Coordinator</td>
<td>Visually Impaired Program</td>
<td>Teachers</td>
</tr>
<tr>
<td>Nore Geraghty</td>
<td>Program Supervisors</td>
<td>Educational and Life Skills Program</td>
<td>Teachers</td>
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<td>Mary Miller</td>
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<tr>
<td>Sally Peterson</td>
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<tr>
<td>Jackie Smith</td>
<td>Program Supervisor</td>
<td>Early Childhood Program</td>
<td>Teachers</td>
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<tr>
<td>Leslie Amezquita</td>
<td>Assistant Principals</td>
<td>North Shore Academy</td>
<td>Teachers</td>
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<tr>
<td>Adam Berskon</td>
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<tr>
<td>Lara Levine-Buti</td>
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<tr>
<td>Ingrid Thompson</td>
<td>Coordinator</td>
<td>Heath Services</td>
<td>Nurses</td>
</tr>
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</table>

PROFESSIONAL EDUCATOR LICENSED PERSONNEL

Professional employees who are required to hold Professional Educator Licensure from the Illinois State Board of Education.

Non-tenured -- personnel who have not yet completed their probationary period of employment -- four school years.

Tenured -- personnel who have entered contractual continued service as provided in The School Code of Illinois.

EVALUATION GOALS

The goals of Professional Educator Licensed personnel evaluation are:

- Identify and foster professional development for staff while recognizing areas of strength and areas of need
- Guide instructional and support service improvement and staff development efforts in
order to improve outcomes for students

- Facilitate communication regarding district expectations
- Provide ongoing documentation for equitable decision-making
- Ensure that the district develops and retains effective personnel

FORMATIVE ASSESSMENT

Assessments that help to shape, mold, form or improve performance are formative. Supervisors provide feedback aimed at improving Professional Educator Licensed personnel performance. Formative assessments promote improvement and assist in identifying areas for personal and professional growth.

SUMMATIVE EVALUATION

A summative evaluation is a final rating of overall performance for an evaluation cycle. The annual and biennial evaluations of personnel are summative evaluations and include information from formative assessments.

EVALUATION FEEDBACK

It is important that personnel receive feedback as soon as possible following a formal observation from evaluating administrators but not later than two (2) weeks (10 school days) after each scheduled formal performance observation so that personnel are able to take any necessary corrective action before the next observation. This feedback shall be provided prior to the next scheduled formal performance observation unless both parties agree otherwise. This feedback is considered formal and should be a written comment provided to the personnel who are evaluated with opportunity for personnel to respond to feedback in writing following their own reflection. This written comment is considered a part of the formal, final written evaluation. There should be no surprises when the formal, final written evaluation is completed. Feedback should always be specific and include examples.

PART-TIME PERSONNEL

Part-time personnel who have retained tenure within the district shall be evaluated the same as full-time tenured personnel. Part-time personnel without tenure will be evaluated annually.

PRE-EVALUATION PROCEDURES

Pursuant to Section 7.2 of the NSSEDFA contract, all personnel who are to be evaluated during a given school term shall be provided a copy of the summative evaluation to be used and a copy of the Professional Educator Licensed Evaluation Plan by the first day of student attendance of the school term in which the personnel are to be evaluated. Due to the varied start dates contingent on the locale of programs, the date used to determine first date of student attendance shall by the first date of student attendance in NSSED’s North Shore Academy Program. Copies placed on the NSSED website are considered to be sufficient to meet this requirement.
QUALIFIED EVALUATORS

Professional employees who are required to hold Professional Educator Licenses with supervisory or administrative endorsements and/or those holding other Professional Educator Licenses who have successfully completed the qualified evaluator training for evaluation of Professional Educator Licensed personnel and continue to attend Administrators’ Academies as required in The School Code of Illinois.

GOVERNING BOARD AND LEADERSHIP COUNCIL

The Governing Board is the primary governance body for the district. The Leadership Council is charged with making decisions regarding most personnel matters. This authority is detailed in the NSSED Articles of Agreement.

DATA COLLECTION

Evaluations are based upon data which is collected and shared by personnel and qualified evaluators during pre-evaluation and post-evaluation conferences and observations of professional practice. Data from other sources deemed reliable by the qualified evaluators may also be used. Evaluation statements regarding strengths and weaknesses are based upon supportive data. Each evaluation shall consider supportive data regarding the following information:

1. Attendance and punctuality
2. Communication with colleagues, parents, students, and community service providers
3. Collaborative Problem-Solving
4. Continuous Professional Improvement
5. Essential Job Function/Professional Practice
6. Student Growth
**EVALUATION TIMELINES**

All non-tenured personnel shall be evaluated annually. All tenured personnel (contractual continued service) and part-time non-administrative personnel who have worked in the District for at least five (5) continuous years shall be evaluated at least biennially. Personnel will be evaluated more often if deemed necessary by the qualified administrator.

