

Colonial School District
Specialist Framework Guide

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Overview

In theory, the structures, operations, and performance descriptors of the Delaware Performance Appraisal System II (DPAS-II) provide a logical and comprehensive basis for evaluating specialists. Since its inception and over the course of its implementation, however, educators and administrators in the Colonial School District have regularly voiced concerns about the system's effectiveness with regard to its primary mission of advancing professional practice. Where many Colonial specialists would agree the current DPAS-II can work fairly well as an evaluation tool, its vagueness with respect to the responsibilities of the myriad of specialists produces burdens that actually limits the quality of practice-improving discussion and coaching—a reality that leaves large numbers of professionals to question the system's overall value.

Seeking to improve the quality of practice-improving discussion and coaching via the required evaluation processes, a cross-functional work group (comprised of district and building administrators, specialists, related-services professionals and, Colonial Education Association representatives) convened in fall of 2016 to design a specialist evaluation system to help them, within a single system, reach their professional-development objectives. Over the course of the six-month long work sessions, this group examined all elements of the current DPAS-II system to identify shortcomings and discuss possible alternatives in light of other models operating nationally. As well, the work group spent considerable time identifying potential implementation obstacles and reaching consensus on best ways forward.

The contents of this guide reflect the work of this group to date.

Specialist Work Group Members

Jeanne Bratten, Nurse
Sandra Campion, School Counselor
Kristin Capone, Physical Therapist
Andrew Capone, School Counselor
Ellen Citino, Building ELA Coach
Melissa Eger, Speech Language Pathologist
Jeffory Gibeault, Assistant Principal
Katie Gutowski, District Instructional Coach
Christine Holdren, Occupational Therapist
Emily Klein, School Psychologist
Pete Leida, Director of Schools (Facilitator)
Jeff Menzer, Director of Schools (Facilitator)
Mandy Munson, Special Education Coordinator
Claudia Peters, Nurse
Holly Sage, Principal
Allison Sheppard, School Counselor
Tamara Wales, PreK Coordinator
Jon Cooper, Director of Student Services

Work Session Meeting Dates

November 13, 2015
December 10, 2015
February 17, 2016
March 23, 2016
April 7, 2016

Introduction to Specialist Framework

Through adoption of the Specialist Framework (SF), Colonial Specialists seek to improve delivery of direct and indirect services via the required evaluation processes. As such, the Specialist Framework (SF) was developed with the following values and guiding principles:

1. Genuine commitments to both developing professionals' practice and assessing professionals' performance
2. Generation of more meaningful, timely, and practice-impacting feedback for all system professionals
3. Improved support and development of the district's less-experienced professionals
4. Streamlined and flexible (where possible) process elements, in order to focus on most important, highest-leverage elements of professional practice
5. Achievement of higher-quality discussion about delivery of service and actions system-wide—from specialist to specialist and specialist to evaluator, —toward a stronger learning culture

This guide describes the elements of the Specialist Framework, their connection and interplay to best provide feedback to specialist and evaluation of performance. These elements include Specialist Performance Standards, Indicators, Rubrics and the Model.

Specialist Performance Standards and Rubric Ratings

The performance levels for **ALL** specialists fall within four performance standards aligned to rubrics with four levels of performance. A specialist receives formative feedback on performance level within the four performance standards during the school year as well as a summative rating in conjunction with the rating from Component V.

Specialist Performance Standards

The performance levels for **ALL** specialists fall within four performance standards aligned to rubrics with four levels of performance.

1. Professional Knowledge and Preparation: *The specialist demonstrates relevant knowledge of their discipline to create plans to support the needs of the learning community.*
2. Data Driven Decision Making: *The specialist systematically gathers, analyzes, and uses relevant data to drive delivery of services and to provide support to the learning community.*
3. Supporting the Learning Community: *The specialist uses direct and/or indirect services to support student access and participation in the learning community.*
4. Professionalism: *The specialist exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.*

Performance Standard Rubric & Performance Levels

A specialist receives formative feedback on performance level within the four performance standards during the school year as well as a summative rating in conjunction with the rating from Component V.

Performance Standard 1: Professional Knowledge and Preparation

The specialist demonstrates relevant knowledge of their discipline to create plans to support the needs of the learning community.

The specialist continually demonstrates extensive professional knowledge, uses multiple data sources and seeks resources to meet the needs and interests of stakeholders and support the learning community.	The specialist demonstrates professional knowledge, uses data sources and seeks resources to meet the needs and interests of stakeholders and support the learning community.	The specialist inconsistently demonstrates professional knowledge OR inconsistently uses data sources OR inconsistently seeks resources to meet the needs and interests of stakeholders and support the learning community.	The specialists provides support based on resources/information that is inaccurate/out-of-date OR demonstrates inadequate understanding of the profession OR does not utilize resources to meet the needs and interests of stakeholders and support the learning community.
Level IV*	Level III (Expected Level of Performance)	Level II	Level I

**Oftentimes for a specialist to be rated as a Level IV, the specialist serves as a leader in his/her school community and/or specialist area.*

Performance Standard 2: Data-Driven Decision Making

The specialist systematically gathers, analyzes, and uses relevant data to drive delivery of services and to provide support to the learning community.

The specialist continually demonstrates expertise in gathering, analyzing, and using data to drive delivery of services and to provide support to the learning community.	The specialist systematically gathers, analyzes, and uses relevant data to drive delivery of services and to provide support to the learning community.	The specialist inconsistently gathers, analyzes, and uses relevant data to drive delivery of services and to provide support to the learning community.	The specialist inadequately OR ineffectively gathers, analyzes, and uses relevant data to drive delivery of services and to provide support to the learning community.
Level IV*	Level III (Expected Level of Performance)	Level II	Level I

**Oftentimes for a specialist to be rated as a Level IV, the specialist serves as a leader in his/her school community and/or specialist area.*

Performance Standard 3: Supporting the Learning Community

The specialist consistently uses direct and/or indirect services to support student access and participation in the learning community.

The specialist skillfully uses direct and/or indirect services AND creates an atmosphere of trust and collaboration to support student access and participation in the learning community.	The specialist consistently uses direct and/or indirect services to support student access and participation in the learning community.	The specialist inconsistently uses direct and/or indirect services to support student access and participation in the learning community.	The specialist inadequately OR ineffectively provides direct and/or indirect services to support student access and participation in the learning community.
Level IV*	Level III (Expected Level of Performance)	Level II	Level I

**Oftentimes for a specialist to be rated as a Level IV, the specialist serves as a leader in his/her school community and/or specialist area.*

Performance Standard 4: Professionalism

The specialist exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

The specialist continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community.	The specialist exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to remain current in their profession, and contributes to the profession.	The specialist inconsistently supports the school's mission OR seldom participates in professional growth opportunities.	The specialist shows a disregard toward professional ethics or the school's mission OR rarely takes advantage of professional growth opportunities.
Level IV*	Level III (Expected Level of Performance)	Level II	Level I

**Oftentimes for a specialist to be rated as a Level IV, the specialist serves as a leader in their school community and/or specialist area.*

Student Improvement Component V

Student Performance Goals are established through the existing DPAS II for Specialist Component V process. Specialist and evaluators should refer to the appropriate sections of the Delaware Department of Education's DPAS II Process for Specialist for details regarding this process.

