Culpeper County Public Schools

Educational Specialist Performance Evaluation System

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NOTE: This instrument utilized for the evaluation of the following:

ITRT, Librarian, ELL Coach, Literacy Coach, Guidance Counselor, Testing Coordinator, Transition Teacher, Autism/Behavior Specialist, Secondary Literacy Coordinator

Other positions may be added by authorization of the Superintendent

PART I: INTRODUCTION AND PROCESS

INTRODUCTION

The *Culpeper County Public Schools Educational Specialist Performance Evaluation System* (ESPES) uses the Goals and Roles Performance Evaluation Model© (short title: Goals and Roles Model©) developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations.

The ESPES provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practices. At the same time, it provides flexibility, thereby allowing for creativity and individual educational specialist initiative. The goal is to support the continuous growth and development of each educational specialist by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback. *NOTE: Throughout this document, the term "student" is used to describe students and adults who receive services from the educational specialist.*

PURPOSES

The primary purposes of ESPES are to:

♦ optimize student learning and growth,

♦ improve the quality of instruction by ensuring accountability for classroom performance and educational specialist effectiveness,

♦ contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Culpeper County Public Schools,

♦ provide a basis for instructional improvement through productive educational specialist performance appraisal and professional growth, and

♦ implement a performance evaluation system that promotes collaboration between the educational specialist and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

The distinguishing characteristics of ESPES are:

♦ a focus on the relationship between professional performance and improved student academic achievement,

♦ sample performance indicators for each of the educational specialist performance standards,

♦ a system for documenting educational specialist performance based on multiple data sources,

♦ a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of educational specialists in the evaluation process, and

♦ a support system for providing assistance when needed.

IDENTIFYING EDUCATIONAL SPECIALIST PERFORMANCE STANDARDS

Clearly defined professional responsibilities constitute the foundation of the ESPES. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both educational specialists and evaluators (i.e., principal, supervisor) reasonably understand the job expectations. The term *site administrator* will be used for principals/supervisors. Additionally, a site administrator may designate an administrator to collect information on employee job performance. The site administrator remains informed of the assessment process and is responsible for the summative evaluation of the educational specialist.

The expectations for professional performance are defined using a two-tiered approach.

Performance Standards

Performance Indicators
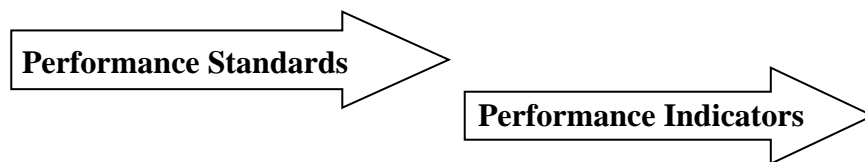
PERFORMANCE STANDARDS

Performance standards refer to the major duties performed. There are seven performance standards for all educational specialists.

Performance Standard 1: Knowledge of the Learning Community
The educational specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.

Performance Standard 2: Program Planning and Management
The educational specialist effectively plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.

Performance Standard 3: Assessment
The educational specialist gathers, analyzes, and uses data to determine student needs, to measure student or program progress, to guide instruction, and to provide timely feedback to students, families, and staff.

Performance Standard 4: Program Services
The educational specialist uses knowledge of subject/field/technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.

Performance Standard 5: Communication and Collaboration
 The educational specialist communicates and collaborates effectively with students, families, staff, and the community to support student learning and well-being while contributing to a positive workplace environment.

Performance Standard 6: Professionalism
The educational specialist maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth.

Performance Standard 7: Student/Program Progress
The work of the educational specialist results in acceptable and measurable student or program progress based on established standards, division goals, and/or school goals.

PERFORMANCE INDICATORS

Performance indicators provide examples of observable, tangible behaviors. The performance indicators are *examples* of the types of performance that will occur if a standard is being successfully met. **The list of performance indicators is <u>not</u> limited and** *all educational specialists are NOT expected to demonstrate each performance indicator.*

Both educational specialists and evaluators should consult the sample performance indicators for clarification of what constitutes a specific performance standard. As an illustration, performance indicators for the Knowledge of the Learning Community standard are listed in Figure 1 below.

Figure 1: Sample of Performance Standard and Indicators

Performance Standard 1: Knowledge of the Learning Community
The educational specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.

Sample Performance Indicators
Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:

The educational specialist:
1.1 Demonstrates an understanding of developmental stages of students.
1.2 Collaborates with and uses district, school, family, and community resources to help meet student and/or program needs.
1.3 Uses cultural competency skills to identify and accommodate various learning styles and other individual differences.
1.4 Demonstrates an understanding of cultural, ethnic, and linguistic backgrounds to assist in the delivery of appropriate educational opportunities.

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

DOCUMENTING PERFORMANCE

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic "performance portrait" of the educational specialist's work. The sources of information briefly described in Figure 2 below provide accurate feedback on educational specialist performance.

Figure 2: Data Sources for Educational Specialists

Data Source	Definition
Goal Setting for Student/ Program Progress	Educational specialists have a definite impact on learning and performance through their various roles. Depending on grade level, content area, and students' ability levels, appropriate measures of academic performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Educational specialists set goals for improving Student/Program Progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.
Observations	Observations provide key information on several of the specific standards. Probationary educational specialists will be observed at least three times per year. Two of these observations will occur prior to the end of the first semester if possible. Educational specialists employed under a continuing contract will be observed at least once per year on cycle. Additional observations for any staff member will be at the site administrator's discretion. All observations will be at least 20 minutes and will include a post-conference. A pre-conference may be conducted at the request of the educational specialist or the administrator.
Educational Specialist Documentation Log	The Documentation Log includes specific required artifacts that provide evidence of meeting selected performance standards.
Client Surveys	Educational specialists are encouraged to survey their students, teachers, and/or administrators, therein called *clients*. It is recommended that educational specialists enter a summary of the results in their Documentation Log. These surveys will provide additional data, which will be used to provide insight regarding the educational specialist's growth and development.

STUDENT/PROGRAM PROGRESS

The *Virginia Department of Education Uniform Performance Standards and Evaluation Criteria* incorporate growth as a significant component of the evaluation while encouraging local flexibility in implementation. These guidelines recommend that growth account for 40 percent of an individual's summative evaluation. There are three key points to consider in this model:

- Student progress, as determined by multiple measures of growth, accounts for a total of 40 percent of the evaluation.
  - o At least 20 percent of the educational specialist evaluation (50 percent of the growth measure) may be comprised of growth as determined from the Virginia state growth measure and student growth percentiles, when the data are available and can be used appropriately.
  - o Another 20 percent of the educational specialist evaluation (50 percent of the growth measure) should be measured using one or more alternative measures with evidence that the alternative measure is valid. *Note:* Whenever possible, it is recommended that the second growth measure be grounded in validated, quantitative measures, using tools already available in the school. Note: In lieu of SGP's two alternative measures will be used totaling 40 percent.

Quantitative measures of growth based on validated achievement measures that already are being used locally should be the first data considered when determining local growth measures. The median student growth percentile may be used as one direct measure of student progress when the data are directly applicable to the educational specialist. In order to be used, growth data must be available for a minimum of 40 students and for a period of at least two years. However, it is important to understand that relatively few of the educational specialists in Virginia's public schools will have a direct measure of student progress based on Standards of Learning assessment results. If the student growth percentile scores do not apply, there must be additional measures for the remaining educational specialists.

Student Growth Percentile Scores[a]

It is generally acknowledged that if test data are to be used to inform educational specialist performance evaluations, it is critical to control for students' prior achievement.[1] While there are a variety of approaches to controlling for prior achievement, VDOE has determined that the student growth percentile (SGP) methodology can be used as a valid measure of relative student growth using Virginia's current assessment system, and can continue to be used as tests change and the system evolves. The SGP statistical models use multiple years of data from Virginia Standards of Learning (SOL) assessments statewide, linked by unique student identifiers, to calculate SGPs. At the student level, SGPs describe the progress students make from one year to the next compared to students with similar SOL achievement history. This provides an

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[a] Student Growth Percentile Scores may not apply to all educational specialists.

understanding of how much progress students made based on where they started—regardless of whether they started as low, moderate, or high achieving students.