<table>
<thead>
<tr>
<th>EVALUATION ACTIVITY</th>
<th>RESPONSIBILITY</th>
<th>DATE</th>
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<tbody>
<tr>
<td>Notice to all personnel who are to be evaluated along with copies of the evaluation instrument and the District’s Professional Educator Licensed Personnel Evaluation Plan</td>
<td>Evaluating Administrator</td>
<td>By first date of student attendance at North Shore Academy</td>
</tr>
<tr>
<td>Notice to qualified evaluators that all personnel evaluations are due during the school year</td>
<td>Personnel Office</td>
<td>September</td>
</tr>
<tr>
<td>Agree on Student Growth Goal for evaluation year</td>
<td>Qualified evaluators and personnel being evaluated</td>
<td>October 1</td>
</tr>
<tr>
<td>Pre-observation conference (tenured personnel and part-time non-administrative personnel who have worked in the District five years or longer)</td>
<td>Qualified evaluators</td>
<td>October – March (biennially)</td>
</tr>
<tr>
<td>Pre-observation conference (non-tenured personnel)</td>
<td>Qualified evaluators</td>
<td>October - January</td>
</tr>
<tr>
<td>Observations (at least three observations for non-tenured personnel, two of which must be formal)</td>
<td>Qualified evaluators</td>
<td>October – February On-going feedback during this timeframe</td>
</tr>
<tr>
<td>Observations (at least two observations, one of which must be formal for tenured personnel and part-time non-administrative personnel who have worked in the District five years or longer and have been rated as proficient or excellent in their prior evaluation)</td>
<td>Qualified evaluators</td>
<td>October – May (biennially) On-going feedback during this timeframe</td>
</tr>
<tr>
<td>Observations (at least three observations, two of which must be formal for tenured personnel and part-time non-administrative personnel who have worked in the District five years or longer and have been rated as Needs Improvement or Unsatisfactory in their prior evaluation)</td>
<td>Qualified evaluators</td>
<td>October – May On-going feedback during this timeframe</td>
</tr>
<tr>
<td>RESPONSIBILITY</td>
<td>DATE</td>
<td>EVALUATION ACTIVITY</td>
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</tr>
<tr>
<td>Post-observation conferences and completion of evaluation instrument; copies to the personnel evaluated (non-tenured personnel)</td>
<td>Qualified evaluators</td>
<td>October-February On-going feedback during this timeframe</td>
</tr>
<tr>
<td>Mid-Year review</td>
<td>Qualified evaluators</td>
<td>Prior to Winter Break</td>
</tr>
<tr>
<td>Discussion of non-tenured personnel evaluations; renewal, or non-renewal of contract; and tenure status</td>
<td>Qualified evaluators, Director of Personnel, Programs and Services</td>
<td>December-February</td>
</tr>
<tr>
<td>Recommendation to Board of non-renewal of non-tenured personnel</td>
<td>Director of Personnel</td>
<td>March-April</td>
</tr>
<tr>
<td>Post-observation conferences and completion of evaluation instrument; copies to the personnel evaluated (tenured personnel and part-time non administrative personnel who have worked in the District for five years or longer)</td>
<td>Qualified evaluators</td>
<td>October-June On-going feedback during this timeframe</td>
</tr>
<tr>
<td>Professional development or remediation plans for tenured personnel (professional development plans can be used with non-tenured staff as outlined in plan)</td>
<td>Qualified evaluators and Directors of Personnel, Programs, and Support Services</td>
<td>As needed and as outlined in evaluation plan</td>
</tr>
<tr>
<td>Evaluations for all personnel to Personnel Office for filing in the personnel file</td>
<td>Qualified evaluators and Director of Personnel</td>
<td>When completed; no later than July 1st</td>
</tr>
</tbody>
</table>

**CORE COMPETENCIES**

Four fundamental components of performance have been identified as a part of the administrative evaluation process. These components are Communication, Collaborative Problem Solving, Continuous Professional Improvement and Essential Job Function. Following is a basic definition of the components and essential elements of outstanding performance in each area.

**Communication**

The definition of good communication, or being a good communicator, involves three essential elements: listening, verbal communication and non-verbal communication.

**Listening:**

Effective listening requires concentration and energy, includes a desire and willingness to try and see things from another’s perspective, and requires one to suspend judgment and evaluation. Effective listening involves attending to, or being “in service” to, the person speaking, shifting from one’s own perspective to another’s perspective, searching for the other person’s core message and being able to state your understanding of their thoughts and/or feelings. Lastly, an
The essential element of good listening is the ability to recognize the appropriate venue and method (time and place) to effectively hear what someone has to say, e.g., in person, via telephone or electronic message.