Specialists and Indicators

Specialist in Colonial School District create and sustain an educational environment conducive to the fulfillment of the District's Mission and Vision so that maximum positive impact on the education of children can be realized. A specialist is responsible for planning, organizing, and delivering services based on the recognized professional standards of care and National Standards to help students overcome problems that impede learning and to assist them in attaining educational success. In Colonial there are six categories of Specialists:

- Coach
- Nurse
- School Psychologist
- School Counselor
- Special Education Coordinator/Program Coordinator
- Therapist

Each category of specialist has its own unique set of indicators that fall under the common performance standards and rubrics. The indicators are not meant to be all inclusive or seen as a checklist of look fors. These indicators are a sample of possibilities that have been developed by Colonial Specialists to reflect the values of the District and best practices and standards of care. The specific performance indicators are contained in the following pages.

Coach

Professional Knowledge and Preparation

The specialist demonstrates relevant knowledge of their discipline to create plans to support the needs of the learning community.

Indicators:

- Demonstrates a deep understanding of subject matter and pedagogy.
- Integrates key content, higher-level thinking skills, and discussions during professional learning situations with colleagues (e.g. PD, PLC, meetings, etc.).
- Connects present content with past and future learning experiences, cross-curricular awareness, and/or real-world experiences and applications.
- Displays an understanding of developmental needs of learners for instructional planning.
- Uses data and/or analytics to inform professional learning, identify resource needs, and support planning.
- Aligns and connects professional learning and planning objectives to state and local school district curricula and standards, and teacher and student needs.

Data-Driven Decision Making

The specialist systematically gathers, analyzes, and uses relevant data to drive delivery of services and to provide support to the learning community.

Indicators:

- Provides multiple opportunities for teachers to demonstrate understanding of best practices, state standards, and data driven instruction.
- Utilizes various types of data sources (progress monitoring, DSC, ESchool, etc.) to assist/consult with staff in making decisions addressing areas of need.
- Uses diagnostic, formative, and summative assessment data to plan professional learning for teachers, provide PLC support and planning, and make curricular revisions.
- Uses data from teacher surveys and/or feedback to plan for future professional learning needs and make curricular revisions.

Supporting the Learning Community

The specialist uses direct and/or indirect services to support student access and participation in the learning community.

Indicators:

- Builds a supportive and challenging learning environment.
- Actively listens and responds to teachers' needs.
- Promotes respect for and understanding of learners' needs and diverse learning styles.
- Establishes clear expectations for professional conversations and learning opportunities.
- Provides a climate of trust and collaboration to build a relationship within the learning community.
- Facilitates PLC conversations with a focus on student data and proficiency toward achievement of the standards.
- Delivers professional learning opportunities aligned with the needs of the learning community.

- Communicates with families using appropriate and family friendly terminology/explanations to support student success.

Professionalism

The specialist exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

Indicators:

- Maintains professional demeanor, behavior, and communication (e.g., appearance, punctuality, attendance, and language).
- Participates in ongoing professional growth activities based on relevant areas (e.g., knowledge of content area, most updated research, conferences, etc.) and incorporates learning into professional development activities.
- Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote learning.
- Creates a climate of accessibility for teachers by demonstrating a collaborative and approachable style.
- Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).

Nurse

Professional Knowledge and Preparation

The specialist demonstrates relevant knowledge of their discipline to create plans to support the needs of the learning community.

Indicators:

- Follows and transcribes physician orders per Delaware state board of nursing and DOE standards
- Coordinates care with outside agencies (examples: dental clinic, vision to learn, school health)
- Serves as a resource for the building in terms of medical and/or hygiene needs to ensure the safety and health of students and staff.
- Ensures compliances with DOE regulations as it concerns emergency equipmentment
- Understands and abides by all protocols for storing and accounting for all medications per Delaware state board of nursing and DOE

Data-Driven Decision Making

The specialist systematically gathers, analyzes, and uses relevant data to drive delivery of services and to provide support to the learning community.

Indicators:

- Analyze pertinent student information such as allergies, acute and chronic illnesses, and activity restrictions to communicate student needs with appropriate school staff
- Utilized findings from screenings to notify families of atypical findings and make appropriate referrals
- Monitor immunization records of all students to make appropriate steps to bring all students into compliance with all state guidelines
- Utilize information from healthcare providers and families to analyze and create a plan of care of individual students

Supporting the Learning Community

The specialist uses direct and/or indirect services to support student access and participation in the learning community.

Indicators:

- Provides the school community with resources and guidance to promote an optimal level of wellness.
- Collaborates with families, staff and outside agencies to identify and support high need/at risk students.
- Uses professional knowledge to assist in the development of IEP, OHI, and/or 504 plans to promote student success.
- Renders direct nursing services to ill and/or injured students, staff, and visitors.
- Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.

- Communicate with all stakeholders regarding health issues that affect the school community.

Professionalism

The specialist exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

Indicators:

- Maintains current state nursing license and Delaware School Nurse certification and other national nursing certifications
- Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on the learning community and sets goals for improvement.
- Participates in ongoing professional growth activities to expand nursing knowledge, (*other* coursework, conferences, working with an outside consultant, book study, supervision of volunteers/nursing students) and incorporates learning into services provided to the school community.
- Collaborates and networks with colleagues and community to reach educational decisions that support the learning community.(examples: building liaison for McKinney-Vento, DFS referrals, completing and maintaining student accident forms, maintains workmen's compensation forms)
- Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
- Creates a climate of accessibility for families and students by demonstrating a collaborative and approachable style.
- Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).
- Maintains all nursing notes in Health Accounting in DSC per Delaware State board of nursing and DOE standards.

School Psychologist

Professional Knowledge and Preparation

The specialist demonstrates relevant knowledge of their discipline to create plans to support the needs of the learning community.