Student growth percentiles provide student-level progress information for students at all achievement levels. SGPs range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth, relative to students who have similar achievement histories (i.e., similar SOL test scores). The statistical method works independently of SOL performance levels. Therefore, nearly all students included in the SGP calculations, no matter the scores they earned on past SOL tests, have equal chances to demonstrate growth across the range of percentiles on the next year's test.[b]

SGPs describe the percentile for *change in achievement*, not absolute achievement. Percentiles are values that express the percentage of cases that fall below a certain score. When applied to student achievement data, a student's SGP represents the percent of students who have similar prior academic achievement and who earned lower scores on the SOL test. For example, a student who earns an SGP of 90 earned an SOL score that was as high as or higher than 90 percent of the other students statewide who had similar academic histories on SOL tests. Only 10 percent of students with similar prior achievement histories earned higher scores. Equivalently, a student with an SGP at or above 90 occurs only 10 percent of the time and reflects, similar to height and weight percentiles used by doctors and parents, how extraordinary a student's current achievement is, taking account of where they started.

By taking account of where students start, comparing students to students with similar achievement histories (or, academic peers), the SGP provides a measure on which students, regardless of achievement levels, have equal potential to demonstrate relatively high or relatively low growth each year. Thus, in practice, it is important to understand that:

- ♦ Low-achieving students can show high growth, yet still not reach the achievement levels needed to demonstrate proficient mastery of state academic content standards.

- ♦ High-achieving students can show low growth relative to other high achieving students and, yet, still demonstrate proficient or advanced mastery of state academic content standards.

The combination of SGPs and proficiency data provide information about the amount of growth – and effort needed – for students to meet their SOL achievement goals in the future. The growth data can provide information about what growth percentile is required for each student to:

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[b] In the initial statistical models, based on SOL data from 2006 through 2009, elementary school students who earned high advanced proficient scores for two consecutive years were not evenly distributed across the scale. However, all students who were impacted by this finding have documented growth that is, at minimum, on the high end of the scale from 1 through 99. This finding is unlikely to have a significant impact when SGPs are used as an indicator of student progress in education specialist performance evaluation, because these students' progress will be documented as being high. This finding, representing a ceiling effect in certain assessments, is explained in more detail in the technical documentation VDOE developed on student growth percentiles. Further, this issue will be addressed as new assessments are developed to measure student achievement based on standards revised in 2009 and 2010.

- Continue to perform at current proficiency levels over time (e.g., what growth percentile is necessary for students who score advanced proficiency to maintain this higher achievement level as they progress through school?).

- Increase their proficiency level within a particular time period (e.g., what growth percentile score is necessary for a student who failed the SOL test to meet or exceed minimum proficiency standards within three years?).

- Decrease a proficiency level (e.g., what growth percentile score will result in students dropping down a proficiency level in coming years?).

Because SGPs are percentiles, expressing the growth necessary to reach/maintain a desired level of achievement also indicates the likelihood that this level of achievement will occur. That is, the growth percentile data provide information that indicates whether a particular outcome (e.g., reaching proficient or advanced proficient achievement levels) has a low, moderate, or high likelihood of occurring, given similar conditions moving forward. This information is valuable in helping stakeholders understand how to set ambitious, yet reasonable, achievement goals for students.

On behalf of the Virginia Department of Education, the National Center for the Improvement of Educational Assessment developed statistical models that produce SGPs for Virginia's public school students who:

- Participated in Standards of Learning (SOL) assessments in grades 4 through 8 in reading;

- Participated in SOL assessments in grades 4 through 8 and Algebra I in mathematics;

- Have two or more SOL assessment scores from the prior year on a regular (not alternative) assessment in the appropriate content area; and

- Were assessed in the spring administration.

In applying SGPs to educational specialist performance evaluations, it is critical that the data be used appropriately. When available and appropriate, median growth percentiles generally should be used as one indicator of student progress as described in Standard 7. The median SGP can be interpreted in the following way: half of the students in the group (e.g., class) showed relative growth that was at or above the SGP value and half of the students in the group showed relative growth that was at or below the SGP value. For example, when an educational specialist's median student growth percentile is 65, this indicates that half of this educational specialist's students showed progress on the SOL test that was at or above the level of progress demonstrated by 65 percent of all students in Virginia who had similar achievement histories (i.e., showed similar achievement on the SOL tests in the past). Generally, the median will adequately represent the typical amount of growth students in a group have made during the most recent academic year. However, educational specialists and principals should review the distribution of data to ensure that the median is a reasonable summary statistic to apply. For example, educational specialists' growth data may show a bimodal distribution (nearly all students show either higher or lower growth, but few are in the middle), and this should be considered before finalizing the performance rating used for Standard 7.

When applied appropriately, the range of percentiles needs to be considered in interpreting student growth as part of the educational specialist performance rating for Standard 7 (see Table 1). Table 2 describes the conditions under which a median SGP can be appropriately used as one of at least two growth measures in an educational specialist's performance evaluation.

Table 1: Median Growth Percentiles used in Educational Specialist Performance Evaluation

Range of median student growth percentile	Interpretation
< 35	The majority of students demonstrated low growth
35 to 65	The majority of students demonstrated moderate or higher growth
> 65	The majority of students demonstrated high growth

Table 2: Recommendations for use of Student Growth Percentiles in Educational Specialist Performance Evaluation

Instructional Personnel	Application of student growth percentiles	Other growth measures
Tier I: Educational specialists for whom student growth percentiles are available (e.g., educational specialists who provide direct instruction to students in Reading and Math (4th – 8th))	20 percent of the total evaluation based on median growth percentile when: – data from *at least* 40 students are available, possibly from multiple years; – data from students are representative of students taught[c]; and – data from *at least* two years are available; three years should be reviewed whenever possible.	20 percent of the total evaluation based on other growth measures – Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. – Goal setting should incorporate data from valid achievement measures whenever possible (e.g., educational specialists of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam).

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[c] Education specialists and administrators need to determine the applicability of student growth percentiles to the evaluation of education specialists who teach disproportionately large numbers of students who participate in alternative assessments or who have a significant number of students who transferred into their classroom from out of state or late in the school year. In most of these situations, the median growth percentile would not be appropriate to apply to evaluations, or would need to be considered and applied to Standard 7 in the context of growth data from other measures, not necessarily as half of the data contributing to Standard 7.

Table 2: Recommendations for use of Student Growth Percentiles in Educational Specialist Performance Evaluation (continued)

Instructional Personnel	Application of student growth percentiles	Other growth measures
Tier II: Educational specialists who support instruction in reading and mathematics for whom student growth percentiles are available.	When aligned to individual or school-wide goals, no more than 20 percent of the total evaluation could be based on median growth percentiles at the appropriate level of aggregation, (a specific group of students, grade-level, or school-level). – Decisions about the application of student growth percentiles for support educational specialists must be made locally. – Depending on school-wide goals, it is possible that all instructional personnel in a school are considered support educational specialists.	20 or 40 percent of the total evaluation based on growth measures other than the SGP, depending on the application of student growth percentiles. – Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation. – Goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., educational specialists of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). – To the extent practicable, educational specialists should have at least two valid measures of growth included in the evaluation.
Tier III: Educational specialists who have no direct or indirect role in teaching reading or mathematics in grades where SGPs are available (e.g., school psychologist, school nurse, school social worker, speech pathologist, guidance counselor, instructional technologist)	Not applicable	40 percent of the total evaluation based on growth measures other than the SGP. – Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation. – Goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., educational specialists who teach Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). – To the extent practicable, educational specialists should have at least two valid measures of growth included in the evaluation.

(The Tier Designation of personnel may change depending on circumstances. This decision will be made at the local level. For example, an educational specialist may be classified as Tier I, II, or III, depending upon their assignment in the building.)