**Verbal Communication:**

Effective verbal communication requires an awareness and achievement on the part of the speaker of the following elements:

- They communicate with a clear understanding of their content and intent, e.g., to solicit input, to share an opinion, to evaluate, to open or close a dialogue.
- They are aware their communication is effective in terms of choice and arrangement of words, in addition to length of communication.
- They seek to be understood by the listener, i.e. they seek confirmation they are understood and don’t communicate in a manner that creates resistance to the listener.
- They are aware of their paraverbal communication, e.g. tone, pitch and pacing of their voice, and its impact on their message. Are they are able to convey empathy in the tone of their voice, or despite high level of interest their flat affect conveys apathy or disinterest. Does their tone keep communication moving forward or does their comment bring an end to the conversation.
- Their communication is honest
- The ability to recognize the appropriate venue and method (time and place) to effectively deliver a message, e.g., in person, via telephone or electronic message.

**Non-Verbal Communication:**

The third element is an understanding of non-verbal elements and their impact on whether one is an effective communicator. Non-verbal elements of communication are conveyed through facial expressions, postures and gestures. An effective communicator understands the power eye contact, or lack thereof, open body language and control of facial expression has on a conversation and conversely, knows how to read those signals in others when they are listening.

**Collaborative Problem Solving**

Good collaborative problem solving requires an individual possess all of all of the characteristics of a good communicator as described above. It also requires knowledge on how to lead an effective interest based discussion and process.

**Collaboration:**

Demonstration of collaborative problem solving is shown through one’s ability to explore other parties’ interests. This can only be accomplished when the individual understands how to ask questions and seek information as well as listen for the intent and meaning, i.e. the interest, in the answers. An effective collaborative problem solver will understand when a complete assessment of the problem has been completed and will not jump to solution before seeking all appropriate input.
A good collaborative problem solver will also understand that the process may not always lead to consensus, but that if implemented well, it can be enriching and create a better culture for future communication.

**Problem-Solving Process:**

Components of an effective problem-solving process include the following elements:

1) Problem Identification  
2) Problem Analysis  
3) Intervention/Plan Development  
4) Evaluation/Follow-up

Effective Problem-Solving Processes are ongoing and data gleaned through the process is utilized in making adjustments/changes to the plan.

**Continuous Professional Improvement**

Effective practice requires continuous improvement in one’s own skills and knowledge, as well as enhancement of the overall learning community in the work setting.

**Relevance:**

Beneficial professional learning is realized through self reflection and an honest assessment of one’s skills as well as an evaluation of what knowledge and information would benefit the learning community in which one works.

Highly effective learners actively seek professional growth via information and knowledge available from resources both internal and external to the organization. They do this while addressing individual and systemic needs.

**Application:**

Individuals committed to continuous professional learning find their own path to enhancing the workplace learning environment, whether that is through direct instruction of new skills learned, coaching, modeling or small group network facilitation and sharing. Regardless of how, individuals who are adept in this area find ways to apply what they learn and to impart these lessons to others.

**Essential Job Function**

Essential Job Function includes job specific responsibilities as well as cornerstone elements necessary for success in all administrative positions. Job specific responsibilities are highlighted in job descriptions and the excellent administrator is able not only meet those expectations but clarify and refine those expectations over time. The excellent professional recognizes that their job responsibilities are not static and rather change over time for a variety of reasons (e.g., developing
best practices, legal, programmatic). The following are the cornerstone elements of Professional Practice at NSSED:

_Student Outcomes:_

Professional Educator Licensed (PEL) staff all support student outcomes in different ways. Individual goals are set annually that address this linkage and each PEL is evaluated in relationship to how they have supported students making progress in their educational programs.

_Framework for Teaching/Practice:_

There are four main components that all PEL staff must consider in effectively meeting the needs of all learners. These four include:

- Planning and Preparation
- Classroom/Work Environment
- Instruction/Intervention
- Professional Responsibility

_SUMMATIVE RATINGS_

Each Professional Educator Licensed personnel evaluation shall be rated “excellent,” “proficient” “needs improvement” or “unsatisfactory”:

_SELF ASSESSMENT_

PEL staff that engage in reflective practice demonstrate a key component of continuous professional improvement, one of NSSED’s Core Competencies. Staff are encouraged to utilize the Summative Evaluation Rubric to reflect on their practice. For staff in an “off year” of the evaluation cycle (a year in which a summative evaluation is not required) a year end self assessment utilizing the Self Assessment Rubric is required. The goal of this self assessment is to identify areas of strength and develop a draft for goals for following school year.

_EVALUATION COPIES_

A copy of the personnel evaluation shall be placed in the employee’s personnel file, and the employee shall be provided with a copy. Personnel will have the opportunity to provide written comments which shall always be included in the final evaluation and in any transmittal of the final evaluation.