Indicators:

- Is knowledgeable about and skillful in the use of various evaluation techniques to assess social, emotional, cognitive, and academic functioning.
- Engages in reflective practices for continuous improvement of professional skills.
- Stays current in best practices, and uses evidence-based practices when possible.
- Uses school and student learning data to inform recommendations for planning and meeting needs of all students.
- Displays an understanding of intellectual, social, emotional and physical development.
- Plans comprehensive evaluations and uses a variety of assessment tools/methods based on referral question and student needs.
- Participates in ongoing professional growth activities to expand professional knowledge (e.g., mentoring, peer coaching, coursework, conferences, working with an outside consultant, book study, supervision of students/interns) and incorporates learning into practice.

Data-Driven Decision Making

The specialist systematically gathers, analyzes, and uses relevant data to drive delivery of services and to provide support to the learning community.

Indicators:

- Uses a problem-solving framework as the basis for all professional activities.
- Uses diagnostic, formative and summative assessment data to assist in developing educational goals.
- Collaborates with other members of the interdisciplinary team to conduct assessments and create Evaluation Summary Reports (ESRs) that answer the referral question, assist the team in determining eligibility for special education services, and provide data-based recommendations for individualizing the child's educational programming to target their specific needs.
- Supports school staff in collection, management and analysis of data.
- Organizes and presents data in a format appropriate for use by members of the learning community.
- Maintains an effective management system for student data.

Supporting the Learning Community

The specialist uses direct and/or indirect services to support student access and participation in the learning community.

Indicators:

- Supports schoolwide efforts to build a supportive and challenging learning environment that maximizes instructional time and minimizes disruptions.
- Promotes a climate of trust and teamwork within the learning community.
- Promotes respect for and understanding of students' diversity, including - but not limited to - age, race, color, religion, national origin, sexual orientation, gender identification, and disability.
- Actively listens and pays attention to students' needs and responses.
- Differentiates services/practice to meet unique student needs.

- Integrates behavior supports and mental health services with academic and learning goals for children.
- Provides professional development and/or consultation for members of the learning community to better support the needs of students.
- Actively participates on schoolwide teams that support the learning environment (e.g., SBT, School Climate, PBS, crisis teams, etc.).
- Helps families and teachers find and access services within and beyond the school; creates linkages between schools, families and community providers and helps coordinate services when programming for children involves multiple agencies.
- Consults with teams regarding compliance with applicable laws and regulations.
- Uses data-based decision making methods, problem-solving strategies, consultation, collaboration and direct services in the context of crisis prevention, preparation, response and recovery to support the learning community.
- Supports the implementation and evaluation of programs that promote safe and violence-free schools and communities.
- Collaborates with teams to develop transition plans for students.

Professionalism

The specialist exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

Indicators:

- Carries out responsibilities in accordance with federal and state laws and regulations, NASP Principles for Professional Ethics, the NASP Model for Comprehensive and Integrated School Psychological Services, and established state and national credentialing/licensing guidelines.
- Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- Identifies personal strengths/weaknesses related to professional skills, their impact on the learning community and sets goals for improvement.
- Collaborates and networks with colleagues and community to reach educational decisions that support the learning community.
- Effectively communicates information for diverse audiences, using appropriate forms of oral and written communication.
- Creates a climate of accessibility for families and students by demonstrating a collaborative and approachable style.
- Listens and responds with cultural awareness, empathy, and understanding to the opinions of stakeholders (e.g., parents, community, students, colleagues).
- Dedicates space and focus to students to promote a sense of engagement and trust.

School Counselor

Professional Knowledge and Preparation

The specialist demonstrates relevant knowledge of their discipline to create plans to support the needs of the learning community.

Indicators:

- Understanding of the intellectual, social emotional and physical development of the age group
- Relevant, current knowledge of college and career readiness K-12
- Knowledge of community based services that are available to students (i.e mental health agencies)
- Knowledge of school-wide crisis plans
- Knowledge of student specific crisis plans
- Knowledge of barriers to student learning and preparation of accommodations and behavior plans
- Knowledge of academic, career and social domains of student development
- Aligns and connects lesson objectives to State, District, School and ASCA Standards
- Displays an understanding of the appropriate academic, personal and social/emotional development of the age of student
- Demonstrates awareness of current (adapting) changing world events/ and applies appropriate skills and strategies
- School Counseling Action Plans are utilized for school counseling curriculum, small groups and closing the gap activities
- School Counselor develops a program vision statement, mission statement, and annual calendar
- Collaborates to facilitate a comprehensive and developmentally appropriate school counseling program that meets the needs of all students.

Data-Driven Decision Making

The specialist systematically gathers, analyzes, and uses relevant data to drive delivery of services and to provide support to the learning community.

Indicators:

- Knowledge of how to use data systems to establish goals and activities to close the achievement gap
- Uses perception, process and outcome data to set goals and drive counseling program, this data is collected and reviewed to inform program decisions
- Utilizes multiple data sources to assist in making decisions about programing and addressing student needs.
- Collaborating with staff and families to discuss student data and/or progress
- Organizes and shares data/results in a user-friendly format
- School Counseling Action Plans are consistent with the program goals and competencies

Supporting the Learning Community

The specialist uses direct and/or indirect services to support student access and participation in the learning community.

Indicators:

- Introduce students to “outside learning” opportunities (extracurriculars, clubs, tutoring, sports, in-district programming)

- Encourage use of internet access by parents and students (HAC, websites, DIAA forms)
- Provide assistance with college and career planning/readiness with students and parents
- School counselor develops and provides small counseling groups based on student needs
- School counselor provides classroom guidance lessons to support school climate and student needs
- School counselor provides individual counseling to promote student academic, social/emotional, and career development
- School counselor assists as a member of crisis team to provide crisis response services
- School counselor collaborates with outside/community resources, parents, teachers, and other educators to promote the development of academic, social/emotional and career growth
- School counselor directs students and parents to school or community resources for a additional assistance or information through referrals
- School counselors share strategies that support student achievement with parents, teachers, other educators, or community organizations through consultation.
- School counselor is an active participant on school teams to plan for student needs and reach educational decisions
- Collaborates and consults with colleagues and community agencies to enhance and promote student learning

Professionalism

The specialist exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

Indicators:

- Carries out responsibilities in accordance with federal and state laws, ASCA ethical standards, and established state regulations, and practices.
- Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- Identifies personal strengths/weaknesses related to professional skills, their impact on the learning community and sets goals for improvement.
- Participates in ongoing professional growth activities to expand school counselors' knowledge (coursework, conferences, working with an outside consultant, book study, supervision of volunteers/students) and incorporates learning into classroom activities and/or student programming.
- Collaborates and networks with colleagues and community to reach educational decisions that support the learning community.
- Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
- Creates a climate of accessibility for families and students by demonstrating a collaborative and approachable style.
- Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).

Special Education Coordinator/Program Coordinator

Professional Knowledge and Preparation

The specialist demonstrates relevant knowledge of their discipline to create plans to support the needs of the learning community.