Student Achievement/Program Goal Setting[d]

One approach to linking student achievement to educational specialist performance involves building the capacity for educational specialists and their supervisors to interpret and to use student achievement data to set target goals for student improvement. **Setting goals – not just any goals, but goals set squarely on student performance –** is a powerful way to enhance professional performance and, in turn, positively impact student achievement. *Student Achievement/Program Goal Setting[e]* is designed to improve student learning.

For many educational specialists, measures of student performance can be directly documented. A value-added – or gain score – approach can be used that documents their influence on learning.

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

The Intent of Student Achievement/Program Goal Setting

The purposes of goal setting include focusing attention on students and on instructional improvement based on a process of determining baseline performance, developing strategies for improvement, and assessing results at the end of the academic year. More specifically, the intent of student achievement/program goal setting is to:

♦ make explicit the connection between teaching and learning,

♦ make instructional decisions based upon student data,

♦ provide a tool for school improvement,

♦ increase the effectiveness of instruction via continuous professional growth,

♦ focus attention on student results, and ultimately,

♦ increase student achievement[2]

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

[e] Copyright (2009) by James H. Stronge and Leslie W. Grant. Used with permission. When used for educational specialists, the Student Achievement Goal Setting Process may be modified to be the Student Achievement/Program Goal Setting Process.

OBSERVATIONS

Observations may be announced or un-announced and are intended to provide information on a wider variety of contributions made by educational specialists in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities.

These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information. The Observation Form is used to provide targeted feedback on educational specialists' effectiveness related to seven performance standards: Knowledge of the Learning Community, Program Planning and Management, Assessment, Program Services, Communication and Collaboration, Professionalism, and Student/Program Progress.

Observations provide key information on several of the specific standards. Probationary/New to district educational specialists will be observed at least three times per year. Two of these observations should occur prior to the end of the first semester and the third by March 1 if possible (refer to Figure 5). Educational specialists employed under a continuing contract will be observed at least once per year.[f] Additional observations for any staff member will be at the building administrator's discretion. All observations will be of at least 20minutes and will include a post-conference. A pre-conference may be conducted at the request of the educational specialist or the administrator.

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

After each observation, one copy of the observation form will be given to the educational specialist and one copy will be maintained by the evaluator for the entire evaluation cycle to document growth and development.

EDUCATIONAL SPECIALIST DOCUMENTATION LOG

The purpose of the *Educational Specialist Documentation Log* (see Part III) is to provide evidence of performance related to specific standards. **There are three items required in the *Educational Specialist Documentation Log* (Cover Sheet, service log or program plan, and Parent Communication Log)**; however, other documents may be included, such as: Evidence of Professional Development, Record of Extracurricular

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[f] Some educational specialists cannot obtain continuing contract status in Virginia e.g., nurses, school psychologists. Three years of experience is considered to be "veteran."

Activities, Evidence of Assessment for Learning, and other documents related to the Educational Specialist Evaluation Standards. These documents provide administrators with information they likely would not receive in an observation. Specifically, the *Educational Specialist Documentation Log* provides the educational specialist with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with the site administrator. The emphasis is on the quality of work, not the quantity of materials presented.

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

Administrators and evaluators review the documentation log annually. Additionally, educational specialists in their probationary period should meet with administrators and/or evaluators to review their documentation log by the end of the first semester.

Educational Specialist Documentation Logs should be available at the request of the site administrator and/or evaluator.

A *Documentation Log*

A *Documentation Log*:
♦ is one component of a multi-source evaluation and complements the observation components of the educational specialist evaluation system prior to the summative evaluation,
♦ is a collection of artifacts that result from job description,
♦ may be kept as electronic files or in paper form (e.g. three ring binder, file folder),
♦ must include the required documentation listed on the cover sheet,
♦ is a work in progress; it is to be updated regularly throughout the evaluation period (weekly/ monthly),
♦ should be available for review at administrator's request,
♦ should be user-friendly (neat, organized),
♦ remains in educational specialist's possession except when reviewed by the evaluator,
♦ belongs to the employee, and
♦ should be checked at least one time per year with feedback provided.

A *Documentation Log* is NOT

A *Documentation Log is not*:

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

Figure 3 shows items that may be included in a *Documentation Log*. This is not a limited list; these items are merely shown as examples.

Required Items

Figure 3: Sample Items in a Documentation Log

Standards	Required Item	Suggested Examples of Evidence
1. Knowledge of the Learning Community	*No evidence is required in the Documentation Log*	Can include (but not required): • Transcripts of coursework • Professional Development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by educational specialist • Behavior plans • Parent communication logs

2. Program Planning and Management	Evidence of using data about student learning to guide planning and instruction	Can include:
		• Differentiation in lesson planning and practice
		• Analysis of classroom assessment
		• Data driven curriculum revision work
		  Examples:
		    - Sample lesson or unit plan
		    - Course syllabus
		    - Intervention plan
		    - Substitute lesson plan
		    - Annotated learning objectives
		    - Service Log
		    - Schedule

Standards	Required Item	Suggested Examples of Evidence

3. Assessment	Data demonstrating program and/or intervention effectiveness	Can include (but not required):
		• Evidence of baseline and periodic assessments and analysis
		• Progress reports
		• Graphs or tables of student results
		• Summary of assessment procedures
		• Notifications made on a modified intervention and/or program based on feedback
		• Records within electronic curriculum mapping tool
		  Examples:
		    - Brief report describing your record keeping system and how it is used to monitor student progress
		    - Copy of scoring rubrics
		    - Photographs or photocopies of student work with written comments
		    - Samples of educational reports, progress reports or letters prepared for parents or students
		    - Copy of disaggregated analysis of student achievement scores on standardized test
		    - Copy of student journals of self-reflection and self-monitoring

4. Program Services	Service or Program Log	Can include:
		• Educational specialist-specific resources based on the needs of the community
		    -
		    - Media Specialist: technology available
		    - - Instructional Coach: record of interventions throughout school

5. Communication and Collaboration	Communication Log	Can include: • Examples of collaborative work with peers • Evidence of communication with students, families, colleagues and community
6. Professionalism	Professional Development certificates/ transcripts	Can include: • Record of professional development taken or given
7. Student/ Program Progress	Goal Setting for Student/ Program Progress Form	Student Achievement/Program Goal Setting Document – to be revised at midterm and end of year

CLIENT SURVEYS- (Encouraged)

The term *client* refers to the students, teachers, and/or administrators the educational specialist works with throughout the school year. The purpose of the client survey is to collect information that will help the educational specialist reflect on practices; in other words, to provide feedback directly to the educational specialist for growth and development. The questions in this survey provide information that may not be accurately obtained in observations.

Client information is obtained through the surveys designed to provide useful feedback to the educational specialist. The educational specialist administers the survey to clients. At the educational specialist's discretion, additional questions may be added.

The educational specialist retains sole access to the results of the client surveys. It is recommended that the educational specialist include a summary of the survey data in the Documentation Log.

ALIGNMENT OF PERFORMANCE STANDARDS WITH DATA SOURCES

Some performance standards are best documented through observation (e.g., Knowledge of the Learning Community); other standards may require additional documentation techniques (e.g., Student/Program Progress entails a review of the goal set). Therefore, multiple data sources are used. Figure 4 shows the alignment of performance standard by data source.

Figure 4: Aligning Multiple Data Sources with Performance Standards

Performance Standard	Educational Specialist Documentation Folder	Goal Setting	Observations	Student Surveys
1. Knowledge of the Learning Community		/	X	/
2. Program Planning and Management		/	X	/
3. Assessment	X	/	/	
4. Program Services			X	/
5. Communication and Collaboration	X		/	/
6. Professionalism		X		/
7. Student/Program Progress	X	X		
X indicates a strong relationship / indicates a relationship				

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for

each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. The integrated data constitute the evidence used to determine the performance ratings for the summative evaluation for educational specialists in their summative evaluation year (see *Educational Specialist Summative Performance Report*, Part III). Further details on the rating process are provided in subsequent sections of the *Handbook*.