_EVALUATION STRUCTURE_

The intent of the evaluation structure is to facilitate the participants’ understanding of the process, clearly delineate expectations and how they will be monitored and reported, gather data for decision-making and ensure that the results lead to professional development and instructional improvement. The evaluation structure includes both formal and informal observations. The formal observation process requires a pre-observation, observation, and post-observation conference, and data-gathering by the qualified evaluator. Data gathered from informal
observations may be used in the summative rating only if the qualified evaluator provides the personnel written feedback following the informal observation and offers the personnel an opportunity to meet to discuss the observation and feedback. A minimum of two observations, one of which must be formal, shall be conducted and there is no limit to informal observations. See below for more detail regarding formal and informal observations.

**FORMAL OBSERVATIONS:**
Formal observations should have three components:

1. Pre-Observation Conference
2. Observation
3. Post-Observation Conference

Each of the three components is described in more detail in the following sections.

**PRE-OBSERVATION CONFERENCE**
One pre-observation conference may precede several observations. The objectives of the pre-observation conference are:

<table>
<thead>
<tr>
<th>PRE-OBSERVATION CONFERENCE OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONNEL</strong></td>
</tr>
<tr>
<td>1. Know the standards and expectations of the district in the areas to be evaluated</td>
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<tr>
<td>2. Understand how the evaluation process works and possible consequences</td>
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<td>3. Give input on the observations, e.g., when, where.</td>
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<tr>
<td>4. Give input on the job performance areas to be evaluated.</td>
</tr>
</tbody>
</table>

**OBSERVATION**
The objectives of the observation are:

<table>
<thead>
<tr>
<th>OBSERVATION OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONNEL</strong></td>
</tr>
<tr>
<td>1. Demonstrate level of expertise in communication, collaborative problem-solving, continuous professional improvement and essential job function.</td>
</tr>
</tbody>
</table>
POST-OBSERVATION

One post-observation conference may follow several observations. The objectives of the post-observation conference are:

<table>
<thead>
<tr>
<th>POST-OBSERVATION CONFERENCE OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONNEL</td>
</tr>
<tr>
<td>1. Provide input into the evaluation</td>
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<tr>
<td>2. Reflect on the data gathered during</td>
</tr>
<tr>
<td>the observation and from other reliable</td>
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<tr>
<td>sources</td>
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<tr>
<td>3. Identify areas of staff development</td>
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<tr>
<td>and/or self improvement</td>
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<td>4. Reinforce patterns of behavior that</td>
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<td>facilitate instruction and plan for</td>
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<td>improvement of patterns that distract</td>
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<td>from instruction</td>
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</tbody>
</table>

INFORMAL OBSERVATIONS:

Informal observations may be made at any time and without prior knowledge of the personnel being evaluated. However, if data from and feedback given resulting from an informal observation is to be used in the summative rating of a Professional Educator Licensed personnel the qualified evaluator must provide written feedback from the observation and offer an opportunity for the personnel to meet with the qualified evaluator to discuss the feedback.

PROFESSIONAL DEVELOPMENT PLAN

Within 30 school days of a “needs improvement” rating on the personnel evaluation the personnel, qualified evaluators and the Director of Personnel must develop a Professional Development Plan. For non-tenured Professional Educator Licensed staff this plan must be developed only if the District intends to invite them back the subsequent school year. Additionally, when qualified evaluators have concerns about personnel performance on any of the district standards and have
decided not, as yet, to rate the evaluation as “unsatisfactory” or “needs improvement”: they may request that a Professional Development Plan be developed. The Professional Development Plan is developed by a Development Team consisting of personnel, qualified evaluators, supervisors, and the Director of Personnel. Any staff member that was rated as needs improvement in their summative evaluation and returns to work at NSSED the following year shall be evaluated regardless of tenure status. The Professional Development Plan includes the following:

1. Statement of the area of performance concern
2. Statement of the desired performance outcome
3. Resources that the district will commit to the improvement
4. Commitments that personnel make toward the improvement of their performance and professional development
5. Schedule of observations for data gathering
6. Date to reconvene the Development Team to assess performance - Professional Development Plan generally do not last longer than two (2) months

The criteria used to decide to delay the rating of “unsatisfactory” or “needs improvement” may include the following:

1. The number of performance standards which concern the qualified evaluators
2. The skills of personnel in other performance areas
3. Contributions of personnel to the instructional program
4. Extenuating circumstances, professional or personal, which affect performance at any given time
5. The degree to which the instructional process and student benefits are affected
6. The time deemed necessary to improve performance
7. The ability of personnel to accept and benefit from assistance designed to improve performance

Personnel who fail to successfully complete a Professional Development Plan may be rated “unsatisfactory” on the evaluation.