Indicators:

- Demonstrate a thorough understanding of all portions of the standards based individual educational plans when meeting with stakeholders
- Demonstrate deep and current knowledge of state and federal regulations (including but not limited to manifestations, eligibility, classification of students)
- Develops and maintains compliant files
- Uses time, space, and meeting etiquette to promote a meeting environment that demonstrates knowledge of relevant factors (including but not limited to availability of families and staff, schedule changes, coverages) in order to schedule various types of meetings
- Provide constructive, frequent, and timely feedback on content of individual educational plans for staff
- Engages in on-going communication and shares relevant information to all stakeholders in a timely manner
- Understanding of the intellectual, social emotional and physical development of the age group

Data-Driven Decision Making

The specialist systematically gathers, analyzes, and uses relevant data to drive delivery of services and to provide support to the learning community.

Indicators:

- Utilizes various types of data sources (progress monitoring, Cognos, NBF, DSC, ESchool, etc.) to assist/consult with staff in making decisions about programming and addressing student needs
- Collaborates with staff to develop and/or implement interventions and strategies to address needs after reviewing multiple data sources
- Analyzes data to determine eligibility for special educational services as per IDEA regulations
- Analyzes progress monitoring data to determine need for individual educational plan revisions and/or student supports

Supporting the Learning Community

The specialist uses direct and/or indirect services to support student access and participation in the learning community.

Indicators:

- Actively participates in the development of the individual educational plan
- Actively listens to students, families, and staff in terms of needs and responses
- Promotes respect and understanding of students' diversity, including but not limited to race, color, religion, sex, national origin and/or disability.
- Provide relevant and ongoing training to all staff
- Establish clear expectations for timelines, routines, and procedures in regards to District, State and Federal guidelines.
- Communicates with families using appropriate and family friendly terminology/explanations to support student success.

Professionalism

The specialist exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

Indicators:

- Carries out responsibilities in accordance with federal and state laws, regulations, and practices.
- Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- Identifies personal strengths/weaknesses related to professional skills, their impact on the learning community and sets goals for improvement.
- Participates in ongoing professional growth activities to expand special education coordinator knowledge (coursework, conferences, working with an outside consultant, book study, supervision of volunteers/students) and incorporates learning into all interactions.
- Collaborates and networks with colleagues and community to reach educational decisions that support the learning community.
- Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
- Creates a climate of accessibility for families and students by demonstrating a collaborative and approachable style.
- Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).

Therapists

Professional Knowledge and Preparation

The specialist demonstrates relevant knowledge of their discipline to create plans to support the needs of the learning community.

Indicators:

- Maintains current documentation that meets requirement of national/state licensing boards.
- Understanding of the intellectual, social emotional and physical development of the age group
- Demonstrates knowledge of educational model of service delivery as a school-based therapist (vs medical based therapist).
- Use research (evidence) based resources and/or clinical reasoning for all aspects of assessment and program planning.
- Demonstrates knowledge of resources and/or seeks out assistance both within and beyond the school district.
- Participates in the development of Standards Based IEPs including contributing to: data considerations, areas of need, supports, accommodations, modifications, and service delivery.
- Effectively manages responsibilities with both caseload and workload necessary to support student programs.
 - Caseload looks solely at the special education students services listed on the IEP
 - Workload is everything beyond the IEP and may include: traveling to other schools, performing assigned duties, serving on school wide committees, training staff or parents, ordering, distributing and maintaining assistive technology/adaptive equipment, Participating in educational initiatives such as SBT, RTI, PBS, attending district trainings, communications with teachers/team members, attending PLC meetings
- Ability to implement and modify activities for therapeutic intervention within the school setting and routines
- Knowledge of disabling conditions and how they may impact access and participation in the educational program.

Data-Driven Decision Making

The specialist systematically gathers, analyzes, and uses relevant data to drive delivery of services and to provide support to the learning community.

Indicators:

- Maintains an effective data management system using DSC (or current district application)
- Compiles and interprets data from documentation reviews for to determine appropriate therapeutic intervention.
- Participates in the determination of eligibility for special education and related services and the development of individual student's IEPs.
- Offers appropriate recommendations for individual student placement and personnel needs based on the least restrictive educational setting.
- Collects baseline and ongoing data on individual student progress toward IEP outcomes, participation and functional status.
- Utilizes various types of data sources to assist/consult with staff in making decisions about programming and addressing student needs

Supporting the Learning Community

The specialist uses direct and/or indirect services to support student access and participation in the learning community.

Indicators:

- Communicates with families using appropriate and family friendly terminology/explanations to support student success.
- Uses various types and methods of service provision (I.E. photos, videos, object representation etc) to meet the needs of the learning community.
- Serves as resource regarding disabilities and the impact they have on the educational environment and student learning; provides expertise to develop informational resources
- Uses knowledge of evidence based practice and/or clinical expertise and experience to develop and implement educationally appropriate intervention strategies and accommodations.
- Supports student to access and participate in educational environments through the use of specialized assistive technology and adaptive equipment.
- Collaborates with and/or trains school staff members and/or families to address student needs.
- Demonstrates flexibility and adaptability to provide services to assist in other areas of programming.

Professionalism

The specialist exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

- Carries out responsibilities in accordance with federal and state laws, Code of Ethics, and established state and national licensing board, regulations, and practices.
- Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- Identifies personal strengths/weaknesses related to professional skills, their impact on the learning community and sets goals for improvement.
- Participates in ongoing professional growth activities to expand therapist knowledge (coursework, conferences, working with an outside consultant, book study, supervision of volunteers/students) and incorporates learning into classroom activities and/or student programming.
- Collaborates and networks with colleagues and community to reach educational decisions that support the learning community.
- Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
- Creates a climate of accessibility for families and students by demonstrating a collaborative and approachable style.
- Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).

Model

The Specialist Framework Model is designed to provide support and feedback to specialists based on their level of experience and evidence collected throughout the school year. Collaborative discussions between the evaluator and the specialists provide the vehicle for feedback, growth, and evaluation.