EVALUATION SCHEDULE

Summative evaluations are to be completed before the last week of school for all contract types. Figure 5 details the evaluation schedules for each group of educational specialists. As illustrated, the procedures for evaluating the performance of educational specialists rely on multiple data sources, including, but not limited to, observations and goal setting.

Educational Specialists on Probationary Status

♦ **Educational Specialists with Zero to Five Years of Experience**
Probationary educational specialists are evaluated summatively during each of their first five years in the school division. However, they should also receive a mid-year interim review during year one to provide systematic feedback prior to the summative review.

♦ **Educational Specialists who have obtained Continuing Contract Status from another Virginia school division**
Probationary educational specialists who have obtained continuing contract status from another Virginia school division are evaluated summatively during each of their first two years.

Educational Specialist on Continuing Contract Status

All educational specialists on continuing contract receive a summative evaluation every third year. They receive interim evaluations near the end of years one and two of their evaluation cycle. Unannounced observations and Goal Setting for Student Progress are done yearly for all teachers, regardless of whether it is their summative evaluation year or not. Observations are done yearly for new teachers for the first three years, and once a year for veteran teachers. Observations may be announced or un-announced. *Documentation Logs* are considered to be a work in progress and are ongoing for all teachers during the three year cycle.

Educational specialists on an interim evaluation cycle may be moved to a summative evaluation cycle at any point during the school year. This decision is at the supervisor's discretion.

DOCUMENTATION RECORDS

Documentation records are maintained by both the educational specialist and the site evaluator for the entire evaluation period. If the educational specialist transfers among Culpeper County Public Schools, the documentation may be forwarded to the receiving school's site administrator. At the end of an evaluation cycle, the evaluator retains copies of the *Goal Setting for Student/Program Progress Form*, *Educational Specialist Documentation Log Cover Sheet, Observation Form(s)*, at the school/worksite.

Figure 5: ESPES Evaluation Schedule

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	*Educational Specialist*
During the 1st Month	Establishing student/program progress goal (all probationary and continuing contract/veteran educational specialists)	*Goal Setting for Student/Program Progress Form*	✓	✓
Before the end of the 1st Quarter	Observation of all **probationary** educational specialists	*Observation Form*	✓	
Before the end of the 2nd Quarter	Observation of all **probationary** educational specialists	*Observation Form*	✓	
Before end of the 1st Semester	Summary of Client Survey Feedback (all probationary and continuing contract/veteran educational specialists)	*Student Surveys and Student Survey Summary Form*		✓
Mid-year	Mid-year review of student/program progress goal (all probationary and continuing contract/veteran educational specialists)	*Goal Setting for Student/Program Progress Form*	✓	✓
By the end of 1st Semester	Observation (all probationary and continuing contract/veteran educational specialists)	*Observation Form*	✓	
Set by principal	Submission of end-of-year review of student/program progress goal (all probationary and continuing contract/veteran educational specialists in their summative evaluation year)	*Goal Setting for Student/Program Progress Form*	✓	✓
Set by principal	Submission of end-of-year review of student/program progress goal (all continuing contract/veteran educational specialists **not** in their summative evaluation year)	*Goal Setting for Student/Program Progress Form*	✓	✓
Before Last Week of School	Summative evaluation (all probationary and continuing contract/veteran educational specialists in their summative evaluation year)	*Summative Evaluation Form*	✓	
Before Last Week of School	Interim performance (all continuing contract/veteran educational specialists in years one and two of the three year cycle.	*Educational Specialist Interim Performance Report*	✓	

MAKING SUMMATIVE DECISIONS

Two major considerations used to assess job performance during summative evaluation are the performance standards and the documentation of the actual performance of the standards (observations, goal setting, *Educational Specialist Documentation Log*). The performance appraisal rubric and performance indicators (see Part II) provide a description of the educational specialist performance standards. It is recognized that ITRT position serves both a school function and a division function. To that end, the ITRT summative evaluation reflects a consensus rating from the principal(s) input and the input from the Executive Director of Technology.

DEFINITIONS OF RATINGS

The rating scale describes four levels of how well the standards (i.e., expectations) are performed on a continuum from "exemplary" to "unacceptable." The use of the scale enables evaluators to acknowledge educational specialists who exceed expectations (i.e., "exemplary"), note those who meet the standard (i.e., proficient), and use the two lower levels of feedback for educational specialists who do not meet expectations (i.e., "developing/needs improvement" and "unacceptable"). Figure 6 offers general descriptions of these ratings.

The following sections define the four rating levels, provide detailed information about the performance of expectations for improvement purposes, and describe the decision-making process for assessing performance. ***NOTE: Ratings are applied to individual performance standards, NOT performance indicators.***

Responsibility for the Ratings

The site administrator has the ultimate responsibility for ensuring that ESPES is executed faithfully and effectively in the school. Yet, for an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. Administrators other than the site administrator, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.

Figure 6: Definitions of Terms Used in Rating Scale

Category	Description	Definition
Exemplary	The educational specialist performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school's mission and goals.	Exceptional performance: • consistently exhibits behaviors that have a strong positive impact on students and the school climate • serves as a role model to others • sustains high performance over a period of time
Proficient	The educational specialist meets the standard in a manner that is consistent with the school's mission and goals.	Effective performance: • meets the requirements contained in the job description as expressed in the evaluation criteria • demonstrates willingness to learn and apply new skills • exhibits behaviors that have a positive impact on students and the school climate
Developing/ Needs Improvement	The educational specialist inconsistently performs at the established standard or performs in a manner that is inconsistent with the school's mission and goals.	Below acceptable performance: • requires support in meeting the standards • results in less than quality work performance • leads to areas for educational specialist improvement being jointly identified and planned between the educational specialist and evaluator
Unacceptable	The educational specialist rarely performs at the established standard or performs in a manner that is inconsistent with the school's mission and goals.	Ineffective performance: • does not meet the requirements contained in the job description as expressed in the evaluation criteria • may result in the employee not being recommended for continued employment

RATING EDUCATIONAL SPECIALIST PERFORMANCE

The two tools evaluators use to guide their rating of educational specialist performance for the summative evaluation are the sample performance indicators and the performance rubric.

Sample Performance Indicators

Performance indicators are used in the evaluation system to identify observable behaviors within the seven performance standards. They were introduced in the section on *Identifying Educational Specialist Performance Standards* (p. 7). Examples of performance indicators for each performance standard can be found in Part II.

Performance Rubric

A performance rubric is provided for each of the seven standards (see sample below). Part II of the *Handbook* includes rubrics related to each performance standard. The performance rubric is a behavioral summary scale that describes acceptable performance levels for each educational specialist performance standard. It states the measure of performance expected of educational specialists for each expectation and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all educational specialists. ***Please note: The rating of "proficient" is the expected level of performance. A rating of at least proficient must be met in all standards to be considered for exemplary rating. It is incumbent upon the specialist to prove exemplary status to the evaluation administrator. Please refer to the rubric for each standard to define each rating.***

Administrators make decisions about performance of the seven performance standards based on all available evidence. After collecting information through observations, goal setting, *Educational Specialist Documentation Log* and other relevant sources, including evidence the educational specialist offers, the evaluator rates an educational specialist's performance for the summative evaluation. Therefore, the summative evaluation will represent where the "preponderance of evidence" exists, based on various data sources.

During the summative evaluation, the four-level rating scale is applied to evaluate performance on all educational specialist expectations (see *Educational Specialist Performance Summative Report* in Part III). The results of the evaluation are discussed with the educational specialist at a summative evaluation conference. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help educational specialists to focus on ways to enhance their teaching practice.