**UNSATISFACTORY EVALUATIONS AND REMEDIATION PLAN**

Within 30 school days of an “unsatisfactory” rating on the personnel evaluation; the personnel, qualified evaluators, a consulting teacher or support personnel selected by the qualified evaluators, and the Director of Personnel must develop a ninety (90) day Remediation Plan designed to correct the areas identified as “unsatisfactory”. The consulting teacher or support personnel must have five (5) years of experience, reasonable familiarity with the assignment of the personnel being evaluated, and have received an “excellent” rating on his/her most recent evaluation. Tenured staff receiving an unsatisfactory on a summative evaluation shall be evaluated the year following the unsatisfactory rating.
The Remediation Plan includes the following:

1. Areas of unsatisfactory performance specifically delineating the behavior that is unsatisfactory
2. Required activities to meet remediation objectives specifically delineating what behaviors Professional Educator Licensed personnel must exhibit
3. Specific behaviors which are not to continue in each area rated unsatisfactory
4. Specific deficiencies for each area rated unsatisfactory
5. Expected outcomes for each area rated unsatisfactory
6. Remediation steps that will be followed for each area rated unsatisfactory
7. Resources that the district will commit to the remediation in each area rated unsatisfactory
8. Assessment and evaluation procedures delineating dates of announced observations, requirement for unannounced observations, and the dates of the quarterly evaluation conferences. The consulting teacher or support personnel shall not participate in the quarterly evaluation conferences, but shall be informed of the results of the first three
9. Statement that failure to satisfactorily complete the Remediation Plan will result in dismissal from employment
10. Statement that satisfactory completion of the Remediation Plan will result in reinstatement to the schedule of evaluations required by the Evaluation Plan
11. The name of the evaluator in charge of evaluating the remediation and the consulting teacher or support personnel
12. Signature of the personnel being evaluated stating that he/she has reviewed the Remediation Plan and understands its content and consequences
APPENDIX A

SUMMATIVE EVALUATION TOOL
NSSED Professional Educator Licensed Goal Worksheet: Student Growth

Goal (Must be collaboratively developed & Common Core aligned):

Relevance to District/Program Initiatives/Student Outcomes:

Resources needed:

Provide examples of observable/measurable indicators that can be used to show progress toward goal: (Must use at least 2 of Type 2 or Type 3 assessment data)

Completion Timeline:

Administrator Signature: ___________________________  Date: ___________________________
The following summary statements are related directly to the NSSED Core Competencies and information gathered via the job description, evaluation rubric, observation and other methods of data gathering. Statements are a reflection of classroom/work environment observations and general observations made over the course of the year. The five areas that will be commented on are:

- Communication
- Collaborative Problem-Solving
- Continuous Professional Improvement
- Professional Practice/Job Function
  - Planning and Preparation
  - Classroom/work Environment
  - Instruction/Intervention
  - Professional Responsibility
- Student Growth Goal
- Attendance
- Strengths
<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
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<th>EXCELLENT</th>
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<tbody>
<tr>
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<td>Staff member does not effectively utilize all three essential components of communication (active listening, verbal and non-verbal) or their communication type is not the most efficient in given situations (email vs. direct contact). They are able to meet basic expectations of receiving and delivering messages, but struggle in identifying how their communication skills helps or hinders interactions with others.</td>
<td>Staff member's communication is efficient and effective. They utilize all three essential components of communication (active listening, verbal and non-verbal). Their communication is clear, honest and of appropriate length and style (e.g., email, direct contact). They are able to reflect on their communication and why they utilized particular skills in given circumstances.</td>
<td>Staff member serves as a model for effective and differentiated communication. They are viewed as a resource for professional development and training in this area. Communication enhances relationships with all stakeholders (parents, students, colleagues).</td>
</tr>
</tbody>
</table>

Evidence:

Summative Statement:

Summative Rating:
**PURPOSE:** Collaborative Problem-Solving skills foster improved student/staff outcomes

<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
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<tr>
<td><strong>Staff member's collaborative problem-solving skills are used ineffectively and/or are non-existent and result in mistakes that the staff is unable or unwilling to address without support. They do not identify others’ interests through the process.</strong></td>
<td><strong>Staff member demonstrates the ability to collaboratively problem-solve, but has difficulty in recognizing when to use skills (e.g., initiation, questioning, facilitation, summarization,) and requires frequent support from supervisors and colleagues to work toward possible solutions. They do not always ensure others’ interests are discovered and addressed.</strong></td>
<td><strong>Staff member's problem-solving skills are used efficiently and effectively. They are able to facilitate and initiate the problem-solving process and ensure that others’ interests are recognized within the process. They are able to work independently when necessary.</strong></td>
<td><strong>Staff member serves as a model for the effective use of a collaborative problem-solving process. They are viewed as a resource for continuous professional improvement in this area. Staff member demonstrates an open mind to differing views, potential solutions and approaches issues as opportunities rather than problems. Staff member skillfully includes others and their interests and incorporates those within the decision making process.</strong></td>
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<tr>
<th><strong>Summative Statement:</strong></th>
<th></th>
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</thead>
</table>