Definition of Experienced Specialist

Experienced-3+ years of experience

Definition of Novice Specialist

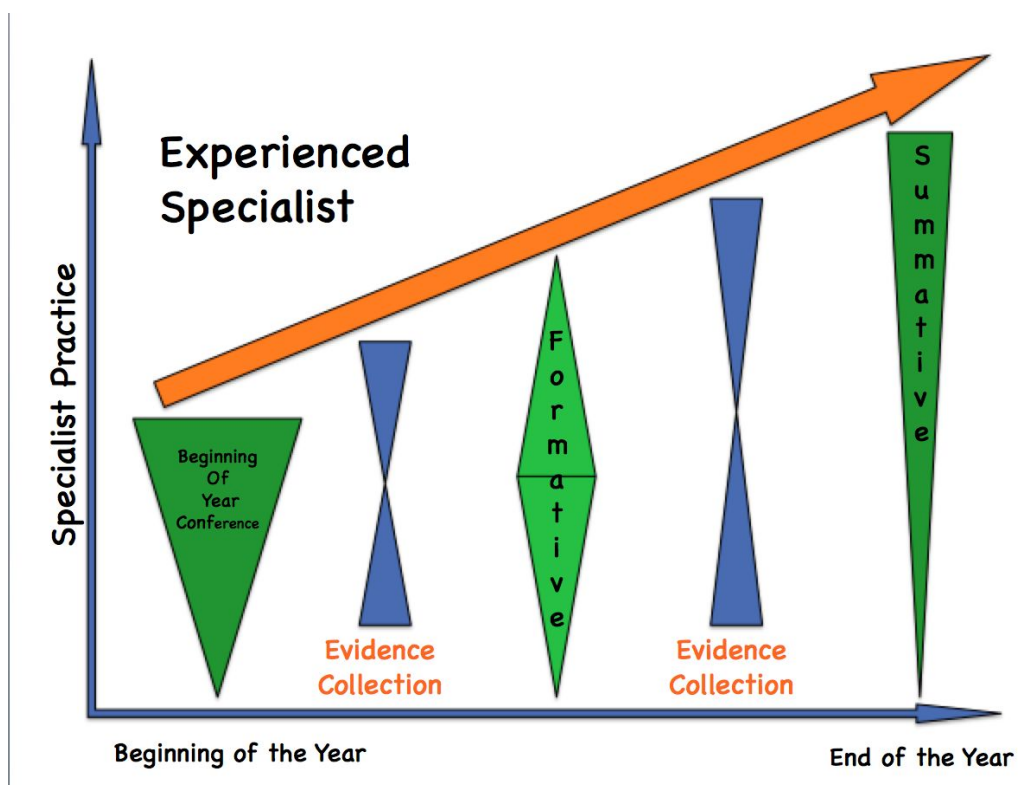
New to Role Novice-1 year

New to District Novice-1 year (previous experience in role outside of district)

New to Career Novice-3 years (no previous experience in role)

The followings contain a visual as well as a narrative overview of the Model for both Experienced and Novice Specialists.

Experienced Specialists Model in Motion



Overview for Experienced Specialist

Beginning of the Year Conference

Student Performance Goals(Component V)

Professional Growth Focus

Evidence Collection (Ongoing)

Formative Feedback Conference (December/January)

Rubric Rating Performance Standard 1, 2, 3 & 4

Professional Growth Focus- Progress

Student Performance Goals- Progress

Evidence Collection (Ongoing)

End of Year Conference (May/June)

Summative Evaluation

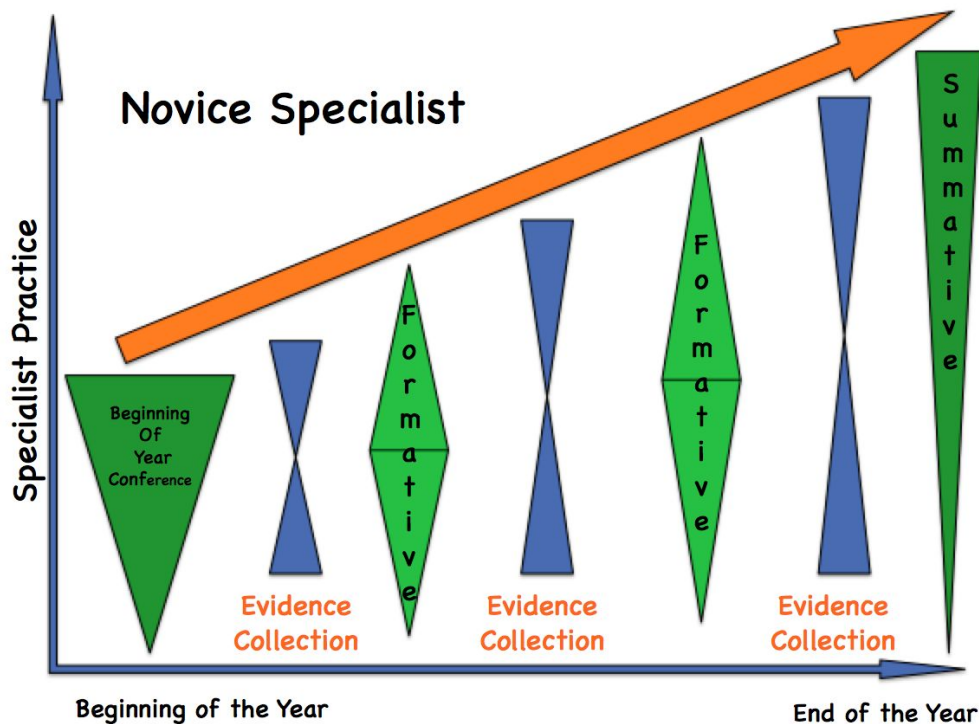
Rubric Rating Performance Standards 1, 2, 3 & 4

Student Performance Goals (Component V)

Overall Specialist Rating (Rubric and Component V)

Professional Growth Focus

Novice Model in Motion



Overview for Novice Specialist

Beginning of the Year Conference

Student Performance Goals (Component V)
Professional Growth Focus

Evidence Collection (ongoing)

Formative Feedback 1-Conference (December/January)

Rubric Rating Performance Standard 1, 2, 3 & 4
Professional Growth Focus- Progress
Student Performance Goals- Progress

Evidence Collection (Ongoing)

Formative Feedback 2-Conference (March)

Rubric Rating Performance Standard 1, 2, 3 & 4
Professional Growth Focus- Progress
Student Performance Goals- Progress

End of Year Conference (May/June)

Summative Evaluation
Rubric Rating Performance Standards 1, 2, 3 & 4
Student Performance Goals (Component V)
Overall Specialist Rating (Rubric and Component V)
Professional Growth Focus

Elements of the Model

Beginning of the Year Conference

The evaluation process begins with collaboration between a specialist and his/her supervisor to establish student performance goals and professional growth focus for the specialist. In cases where specialists work in different buildings, the administrator of the specialist's home school assignment is responsible for coordinating evidence collection with the administration in specialist's secondary assignments.