Figure 7: Sample Rubric of Educational Specialist Performance (Standard 3: Assessment)

Exemplary *In addition to meeting the standard…*	Proficient *Proficient is the expected level of performance.*	Developing/ Needs Improvement	Unacceptable
The educational specialist *consistently demonstrates a high level* of performance and/or takes a leadership role in gathering, analyzing and using data to guide instructional and program planning, and provides timely feedback to students, families and staff.	The educational specialist gathers, analyzes, and uses data to determine student needs, to measure student or program progress, to guide instruction, and to provide timely feedback to students, families, and staff.	The educational specialist attempts, but is *inconsistent* in gathering, analyzing, and using data, and/or providing timely feedback to students, families, and staff**.	The educational specialist *rarely* uses data to measure student progress, implement program planning, guide instruction, and provides timely and relevant feedback to students, families and staff.

Summative evaluations are to be completed before the last week of school for all contract types. If non-renewal of an educational specialist is anticipated, the summative evaluation ideally occurs at least one semester prior to the end of school year, provided that the professional service contract employee has had an opportunity to complete all of the Improvement Plan activities (described in the next section of this Handbook).

The evaluator submits the signed *Educational Specialist Performance Summative Report* to the Human Resources department within 10 calendar days of completing the summative conference.

SINGLE SUMMATIVE RATING

In addition to receiving a diagnostic rating for each of the seven performance ratings, the employee will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the employee. The intent is not to replace the diagnostic value of the seven performance standards; rather it is to provide an overall rating of the employee's performance.

 The overall summative rating will be judged to be "exemplary," "proficient," "developing/needs improvement," or "unacceptable.

IMPROVING PROFESSIONAL PERFORMANCE

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

Two tools are provided in ESPES that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the administrator and the educational specialist. It is a conversation to address the performance needs. The second is the *Performance Improvement Plan,* which has a more formal structure and is used for notifying an educational specialist of "Unacceptable" performance. Both tools may be used for all educational specialists, regardless of contract status. The tools may be used independently of each other. Figure 8 shows the differences between the two processes.

Figure 8: Two Tools to Increase Professional Performance

	Support Dialogue	**Performance Improvement Plan**
Purpose	For educational specialists who are in need of additional support. These educational specialists attempt to fulfill the standard, but are often ineffective.	For educational specialists whose work is unacceptable.
Initiates Process	Evaluator, administrator, or employee	Evaluator*
Documentation	Form provided: None Memo or other record of the discussion/other forms of documentation at the building/worksite level	Form required: *Performance Improvement Plan* Building/Worksite Level Human Resources department is notified
Outcomes	• Performance improves to proficient – no more support • Some progress – continue support • Little or no progress – the employee may be moved to a *Performance Improvement Plan*.	• Sufficient improvement – recommendation to continue employment • Inadequate improvement – recommendation to non-renew or dismiss the employee

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

SUPPORT DIALOGUE

The *Support Dialogue* is initiated by evaluators or educational specialists at any point during the school year for use with personnel whose professional practice would benefit from additional support. An educational specialist could request a support dialogue. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. During the initial session, both parties share what each will do to support the educational specialist's growth (see sample prompts below), and decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and educational specialist meet again to discuss the impact of the changes (see sample follow-up prompts below). The entire *Support Dialogue* process is intended to be completed within a pre-determined period as it offers targeted support.

The desired outcome would be that the educational specialist's practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the support dialogue because some progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan*, the employee will have a pre-determined period of time to demonstrate that the identified deficiencies have been corrected.

Sample Prompts for the Initial Conversation

What challenges have you encountered in addressing _____ (tell specific concern)?
What have you tried to address the concern of _____ (tell specific concern)?
What supports can I or others at the school/worksite provide you?

Sample Prompts for the Follow-Up Conversation

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

PERFORMANCE IMPROVEMENT PLAN

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

A *Performance Improvement Plan* is designed to support an educational specialist in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for an educational specialist whose professional practice would benefit from additional support.

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Implementation of Performance Improvement Plan

When an educational specialist is placed on a *Performance Improvement Plan,* the evaluator must:
- provide written notification to the educational specialist of the area(s) of concern that need(s) to be addressed, and
- formulate a *Performance Improvement Plan* in conjunction with the educational specialist, and
- review the results of the *Performance Improvement Plan* with the educational specialist according to the established target dates.

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

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the educational specialist to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation are:
- sufficient improvement has been achieved; the educational specialist is no longer on a *Performance Improvement Plan* and is rated "Proficient", and
- partial improvement has been achieved but more improvement is needed; the educational specialist remains on a *Performance Improvement Plan* and is rated "Developing/Needs Improvement", and
- little or no improvement has been achieved; the educational specialist is rated "Unacceptable."

When an educational specialist is rated "Unacceptable," the educational specialist may be recommended for dismissal. If not dismissed, a new improvement plan will be implemented. Following completion of the *Performance Improvement Plan*, if the educational specialist is rated "Unacceptable" a second time, the educational specialist may be recommended for dismissal.

When a continuing contract/veteran educational specialist is rated "Unacceptable", a *Performance Improvement Plan* will be developed and implemented. Following implementation of the *Performance Improvement Plan*, additional performance data, including observations as applicable, will be collected.

Specialist procedures for addressing of an "Unacceptable" Rating on Interim or Single Summative Ranking

Any specialist that disagrees with their overall Interim or Summative Ranking may attach a letter explaining their disagreement with 10 days of the receipt of the ranking (see CCPS Policy GBL-R1). In addition, continuing contract specialists who receive an Unacceptable Rating on a Summative Evaluation and has been notified that they are being recommended for dismissal may request in writing to the Director of Human Resources an appeal of this rating within ten 10 days of that notification. The Director of Human Resources, Director of Instruction and a principal will serve as the panel for review. The Appeals Panel will render a decision to the specialist in writing within 10 days of the hearing.

PART II: PERFORMANCE STANDARDS

Educational specialists are evaluated on the performance standards using the performance appraisal rubrics at the bottom of each page in this section. The performance indicators are provided as samples of activities that address the standard.

Performance Standard 1: Knowledge of the Learning Community
The educational specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.

Sample Performance Indicators
Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:

The educational specialist:

1.1 Demonstrates an understanding of developmental stages of students.

1.2 Collaborates with and uses district, school, family, and community resources to help meet student and/or program needs.

1.3 Uses cultural competency skills to identify and accommodate various learning styles and other individual differences.

1.4 Demonstrates an understanding of cultural, ethnic, and linguistic backgrounds to assist in the delivery of appropriate educational opportunities.

Exemplary* *In addition to meeting the standard…*	Proficient *Proficient is the expected level of performance.*	Developing/ Needs Improvement	Unacceptable
The educational specialist addresses the needs of the target learning community, demonstrating respect for individual differences of cultures, backgrounds, and learning needs *in a highly effective manner.*	The educational specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.	The educational specialist attempts to identify and address the target learning community, but efforts are *inconsistent* in demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.	The educational specialist consistently demonstrates a *lack of awareness* of the needs of the target learning community or *rarely* demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.

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

Performance Standard 2: Program Planning and Management
The educational specialist effectively plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.

Sample Performance Indicators
Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:

The educational specialist:

2.1 Understands and follows applicable local, state and federal regulations, policies, guidelines, and procedures.

2.2 Provides a safe and appropriate environment for service delivery.

2.3 Organizes and maintains appropriate program records.

2.4 Demonstrates effective scheduling and time management skills.

2.5 Identifies and manages available resources to address student and/or program needs.

2.6 Adheres to proper procedures for using, maintaining, updating, and securing assessment instruments.

Additional Position-Specific Indicators:

Instructional Coach:
♦ Provides leadership for teachers by planning, collaborating, organizing, mentoring, and facilitating change to improve the instructional program.

Library/Media Educational Specialist:
♦ Follows procedures for selecting, acquiring, and cataloging materials and resources.
♦ Administers the library and media budget in order to purchase new materials.

Guidance Counselor:
♦ Maintains an organized, effective, and efficient counseling program.

Exemplary* *In addition to meeting the standard…*	Proficient *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
The educational specialist plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures *in a highly effective manner.*	The educational specialist effectively plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.	The educational specialist attempts, but *inconsistently* plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.	The educational specialist *rarely* plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.