**Summative Rating:**

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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
PURPOSE: Continuous Professional Improvement fosters improved student/staff outcomes

<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
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<th>EXCELLENT</th>
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<tbody>
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<td>Staff does not participate in professional development (e.g., networking, trainings, reflection with supervisor or colleagues) and makes no effort to share knowledge with colleagues. Staff is resistant to feedback from supervisors or colleagues.</td>
<td>Staff participates in professional development (e.g., networking, trainings, reflection with supervisor or colleagues) that are required or convenient and makes limited contributions to the profession. Staff accepts, with reluctance or difficulty, feedback from supervisors or colleagues.</td>
<td>Staff seeks out professional development (e.g., networking, trainings, reflection with supervisor or colleagues) based on individual assessment of need and actively shares knowledge with others. Professional growth activities are clearly connected with program and district goals. Staff welcomes feedback from supervisors or colleagues.</td>
<td>Staff actively pursues professional development opportunities (e.g., networking, trainings, reflection with supervisor or colleagues), initiates and develops activities to contribute to the profession that align with district goals. Staff seeks out feedback from supervisors/colleagues and actively incorporates it into their practice.</td>
</tr>
</tbody>
</table>

Evidence:

Summative Statement:

Summative Rating: | UNSATISFACTORY | NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
|------------------|----------------|------------------|------------|-----------|

### PURPOSE: Demonstration of Professional Practice/Job Function improves student/staff outcomes

<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
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<th>EXCELLENT</th>
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<td>Staff has demonstrated a basic understanding of and minimally fulfills the essential job functions as defined in the job description and/or other evaluative tools.</td>
<td>Staff is effective at meeting all areas indicated under the essential job functions and/or other evaluative tools.</td>
<td>Staff is a model for other staff in meeting all areas indicated under the essential job functions and often engage in work that is not specifically outlined in their job description and/or other evaluative tools. They are a resource in their respective Professional Practice area.</td>
</tr>
</tbody>
</table>

### Evidence:

### Summative Statement:

### Summative Rating: | UNSATISFACTORY | NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
**PURPOSE: Student Growth Goal**

<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>NEEDS IMPROVEMENT</th>
<th>PROFICIENT</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited or no evidence of progress</td>
<td>Few examples of progress toward goal. Progress is</td>
<td>Multiple examples of progress toward goal and</td>
<td>Many examples of progress toward goal and the</td>
</tr>
<tr>
<td>toward goal. Staff can provide no</td>
<td>being made, but end goal will not be realized. Staff</td>
<td>end goal will be realized or many examples of</td>
<td>end goal was exceeded. Clear examples of</td>
</tr>
<tr>
<td>examples of structures/supports that</td>
<td>can provide few examples of structures/supports that</td>
<td>new structures/supports have been put in place</td>
<td>supports and structures that were put in place</td>
</tr>
<tr>
<td>have been put in place to reach goal.</td>
<td>have been put in place to reach goal.</td>
<td>that increase the probability that end goal will</td>
<td>that lead to these outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>will be realized in the future.</td>
<td></td>
</tr>
</tbody>
</table>

**Evidence:**

**Summative Statement:**

**Summative Rating:**

<table>
<thead>
<tr>
<th>SUMMATIVE RATING</th>
<th>UNSATISFACTORY</th>
<th>NEEDS IMPROVEMENT</th>
<th>PROFICIENT</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
With the above-mentioned qualities in mind, this teacher’s Professional Practice is rated:

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**Ratings Definition:**

“**Excellent**”: Performs at Excellent levels in three out of four core competencies and Proficient in the other.

“**Proficient**”: All core competencies rated as Proficient or better.

“**Needs Improvement**”: Any core competency rated as Needs Improvement.

“**Unsatisfactory**”: Performs at Unsatisfactory levels in any core competency.

The overall summative rating combining Professional Practice with Student Growth is:

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**Ratings Definition:**

See Table 1 on following pages to identify summative rating calculation (weighted score of Professional Practice added to weighted score of Student Growth)
Please indicate staff member’s attendance and the degree, if any, that their attendance pattern impacted their work:

Please indicated a summary of the staff member’s strengths:

Supervisor Signature____________________________________________________ Date______________________________

Staff Signature_________________________________________________________ Date______________________________

Staff response may be made on a separate sheet and attached.
Calculating the Summative Rating Including Student Growth

\[(x/4 \times .70) = \text{Professional Practice Numeric Value (the Numerator is the number for the summative rating for Professional Practice: \(1=\text{Unsatisfactory, 2=Needs Improvement, 3=Proficient and 4=Excellent})\]}

\[(x/4 \times .30) = \text{Student Growth Numeric Value (the Numerator is the number for the summative rating from the Student Growth Rubric: \(1=\text{Unsatisfactory, 2=Needs Improvement, 3=Proficient and 4=Excellent})\]}