Prior to the conference

Once the date and time for a Beginning of the Year Conference is established, the principal should encourage the specialist to reflect on his/her practice and on student results by reviewing the following, or similar information:

- This Guide and any written materials describing how the appraisal process will be implemented
- His/her most recent evaluation (if applicable)
- Available student data relevant to the specialist's role
- Feedback about his/her specialist practices (including stakeholder feedback) to identify areas of strength and areas of growth
- The school/district's student learning, behavioral, emotional and health priorities for the year
- The school's improvement plan for the upcoming school year and any information about the effectiveness of the prior year's improvement plan

The specialist reviews and reflects on all of the relevant material and completes a draft of two forms:

1. Student Performance Goal-Setting Form (Required) – Here the specialist chooses specific student performance measures and sets targets for improvement on those measures. These measures are the basis for assessing the specialist in Component V.
2. Professional Growth Focus Form (Required)-Here the specialist identifies areas of his/her practice where improvement would contribute both to his/her overall growth as a specialist and to the accomplishment of the student performance goals. The focus areas should align to specific indicators in the Specialist Framework and Rubric

Once the specialist submits the draft forms(at least 24 hours in advance of the scheduled meeting) to his/her administrator, the administrator reviews and reflects on all of the relevant materials related to the specialist, including the completed forms themselves. As a result, both the specialist and the principal are well-prepared for a meaningful beginning of the year conference.

During the conference

The conference provides an opportunity for the specialist and administrator to review performance measures and focus areas together. Questions to explore include:

- Do the specialist's student performance targets focus on areas of needed improvement? Are they well aligned to building and district priorities?
- How well does the specialist connect the focus areas and the student performance measures? Is the improvement in the focus area likely to lead to student growth or improvement in performance?
- How will the specialist and administrator proceed together to collect evidence and provide feedback on the specialist's practice (especially in focus area)?

At minimum, the conference includes a discussion of the content of the Student Performance Goal- Setting Form. The conference should also include a discussion of the Professional Growth Focus Form, as well as, an agreement on a plan for evidence collection: how often the administrator will conduct on-site visits, when, how and what administrator will provide feedback, and what information the specialist is expected to gather as evidence of his or her practice.

At the conclusion of the conference, the administrator and specialist agree on any revisions to the focus areas and strategies in the forms. If there is disagreement, the administrator makes the final decision on the content of the forms. The specialist makes agreed-upon revisions in the district's online platform and makes the final version available to the administrator for approval. The content of the forms becomes the primary basis for evidence collection and feedback conversations.

Collecting and Using Evidence

Once the beginning of the year process is complete, the administrator and specialist begin collecting evidence and continue conducting conferences, and observations throughout the year. Collection, analysis, and synthesis of evidence form the basis of an evaluator's assessment of the specialist's practice. This section describes how an administrator should (1) organize him or herself to collect evidence and (2) collect and use evidence as a basis for feedback and appraisal.

Organizing for Evidence Collection

The administrator is responsible for evaluating specialist practice across the Performance Standards in the Colonial Specialist Framework in addition to evaluating student improvement. Providing impactful feedback and completing an evaluation that addresses both the breadth (across the performance standards) and depth (within the indicators) requires a focused plan. The administrator can begin to construct this plan by answering the following questions:

- What are the core things I should see and review for all specialists?

- What things should I be sure to see and review for specialists based on their areas of focus? What do I need to be sure to see and review throughout the year to make the formatie conference meaningful? How will I cover all performance standards and indicators during the year?
- How often will I visit with specialists to reflect on progress? Can I utilize time in meetings I already have scheduled with specialists to focus on their performance? How will I explain my evidence collection process?

As he/she answers these questions, the administrator can rely on observable evidence and documented evidence:

Observable Evidence

- Directly observing a specialist at work, including but not limited to, school based meetings, professional development sessions, parent meetings, and providing direct student support.
- Observing the systems (indirect services) created or established by a specialist, to improve student access and participation in the learning community.

Documented Evidence

- Collecting artifacts, including but not limited to, treatment plans, newsletters, and professional development agendas and materials.
- Reviewing school data, including but not limited to direct evidence of student performance, and other stakeholder feedback.

The administrator uses his/her discretion in determining the quantity and types of evidence collected. Evidence collection should include regular observation of specialist practice to increase the likelihood that a specialist will experience evaluation as a way to support and motivate him/her to improve practice. Not doing so increases the likelihood that evaluation will feel like a compliance exercise to a specialist.

Collecting and Using Evidence

At the heart of effective evaluation is providing high quality feedback based on evidence. This requires a disciplined approach to collecting descriptive evidence (i.e., what is observed) and using that evidence in order to arrive at a conclusion regarding the effectiveness of the specialist's practice. These conclusions are the basis both of specific feedback and ratings of practice.

With observable evidence, administrators proceed as follows:

1. Begin with the Colonial Specialist Framework – administrators should determine which Performance Standard and/or Indicator in the Rubric Framework apply to what they observed.
2. Take written notes when observing -- The more specific the notes, the clearer the picture of specialist practice.

3. Draw conclusions from the notes – Using language from the Colonial Specialist Framework, administrators should assess individual pieces of evidence.
4. Look for patterns – In order to provide strong feedback, administrators should draw from multiple sources of evidence.

The Specialist Evidence Collection Form can help administrators to proceed through the first three steps. This form is optional. However, Step 4 generally comes after multiple observations and the gathering of evidence.

Formative Conference Process

At regular points throughout the school year, the specialist and administrator are required to meet to assess performance within the Specialist Framework, progress towards student performance goals and professional growth focus areas. Using the Formative Conference Form, any feedback, rubric outcomes, or next steps are documented. Experienced specialists should receive a minimum of one formative conference midway through the school year. Novice specialists should receive a minimum of two formative conferences, the first occurring as early as December and the second by end of March. This section describes what should happen before and during the formative conference.

Prior to the conference:

The administrator:

- Reviews the Specialist Framework, indicators and rubric ratings, including student performance goals and professional growth focus areas
- Reviews evidence collected to date and prepares a small number of conclusions to share with the specialist about his/her practice, especially within the professional growth focus areas
- Examines interim student data and determines progress-to-date

The specialist:

- Reviews the Specialist Framework, indicators and rubric ratings, including student performance and professional growth focus areas
- Reflects on the quality of his or her own specialist practices, especially on the indicators identified as professional growth focus areas
- Examines interim student data and determines progress-to-date
- Considers if any circumstances have arisen that would suggest a need to adjust delivery of services and professional growth focus areas

During the conference:

The conference itself is an opportunity for the specialist to share his/her reflections and for the administrator to provide feedback. The conference does result in a rating and should serve as an opportunity for the administrator to

indicate whether the specialist is on track to meeting student performance goals and focus areas. If necessary, modifications should be made to student performance goals and/or professional growth focus areas.

The Specialist can provide additional evidence through a request to add evidence with an observer.