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

Performance Standard 3: Assessment

The educational specialist gathers, analyzes, and uses data to determine leaner needs, to measure student or program progress, to guide instruction, and to provide timely feedback to students, families, and staff.

Sample Performance Indicators

Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:

The educational specialist:

3.1 Demonstrates proficiency in administering, scoring, evaluating and interpreting data from instruments or records.

3.2 Provides accurate feedback to students, families, and staff on assessment results.

3.3 Uses assessment information in making recommendations or decisions that are in the best interest of the student/school/district.

3.4 Uses state and local assessment data to modify strategies, interventions, services, and program effectiveness.

Exemplary* *In addition to meeting the standard…*	Proficient *Proficient is the expected level of performance.*	Developing/ Needs Improvement	Unacceptable
The educational specialist *consistently demonstrates a high level* of performance and/or takes a leadership role in gathering, analyzing and using data to guide instructional and program planning, and provides timely feedback to students, families and staff.	The educational specialist gathers, analyzes, and uses data to determine student needs, to measure student or program progress, to guide instruction, and to provide timely feedback to students, families, and staff.	The educational specialist attempts, but is *inconsistent* in gathering, analyzing, and using data, and/or providing timely feedback to students, families, and staff.	The educational specialist *rarely* uses data to measure student progress, implement program planning, guide instruction, and provides timely and relevant feedback to students, families and staff.

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

Performance Standard 4: Program Services

The educational specialist uses knowledge of subject/field/technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.

Sample Performance Indicators

Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:

The educational specialist:

4.1 Selects, develops, organizes, implements, and supports curriculum for specific student and program needs.

4.2 Uses technology, materials, and other resources as appropriate to deliver services and programs.

4.3 Presents information and services using varied strategies to meet student needs and diversity.

4.4 Provides services that will support mastery of state and national standards and guidelines.

Additional Position-Specific Indicators:

School Counselor
- Serves as advocate for and promotes student emotional well-being and mental health.
- Assists students, teachers, families, and other service providers to facilitate behavior change.

Library/Media Educational Specialist:
- Implements policies related to curriculum, scheduling, and preservation of materials.
- Elaborates and supports the classroom curriculum with extension activities.

Exemplary* *In addition to meeting the standard…*	Proficient *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
The educational specialist *consistently demonstrates a high level of performance* in applying subject/field/technology to the learning community and/or provides a key leadership role to others in enhancing professional skills.	The educational specialist uses knowledge of subject/field/technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.	The educational specialist attempts to use subject/field/technology but efforts are *inconsistent* in addressing the needs of the targeted learning community.	The educational specialist *rarely* implements or improperly implements subject/field/technology to meet the needs of the targeted learning community.

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Performance Standard 5: Communication and Collaboration
The educational specialist communicates and collaborates effectively with students, families, staff, and the community to support student learning and well-being while contributing to a positive workplace environment.

Standard 5A: Communication and Collaboration
The educational specialist communicates and collaborates effectively with students, families, staff, and the community to support student learning and well-being.

Sample Performance Indicators
Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:

The educational specialist:
5.1 Uses effective written, verbal, and nonverbal communication skills.
5.2 Initiates, maintains, and appropriately documents communication to support the needs of the learning community.
5.3 Supports, promotes, and communicates the mission, vision, and goals of the school and the school division.
5.4 Works collaboratively with families, colleagues, supervisors, and community representatives to support student success and well-being.
5.5 Collaborates with instructional staff to design, implement, and/or support services for specific student or program needs.
5.6 Responds promptly to student, family, staff, and community concerns.

Standard 5B: Workplace Environment
The educational specialist contributes to a positive workplace environment.

Sample Performance Indicators
Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:

The educational specialist:
5.1B Contributes to a safe physical, intellectual, and emotional workplace setting that maximizes the performance environment for fellow employees.
5.2B Contributes to a work environment in which fellow employees feel comfortable enough to take appropriate risks, accept necessary change, and explore innovate practices.
5.3B Models enthusiasm for the school and the school division.
5.4B Promotes a climate of trust and teamwork within the workplace.
5.5B Demonstrates caring, fairness, respect and enthusiasm toward fellow employees in all conduct and communications.
5.6B Respects diversity among fellow employees, including language, culture, race, gender, and special needs.

Exemplary* *In addition to meeting the standard…*	Proficient *Proficient is the expected level of performance.*	Developing/ Needs Improvement	Unacceptable
The educational specialist demonstrates initiative in enhancing effective communication and collaboration techniques between the students, families, staff, and the community.	The educational specialist communicates and collaborates effectively with students, families, staff, and the community to support student learning and well-being while contributing to a positive workplace environment.	The educational specialist attempts, but is *inconsistent* in communicating and has difficulty collaborating with students, families, staff, and the community.	The educational specialist *rarely* communicates and collaborates effectively with students, families, staff, and the community.

Educational specialists who are exemplary often serve as role models and/or educational specialist leaders.

Performance Standard 6: Professionalism
The educational specialist maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth.

Sample Performance Indicators
Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:

The educational specialist:
- 6.1   Follows federal and state guidelines and school board policies and procedures.
- 6.2   Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- 6.3   Performs assigned duties and follows a professional code of ethics.
- 6.4   Respects and maintains confidentiality.
- 6.5   Demonstrates knowledge and skills relevant to the profession.
- 6.6   Evaluates and identifies strengths and areas for growth related to professional skills.
- 6.7   Sets goals for improvement of skills and professional performance.
- 6.8   Participates in professional growth activities and incorporates learning into professional practice.
- 6.9   Mentors, trains, and/or supports colleagues in professional growth opportunities.
- 6.10 Promotes a climate of trust and teamwork.
- 6.11 Models interest and enthusiasm for school activities whether or not they are related to their direct area of responsibility.
- 6.12 Is reasonably available to assist and support school activities whether or not they are related to their direct area of responsibility

Exemplary* *In addition to meeting the standard…*	Proficient *Proficient is the expected level of performance.*	Developing/ Needs Improvement	Unacceptable
The educational specialist is a professional role model for others, engaging *in a high level* of personal professional growth, and/or contributes to the development of others and the well-being of the profession.	The educational specialist maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth.	The educational specialist *inconsistently* demonstrates commitment to professional ethics, professional expertise, and participation in professional growth opportunities.	The educational specialist shows a disregard toward professional ethics and/or the school's mission, is reluctant to support others, and/or *rarely* takes advantage of professional growth opportunities.

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

Standard 7: Student/Program Progress
The work of the educational specialist results in acceptable and measurable student or program progress based on established standards, division goals, and/or school goals.

Sample Performance Indicators
Examples of educational specialist work conducted in the performance of the standard may include, but are not limited to:

The educational specialist:

7.1 Sets measurable, reasonable, and appropriate goals for student/program progress.

7.2 Assesses prerequisite developmental knowledge and skills to determine initial level of service delivery.

7.3 Monitors student/program progress through the use of appropriate assessments.

7.4 Identifies and establishes additional means of support to increase student/program progress.

7.5 Provides evidence that student/programs are meeting measurable, reasonable, and appropriate outcomes.

(Note: "Student" is defined as students and adults who receive services from the educational specialist.)

Exemplary* *In addition to meeting the standard…*	Proficient *Proficient is the expected level of performance.*	Developing/ Needs Improvement	Unacceptable
The work of the educational specialist results in *a high level* of student progress with all populations and/or program progress.	The work of the educational specialist results in acceptable and measurable student or program progress based on established standards, division goals, and/or school goals.	The instructional efforts of the educational specialist result in *inconsistent* student/program progress; more progress is needed to meet established standards.	The work of the educational specialist *rarely* results in acceptable student progress and/or program progress.

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

PART III: FORMS AND LOGS

INTRODUCTION

Part III contains copies of forms used during the supervision of educational specialists. The evaluator and the educational specialist use the forms to provide evidence of the quality of work performed. The evaluator maintains the forms and provides copies to the educational specialist. At a minimum, the evaluator retains copies of the completed *Goal Setting for Student/Program Progress Form, Educational Specialist Documentation Log Cover Sheet, Announced* and *Unannounced Observation Forms, Summative Evaluation Form,* and *Performance Improvement Plan* (if needed).