These two numeric values combined equal summative numeric value – see Table 1 for Summative Ratings

<table>
<thead>
<tr>
<th>Summative Rating</th>
<th>Numeric Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>&gt; .9</td>
</tr>
<tr>
<td>Proficient</td>
<td>.61 – .89</td>
</tr>
<tr>
<td>Needs improvement</td>
<td>.41 – .60</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>&lt; .41</td>
</tr>
</tbody>
</table>

Example:

Teacher is rated Proficient in Professional Practice (this is rated as a numeric value of 3). Take \(\frac{3}{4} (.75)\) and multiply by .70 (percentage that Professional Practice is weighted into summative rating) = .525

Teacher is rated Proficient in Student Growth (this is rated as numeric value of 3). Take \(\frac{3}{4} (.75)\) and multiply by .30 (percentage that Student Growth is weighted in summative rating) = .225

The result of adding Professional Practice weighted score (.525) to the weighted score of Student Growth (.225) = .75

Use the numbers in Table 1 above to determine a staff member’s overall summative rating = Proficient!
MID-YEAR REVIEW (Must provide feedback in 4 Core Competencies and Progress toward Goals):

This Professional Educator Licensed staff mid-year progress is summarized below:

Areas of Strength:

Areas of Need:

Brief Summary on Progress toward Goals:

Please note if there are any areas noted at this time that, if not adequately addressed, could result in summative rating of either unsatisfactory or needs improvement:

The staff member has participated in the Mid-Year Review and understands the evidence used to make comment on performance to date. The staff member may wish to make additional comments on a separate sheet. If the staff member wishes to make additional comments, the additional comments must always be attached in order for these comments to be considered a final evaluation.

Evaluating Administrator:___________________________________

Date:________________

Staff:______________________________________________

□ Yes, I wish to add additional comments to this mid-year review.
□ No, I do not wish to add additional comments to this mid-year review.

Administrator:______________________________________________

Date:________________
APPENDIX B

NSSED PROFESSIONAL EDUCATOR LICENSED SELF EVALUATION FORM
NSSED PROFESSIONAL EDUCATOR LICENSED PERSONNEL
SELF-EVALUATION FORM

A critical component of staff evaluation is the process of reflection. The reflective staff member considers the impact of a particular interaction, lesson plan, or other activity and makes decision about what went well and what they could improve on. Reflecting on one’s practice is a powerful tool in an ongoing continuous learning process. Staff at NSSED are asked to engage formally in this reflective process in order to comment on how they view their performance in relation to the NSSED Core Competencies. This self-evaluation should be completed prior to meeting with a supervisor to a summative review in order to prepare for a rich discussion on performance and to provide evidence supporting their reflection.

The four areas that you will self-reflect on and provide evidence within are:

- Communication
- Collaborative Problem-Solving
- Continuous Professional Improvement
- Professional Practice/Job Function
  - Planning and Preparation
  - Classroom/work Environment
  - Instruction/Intervention
  - Professional Responsibility
1. Communication

The definition of good communication, or being a good communicator, involves three essential elements: listening, verbal communication and non-verbal communication.

**Listening:**
Effective listening requires concentration and energy, includes a desire and willingness to try and see things from another’s perspective, and requires one to suspend judgment and evaluation. Effective listening involves attending to, or being “in service” to, the person speaking, shifting from one’s own perspective to another’s perspective, searching for the other person’s core message and being able to state your understanding of their thoughts and/or feelings. Lastly, an essential element of good listening is the ability to recognize the appropriate venue and method (time and place) to effectively hear what someone has to say, e.g. in person, via telephone or electronic message.

**Verbal Communication:**
Effective verbal communication requires an awareness and achievement on the part of the speaker of the following elements:

- They communicate with a clear understanding of their content and intent, e.g., to solicit input, to share an opinion, to evaluate, to open or close a dialogue.
- They are aware their communication is effective in terms of choice and arrangement of words, in addition to length of communication.
- They seek to be understood by the listener, i.e. they seek confirmation they are understood and don’t communicate in a manner that creates resistance to the listener.
- They are aware of their paraverbal communication, e.g. tone, pitch and pacing of their voice, and its impact on their message. Are they are able to convey empathy in the tone of their voice, or despite high level of interest their flat affect conveys apathy or disinterest. Does their tone keep communication moving forward or does their comment bring an end to the conversation.
- Their communication is honest
- The ability to recognize the appropriate venue and method (time and place) to effectively deliver a message, e.g., in person, via telephone or electronic message.