Questions that might guide the discussion include:

- What actions has the specialist taken to accomplish student performance goals and professional growth focus areas?
- What positive accomplishments would the specialist share?
- What evidence exists as progress toward student performance goals and professional growth focus?
- What resources/supports does the specialist need to help accomplish their student performance goals and professional growth focus areas?

End of Year Conference

All specialist must receive an annual summative rating at one of four levels of performance, representing an aggregation of the ratings across each of the four performance standards. This section outlines the methodology for assigning a rating and the purpose and structure of the summative evaluation conducted at the end of year conference.

Before Conference

The specialist:

- Reviews the Student Improvement Goals, Professional Growth Focus Areas, and completed Formative Feedback(s)
- Reflects on the quality of their own specialist practices, especially within the rubric, indicators and focus areas
- Examines any student achievement data and determines if expected progress towards student performance measures has been made

The evaluating administrator:

- Reviews the Student Performance Goals, Professional Growth Focus Areas, and completed Formative Feedbacks
- Examines all evidence collected
- Completes the Summative Evaluation Form

During Conference

The conference itself is an opportunity for specialists to share their reflections and for evaluating administrators to provide feedback. The evaluating administrator should share a copy of the summative evaluation form and review key observations from it.

The Specialist can provide additional evidence through a request to add evidence with an observer.

Questions that might guide the discussion include:

- Did the specialist achieve student performance goals? Why or why not?
- What would the specialist identify as strengths in practice this year?
- What would the specialist identify as areas of improvement in practice?
- Did goal(s) and focus areas lead to strengthened professional practice and improved student outcomes? To what extent? What evidence exists to support those conclusions?
- Reflecting on specialist practice, what are the specialist's professional growth focus areas for the upcoming year?
- What resources or support does the specialist need from the evaluating administrator?

Following the Conference

If the discussion prompts the administrator to adjust ratings or comments, he/she makes these changes following the conference and then provides a revised Summative Evaluation Form to the specialist for signature. If a specialist disagrees with any feedback on the Summative Evaluation Form or wishes to add additional information to support any comment, he or she may provide information in writing to the evaluator within fifteen (15) working days of receipt of the form. The specialist may request a second conference with the evaluator to discuss concerns. Additional information provided will become part of the appraisal record.

Summative Rating

At the end of the year conference, the evaluating administrator reviews their evidence and conclusions and assigns a summative performance level-rating for each performance standard 1-4, determines Component V rating and then calculates an overall summative rating.

The evaluator should review all of the evidence collected during the year. It is imperative that the evaluator gather multiple sources of evidence for each performance standard, where applicable supplementing observable evidence with documented evidence.

The summative rating is determined using the Colonial Specialist Summative Scoring Chart.

Colonial Specialist Summative Scoring Chart

Summative Framework Score -Compile all ratings for each of the 4 Performance Standards for a possible total of 16 points. (Level IV=4 pts, Level III=3 pts, Level II=2 pts, Level I=1 pt)	___-PTS
Student Improvement Score (from Component V)	___-Exceeds ___-Satisfactory ___-Unsatisfactory

Summative Framework Score	Student Improvement Score		
	<u>Exceeds</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>
14-16 Points	Highly Effective	Effective	Needs Improvement
9-13 Points	Effective	Effective	Needs Improvement
6-8 Points	Effective	Effective	Ineffective
4-5 Points	Needs Improvement	Needs Improvement	Ineffective

Observer Types

Employs multiple observer classifications. Three classifications of observers—Primary, Secondary, and Support—work toward more providing more direct, specific, and actionable feedback about practice. By design, the ‘Support’ observer classification, though certified and credentialed via Framework training and calibration, is expressly not an evaluator. Their function is to support specialists and provide direct, Framework-aligned feedback. This classification will be open to specialist leaders with the process to be determined and outlined in the future.

Primary Observers

District-contracted administrators: Principals, APs, Supervisors, Directors

May collect evidence, lead formative feedback conferences, and provide formative feedback ratings.

Exclusively performs Summative

Secondary Observers

Student Advisors

May collect evidence, lead formative feedback conferences, and provide formative feedback ratings.

Support Observers

Specialist Leaders

May provide feedback to Specialists that may be used for evidence collection

Specialist Framework Conference Overview

Conference Type	Purpose	Admin Type	Forms	Evidence	Time frame	Admin responsibilities	Specialist Responsibilities
Beginning of Year	Set Student Perf Goals & Prof Growth Focus	Primary & Secondary Observers	Student Perf Goal and Prof Growth Focus	Determine types of evidence, evidence collection methods, etc...	By October 7th	Primary- Home School of Specialist	Submit Performance Goal and Professional Growth Focus prior to Conference
Formative Feedback	Provide formative feedback rating in all 4 Perf Standards	Primary & Secondary Observers	Formative Feedback	Observable: Direct and/or Indirect Documented: Artifact and/or Data	December 1st through March 1st	Complete Formative Feedback based on evidence collected	Present evidence, reflect on progress towards Rubric, Student Performance Goals and Professional Growth Focus
End of Year	Provide summative rating in all 4 Perf Standards & Comp V (Aids in goal and focus setting for following year)	Primary Observers	Summative Evaluation	Formative Feedback Observable: Direct and/or Indirect Document: Artifact and/or Data	May 1st through June 1st	Complete Summative Evaluation based on evidence collected, and Formative Feedback(s)	Present evidence, reflect on progress towards, Rubric, Student Performance Goals and Professional Growth Focus

FORMS

A- Professional Growth Focus

B- Evidence Collection Form

C- Formative Feedback

COLONIAL SPECIALIST FRAMEWORK- PROFESSIONAL GROWTH FOCUS FORM

Specialist Name:

Specialist Position:

Work Location(s):

Evaluator:

Date of Conference:

Instructions to Specialist: This form is intended to help you identify the specialist professional growth focus areas you intend to pursue to achieve your student performance goals in the coming school year as well as improve your professional practice. Using the rubric and/or indicators, identify one or two focus areas that you will address this year in order to meet your student performance goals and improve your practice as a specialist. For each area, describe three things: which Performance Standard or Indicator from the Rubric you are addressing, what specific specialist actions you intend to take, and what will be your measures of success during the year. The professional growth focus you establish here becomes part your supervisor's observation of your practice.

Please complete the top section of the form and submit it to your supervisor prior to your Beginning of the Year Conference.

Professional Growth Focus Area #1:	
Performance Standard/Indicator	
Specialist Action	
Measure of Success	

Professional Growth Focus Area #2:	
Performance Standard/Indicator	
Specialist Action	
Measure of Success	

APPROVAL

Instructions to Specialists: After the beginning of the year conference with your supervisor, revise the form as needed, sign it, and submit to your supervisor for his/her signature. The specialist's signature indicates acknowledgment of the professional growth focus form; the supervisor's signature indicates approval of the professional growth focus.