Figure 9: Items Used as Evidence of Quality Work Performance

Form	Documentation Completed by	
	Evaluator	**Educational Specialist**
Goal Setting for Leaner/Program Progress Form	✓	✓
Observation/Document Review Form	✓	
Documentation Log Cover Sheet (and other artifacts)		✓

Client Surveys
    K-2 Survey
    3-5 Survey
    6-8 Survey
    9-12 Survey
    Client Survey for Teachers and Administrators
		✓

Client Survey Summary Form-optional *(may be completed; inclusion in Documentation Log is optional)*		✓
Summative Evaluation Report	✓	
Interim Performance Report	✓	
Performance Improvement Plan (if needed)	✓	

GOAL SETTING PROCESS

Student achievement/program goal setting involves several steps, beginning with knowing where students are in relation to what is expected of them. Then, the educational specialist will work with school administration to set specific, measurable goals[g] based on both the demands of the curriculum and on the needs of the students. The next part of the process is recursive in that the educational specialist creates and implements strategies and monitors progress. As progress is monitored, the educational specialist makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding learning for a specific period of time. Figure 10 depicts these steps.

Figure 10: Student Achievement/Program Goal Setting Process[h]
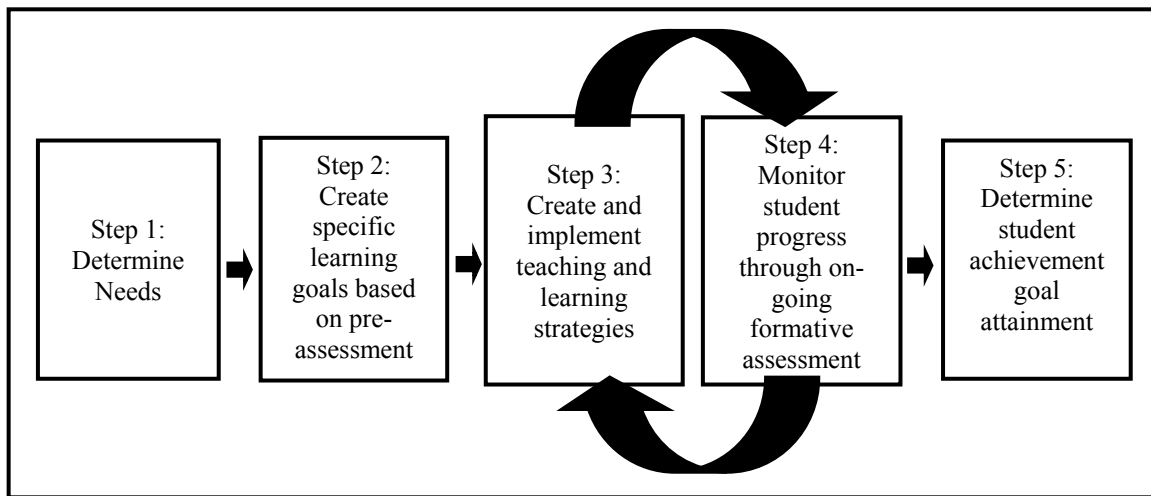
Each educational specialist, using the results of an initial assessment, sets an annual goal[i] for improving student achievement. The evaluator and the educational specialist meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year. The goal should be customized for the teaching assignment and for the individual students. The *Goal Setting for Student/Program Progress Form* (shown in Part III) may be used for developing and assessing the annual goal. Student progress goals measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and student growth over time.

Appropriate measures of student learning gains differ substantially based on the students' grade level, content area, and ability level. The following measurement tools are appropriate for assessing student progress:

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[g] Whenever possible, use student goals. In some cases, such as counseling or nursing programs, this may not be feasible and so program goals should be used instead.
[h] This process, as laid out by Stronge, J. H. & Grant, L. H. (2009), is known as the Student Achievement Goal Setting Process; however, when used for educational specialists, it may be modified to be the Student Achievement/Program Goal Setting Process.
[i] The Goal Setting for Student/Program Progress Form incorporates the individual professional development plan as educational specialists determine an annual goal and identify resources and strategies to address the goal.

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

In addition to educational specialist-generated measures of student performance gains, administrators may conduct school-wide reviews of test data to identify patterns in the instructional program. Such reports are useful for documenting student gains and for making comparisons.

Developing Goals

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 11) is a useful way to self-assess a goal's feasibility and worth.

Figure 11: Acronym for Developing Goals

Specific: The goal is focused, for example, by content area, by students' needs.

Measurable: An appropriate instrument/measure is selected to assess the goal.

Appropriate: The goal is within the educational specialist's control to effect change.

Realistic: The goal is feasible for the educational specialist.

Time limited: The goal is contained within a single school year.

The goals in Figure 12 are samples of the goals that educational specialists may develop. They are intended to serve as models for how goals may be written.

Figure 12: Sample Goals

Elementary Library/Media Educational Specialist:
All of my students will demonstrate measurable progress in choosing appropriate books to read. At least 80 percent of third, fourth, and fifth students will select books within their zones of proximal development.

Instructional Coach:
By the end of the school year, 95 percent of all third graders will meet the PALS benchmark.

SUBMISSION OF THE GOAL SETTING FOR STUDENT/PROGRAM PROGRESS FORM

Educational specialists complete a draft of their goals and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, educational specialists are responsible for submitting their goals to their evaluator within the first month of the school year.

MID-YEAR REVIEW OF GOAL

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

END-OF-YEAR REVIEW OF GOAL

By the appropriate date, as determined by the principal, each educational specialist is responsible for assessing the professional growth made on the goal and for submitting documentation to the principal. An educational specialist may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised. By mutual agreement, administrators and individual educational specialists may extend the due date for the end-of-year reviews in order to include the current year's testing data or exam scores.

GOAL SETTING FORM EXPLANATION

The following describes the sections of the *Goal Setting for Student/Program Progress Form* found in Part III:

I. *Setting:* Describe the population and special circumstances of the goal setting.

II. *Identify the content area:* The area/topic addressed based on student achievement, student/program progress, or observational data.

III. *Provide baseline data:* Determine the students'/program's baseline data (where they are now) using the following process:
    ♦ Collect and review data
    ♦ Analyze the data
    ♦ Interpret the data

♦ Determine needs

Examples of data sources for monitoring student/program progress are listed in Figure 13.

Figure 13: Examples of Data Sources for Monitoring Student/Program Progress

Criterion- and Norm-Referenced Tests

♦ Interim Assessments: Educational specialist produced benchmark-based common assessments

♦ PALS (Phonological Awareness Literacy Screening), Grades K – 3

♦ DRA (Developmental Reading Assessment) or Lexile Reading levels

♦ Advanced Placement Examinations

♦ SAT (Stanford Achievement Test)

♦ AIMSWeb

♦ Individually administered achievement tests

♦ QRI (Qualitative Reading Inventory)
♦ SRI (Scholastic Reading Inventory)

Other Possible External Measures

♦ Accelerated Reader program data

♦ Countywide Benchmark Assessments

♦ SOL Released Tests

♦ Evidence of success with student outcome measures (e.g., college admittance rates, student scholarship acquisition, dual enrollment credits acquired)

♦ Student-related outcome measures (e.g., student attendance reports, student behavior records)

♦ Program-related outcome measures (e.g., summer outreach, participation rate in industry-related student internships)

♦ IEP data

♦ DSA (Developmental Spelling Assessment)

♦ Reading Counts

IV. *Write goal statement:* What do you want the students/program to accomplish?

♦ Select an emphasis for your goal, focusing on the classroom/educational specialist level.

♦ Develop an annual goal.

V. *Means for attaining the goal:* Activities used to accomplish the goals including how progress is measured and target dates. Examples of strategies to improve learning are shown in Figure 14.