**Non-Verbal Communication:**
The third element is an understanding of non-verbal elements and their impact on whether one is an effective communicator. Non-verbal elements of communication are conveyed through facial expressions, postures and gestures. An effective communicator understands the power eye contact, or lack thereof, open body language and control of facial expression has on a conversation and conversely, knows how to read those signals in others when they are listening.
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**Evidence:**
2. Collaborative Problem Solving

Good collaborative problem solving requires an individual possess all of all of the characteristics of a good communicator as described above. It also requires knowledge on how to lead an effective interest based discussion and process.

Collaboration:

Demonstration of collaborative problem solving is shown through one’s ability to explore other parties’ interests. This can only be accomplished when the individual understands how to ask questions and seek information as well as listen for the intent and meaning, i.e. the interest, in the answers. An effective collaborative problem solver will understand when a complete assessment of the problem has been completed and will not jump to solution before seeking all appropriate input.

A good collaborative problem solver will also understand that the process may not always lead to consensus, but that if implemented well, it can be enriching and create a better culture for future communication.

Problem-Solving Process:

Components of an effective problem-solving process include the following elements:

1) Problem Identification
2) Problem Analysis
3) Intervention/Plan Development
4) Evaluation/Follow-up Effective Problem-Solving Processes are ongoing and data gleaned through the process is utilized in making adjustments/changes to the plan.
<table>
<thead>
<tr>
<th>NSSED Goal Area: Collaborative Problem-Solving</th>
</tr>
</thead>
<tbody>
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<td><strong>PURPOSE:</strong> Collaborative Problem-solving skills foster improved student/staff outcomes</td>
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**Evidence:**
3. Continuous Professional Improvement

Effective practice requires continuous improvement in one’s own skills and knowledge, as well as enhancement of the overall learning community in the work setting.

*Relevance:*
Beneficial professional learning is realized through self reflection and an honest assessment of one’s skills as well as an evaluation of what knowledge and information would benefit the learning community in which one works.

Highly effective learners actively seek professional growth via information and knowledge available from resources both internal and external to the organization. They do this while addressing individual and systemic needs.

*Application:*
Individuals committed to continuous professional learning find their own path to enhancing the workplace learning environment, whether that is through direct instruction of new skills learned, coaching, modeling or small group network facilitation and sharing. Regardless of how, individuals who are adept in this area find ways to apply what they learn and to impart these lessons to others.
| NSSED Goal Area: Continuous Professional Improvement | PURPOSE: Continuous Professional Improvement fosters improved student/staff outcomes |
|---|---|---|---|
| Unsatisfactory | Needs Improvement | Proficient | Excellent |
| Staff does not participate in professional development (e.g., networking, trainings, reflection with supervisor or colleagues) and makes no effort to share knowledge with colleagues. Staff is resistant to feedback from supervisors or colleagues. | Staff participates in professional development (e.g., networking, trainings, reflection with supervisor or colleagues) that are required or convenient and makes limited contributions to the profession. Staff accepts, with reluctance or difficulty, feedback from supervisors or colleagues. | Staff seeks out professional development (e.g., networking, trainings, reflection with supervisor or colleagues) based on individual assessment of need and actively shares knowledge with others. Professional growth activities are clearly connected with program and district goals. Staff welcomes feedback from supervisors or colleagues. | Staff actively pursues professional development opportunities (e.g., networking, trainings, reflection with supervisor or colleagues), initiates and develops activities to contribute to the profession that align with district goals. Staff seeks out feedback from supervisors/colleagues and actively incorporates it into their practice. |

Evidence:
4. Essential Job Function

Essential Job Function includes job specific responsibilities as well as cornerstone elements necessary for success in all administrative positions. Job specific responsibilities are highlighted in job descriptions and the excellent administrator is able not only meet those expectations but clarify and refine those expectations over time. The excellent professional recognizes that their job responsibilities are not static and rather change over time for a variety of reasons (e.g., developing best practices, legal, programmatic). The following are the cornerstone elements of Professional Practice at NSSED:

Student Outcomes:

Professional Educator Licensed (PEL) staff all support student outcomes in different ways. Individual goals are set annually that address this linkage and each PEL is evaluated in relationship to how they have supported students making progress in their educational programs.

Framework for Teaching/Practice:

There are four main components that all PEL staff must consider in effectively meeting the needs of all learners. These four include:

Planning and Preparation
Classroom/Work Environment
Instruction/Intervention
Professional Responsibility
NSSED Goal Area: Professional Practice/Job Function

**PURPOSE:** Demonstration of Professional Practice/Job Function improves student/staff outcomes. Includes Danielson’s 4 Domains: Planning and Preparation, Classroom/Work Environment, Instruction/Intervention, Professional Responsibility.

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**Evidence:**
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<thead>
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<th>Goal: Student Growth</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
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</tr>
<tr>
<td><strong>Excellent</strong></td>
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| Evidence: |
APPENDIX C

ADDITIONAL TOOLS TO SUPPORT THE EVALUATIVE PROCESS

(Check with Supervisor as programs utilize different tools)