Principal Signature:

Evaluator Signature:

Date of Conference:

Form B

COLONIAL SPECIALIST EVIDENCE COLLECTION FORM

Specialist's Name:

Novice Experienced

Activity:

Name of Person Completing:

Date of Observation:

Scheduled Unscheduled

Directions: The observer uses this form to document evidence during an observation. Depending on the length and purpose of the observation, the observer may not witness evidence for each standard.

Standards Observed

1

2

3

4

Evidence Observed/Collected:

I wonder....

(Optional- additional feedback, comment or questions)

COLONIAL SPECIALIST FRAMEWORK- (Title to be added) FORMATIVE CONFERENCE FORM

Specialist Name
Work Location(s)
Date of Conference

Specialist Position
Evaluator

Instructions to specialist evaluators: This form is intended to provide feedback to the specialists about their practice around three areas: Performance within the Rubric and Indicators, Progress in Professional Growth Focus Area and Progress towards Student Improvement Goals. The form will be completed by the evaluating administrator at the conclusion of a formative conference.

Performance Standard 1: Professional Knowledge and Preparation

The specialist demonstrates relevant knowledge of their discipline to create plans to support the needs of the learning community.

The specialist continually demonstrates extensive professional knowledge, uses multiple data sources and seeks resources to meet the needs and interests of stakeholders and support the learning community.	The specialist demonstrates professional knowledge, uses data sources and seeks resources to meet the needs and interests of stakeholders and support the learning community.	The specialist inconsistently demonstrates professional knowledge OR inconsistently uses data sources OR inconsistently seeks resources to meet the needs and interests of stakeholders and support the learning community.	The specialist provides support based on resources/information that is inaccurate/out-of-date OR demonstrates inadequate understanding of the profession OR does not utilize resources to meet the needs and interests of stakeholders and support the learning community.
Level IV*	Level III (Expected Level of Performance)	Level II	Level I

**Often times for a specialist to be rated as a Level IV, the specialist serves as a leader in his/her school community and/or specialist area.*

INDICATORS: (THESE WILL BE CUSTOMIZED AND LISTED FOR EACH SPECIALIST AREA)

EVIDENCE:

COMMENDATIONS/RECOMMENDATIONS/EXPECTATIONS:

Performance Standard 2: Data-Driven Decision Making

The specialist systematically gathers, analyzes, and uses relevant data to drive delivery of services and to provide support to the learning community.

The specialist continually demonstrates expertise in gathering, analyzing, and using data to drive delivery of services and to provide support to the learning community.	The specialist systematically gathers, analyzes, and uses relevant data to drive delivery of services and to provide support to the learning community.	The specialist inconsistently gathers, analyzes, and uses relevant data to drive delivery of services and to provide support to the learning community.	The specialist inadequately OR ineffectively gathers, analyzes, and uses relevant data to drive delivery of services and to provide support to the learning community.
Level IV*	Level III (Expected Level of Performance)	Level II	Level I

**Often times for a specialist to be rated as a Level IV, the specialist serves as a leader in his/her school community and/or specialist area.*

INDICATORS:

EVIDENCE:

COMMENDATIONS/RECOMMENDATIONS/EXPECTATIONS:

Performance Standard 3: Supporting the Learning Community

The specialist consistently uses direct and/or indirect services to support student access and participation in the learning community.

The specialist skillfully uses direct and/or indirect services AND creates an atmosphere of trust and collaboration to support student access and participation in the learning community.	The specialist consistently uses direct and/or indirect services to support student access and participation in the learning community.	The specialist inconsistently uses direct and/or indirect services to support student access and participation in the learning community.	The specialist inadequately OR ineffectively provides direct and/or indirect services to support student access and participation in the learning community.
Level IV*	Level III (Expected Level of Performance)	Level II	Level I

**Often times for a specialist to be rated as a Level IV, the specialist serves as a leader in his/her school community and/or specialist area.*

INDICATORS:

EVIDENCE:

COMMENDATIONS/RECOMMENDATIONS/EXPECTATIONS:

Performance Standard 4: Professionalism

The specialist exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

The specialist continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community.	The specialist exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to remain current in their profession, and contributes to the profession.	The specialist inconsistently supports the school's mission OR seldom participates in professional growth opportunities.	The specialist shows a disregard toward professional ethics or the school's mission OR rarely takes advantage of professional growth opportunities.
Level IV*	Level III (Expected Level of Performance)	Level II	Level I

**Often times for a specialist to be rated as a Level IV, the specialist serves as a leader in his/her school community and/or specialist area.*

INDICATORS:

EVIDENCE:

COMMENDATIONS/RECOMMENDATIONS/EXPECTATIONS:

PROGRESS IN PROFESSIONAL FOCUS GROWTH

Professional Growth Focus Area #1: (restate focus area)	
Performance Standard/Indicator	
Area of strength	
Area of concern	
Comments	

Professional Growth Focus Area #2: (restate focus area)	
Performance Standard/Indicator	
Area of strength	
Area of concern	
Comments	

PROGRESS TOWARDS STUDENT IMPROVEMENT GOALS

Measure C #1: (restate performance measure C goal statement)			
Progress Status	On Track	Somewhat on track	Off-Track
Area of strength			
Area of concern			
Comments			

Measure C #2: (restate performance measure C goal statement)			
Progress Status	On Track	Somewhat on track	Off-Track
Area of strength			
Area of concern			
Comments			

SUMMARY OF COMMENDATIONS/RECOMMENDATIONS/ EXPECTATIONS

OTHER EVALUATOR FEEDBACK

Signatures

The teacher and evaluator shall sign the Formative/Full Formative feedback form to indicate that the lesson has been reviewed and discussed, not that the teacher necessarily agrees with the observation or comments on this form.

Specialist's Signature- _____ **Date:** _____

Evaluator's Signature- _____ **Date:** _____

If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The teacher may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.

An Improvement Plan may be developed if a teacher's overall performance during an observed lesson is unsatisfactory. In instances where an improvement plan is to be developed, the evaluator shall first have noted the unsatisfactory performance on the required forms by noting "Performance Requires an Improvement Plan" and initialing the statement.

The completed Formative Feedback documentation must be provided to the teacher within ***ten (10) working days of the post-conference.***

A teacher may challenge the conclusions of a lesson observation if *"Performance Requires an Improvement Plan"* is written/noted on this form. This is accomplished by submitting additional information, specific to the point of disagreement, in writing within fifteen (15) working days of the teacher's receipt of this form. The teacher submits the challenge and record to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the teacher. In this situation, the challenge, together with the record, is submitted to a designated district or charter school level evaluator. Any additional information will become part of the appraisal record.