Figure 14: Examples of Strategies to Improve Learning

♦ Modified teaching/work arrangement

♦ Cooperative planning with master educational specialists, team members, department members

♦ Demonstration lessons/service delivery by colleagues, curriculum educational specialists, educational specialist mentors

♦ Visits to other classrooms

♦ Use of instructional strategies (e.g., differentiation, interactive planning)

♦ Focused classroom observation

♦ Development of curricular supplements

♦ Completion of workshops, conferences, coursework

♦ Co-leading; collaborative teaching

VI. ***Mid-year review:*** Accomplishments of the student after the second quarter interim reports are issued and before the end of the semester. If needed, make adjustments to the professional development strategies, etc.

VII. ***End-of-year data results:*** Accomplishments of the student at the end of the year.

The *Goal Setting for Student/Program Progress Form* follows.

Culpeper County Public Schools Education Specialist Evaluation

CCPS
Goal Setting for Student/Program Progress Form

Educational Specialist: _____

Position: _____   **School Year:** ____ -____

<u>Directions:</u>

This form is a tool to assist the educational specialist in setting a goal that results in measurable student/program progress. NOTE: When applicable, student achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes expand to fit the text).

Initial Goal Submission (due by _____ to the evaluator)

*I. **Setting** (Describe the population and special learning circumstances)*	
*II. **Content/Subject/Field Area** (The area/topic addressed based on student achievement, data analysis, or observational data)*	
*III. **Baseline Data** (What does the current data show?)*	☐ *Data attached*
*IV. **Goal Statement** (Describe what you want students/program to accomplish)*	

V. Means for Attaining Goal *(Strategies used to accomplish the goal)*

Strategy	**Evidence**	**Target Date**

Educational Specialist's Signature _____   *Date* _____

Evaluator's Signature _____   *Date* _____

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VI. Mid-Year Review (Describe goal progress and other relevant data)	*Mid-year review conducted on_____* *Initials: _____ (educational specialist)* *_____ (evaluator)*
	☐ *Data attached*

Educational Specialist's Signature _____ *Date _____*

Evaluator's Signature _____ *Date _____*

End-of-Year Review

☐ **Appropriate Data Received**

Strategies used and data provided demonstrate appropriate Student/Program growth ☐ *Yes* ☐ *No*

Evaluator's Signature _____ *Date _____*

Culpeper County Public Schools Education Specialist Evaluation

CCPS
Observation/Document Review Form

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

Educational Specialist: _____ Date: _____

Observer: _____ Class/Time: _____

Documentation Log Review: ___Yes   ___No

1: Knowledge of the Learning Community	Specific Examples: *Exemplary Proficient Developing/Needs Improvement Unacceptable* *(Circle One)*
2: Program Planning and Management	Specific Examples: *Exemplary Proficient Developing/Needs Improvement Unacceptable* *(Circle One)*
3: Assessment	Specific Examples: *Exemplary Proficient Developing/Needs Improvement Unacceptable* *(Circle One)*

4: Program Services	Specific Examples: *Exemplary Proficient Developing/Needs Improvement Unacceptable* *(Circle One)*
5: Communication and Collaboration	Specific Examples: *Exemplary Proficient Developing/Needs Improvement Unacceptable* *(Circle One)*
6: Professionalism	Specific Examples: *Exemplary Proficient Developing/Needs Improvement Unacceptable* *(Circle One)*
7: Student/Program Progress	Specific Examples: *Exemplary Proficient Developing/Needs Improvement Unacceptable* *(Circle One)*

* Note: All seven performance standards will most likely NOT be seen or documented in a single observation and/or conference.

Observer's Signature: _____

Educational Specialist's Signature: _____

1: Knowledge of the Learning Community

1.1 Demonstrates an understanding of developmental stages of students.

1.2 Collaborates with and uses district, school, family, and community resources to help meet student and/or program needs.

1.3 Uses cultural competency skills to identify and accommodate various learning styles and other individual differences.

1.4 Demonstrates an understanding of cultural, ethnic, and linguistic backgrounds to assist in the delivery of appropriate educational opportunities.

2: Program Planning and Management

2.1 Understands and follows applicable local, state and federal regulations, policies, guidelines, and procedures.

2.2 Provides a safe and appropriate environment for service delivery.

2.3 Organizes and maintains appropriate program records.

2.4 Demonstrates effective scheduling and time management skills.

2.5 Identifies and manages available resources to address student and/or program needs.

2.6 Adheres to proper procedures for using, maintaining, updating, and securing assessment instruments.

Additional Position-Specific Indicators:

Instructional Coach:

♦ Provides leadership for teachers by planning, collaborating, organizing, mentoring, and facilitating change to improve the instructional program.

Library/Media Educational Specialist:

♦ Follows procedures for selecting, acquiring, and cataloging materials and resources.

♦ Administers the library and media budget in order to purchase new materials.

Guidance Counselor:

♦ Maintains an organized, effective, and efficient counseling program.

3: Assessment

3.1 Demonstrates proficiency in administering, scoring, evaluating and interpreting data from instruments or records.

3.2 Provides accurate feedback to students, families, and staff on assessment results.

3.3 Uses assessment information in making recommendations or decisions that are in the best interest of the student/school/district.

3.4 Uses state and local assessment data to modify strategies, interventions, services, and program effectiveness.

4: Program Services

4.1 Selects, develops, organizes, implements, and supports curriculum for specific student and program needs.

4.2 Uses technology, materials, and other resources as appropriate to deliver services and programs.

4.3 Presents information and services using varied strategies to meet student needs and diversity.

4.4 Provides services that will support mastery of state and national standards and guidelines.

Additional Position-Specific Indicators:

School Counselor/Social Worker/School Psychologist/School Nurse:

♦ Serves as advocate for and promotes student emotional well-being and mental health.

♦ Assists students, teachers, families, and other service providers to facilitate behavior change.

Library/Media Educational Specialist:

♦ Implements policies related to curriculum, scheduling, and preservation of materials.

♦ Elaborates and supports the classroom curriculum with extension activities.

5: Communication and Collaboration

5.1A Uses effective written, verbal, and nonverbal communication skills.

5.2A Initiates, maintains, and appropriately documents communication to support the needs of the learning community.

5.3A Supports, promotes, and communicates the mission, vision, and goals of the school and the school division.

5.4A Works collaboratively with families, colleagues, supervisors, and community representatives to support student success and well-being.

5.5A Collaborates with instructional staff to design, implement, and/or support services for specific student or program needs.

5.6A Responds promptly to student, family, staff, and community concerns.

5.1B Contributes to a safe physical, intellectual, and emotional workplace setting that maximizes the performance environment for fellow employees.

5.2B Contributes to a work environment in which fellow employees feel comfortable enough to take appropriate risks, accept necessary change, and explore innovate practices.

5.3B Models enthusiasm for the school and the school division.

5.4B Promotes a climate of trust and teamwork within the workplace.

5.5B Demonstrates caring, fairness, respect and enthusiasm toward fellow employees in all conduct and communications.

5.6B Respects diversity among fellow employees, including language, culture, race, gender, and special needs.

6: Professionalism

6.1 Follows federal and state guidelines and school board policies and procedures.

6.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).

6.3 Performs assigned duties and follows a professional code of ethics.

6.4 Respects and maintains confidentiality.

6.5 Demonstrates knowledge and skills relevant to the profession.

6.6 Evaluates and identifies strengths and areas for growth related to professional skills.

6.7 Sets goals for improvement of skills and professional performance.

6.8 Participates in professional growth activities and incorporates learning into professional practice.

6.9 Mentors, trains, and/or supports colleagues in professional growth opportunities.

6.10 Promotes a climate of trust and teamwork.

6.11 Models interest and enthusiasm for school activities whether or not they are related to their direct area of responsibility.

6.12 Is reasonably available to assist and support school activities whether or not they are related to their direct area of responsibility.

7: Student/Program Progress

7.1 Sets measurable, reasonable, and appropriate goals for student/program progress.

7.2 Assesses prerequisite developmental knowledge and skills to determine initial level of service delivery.

7.3 Monitors student/program progress through the use of appropriate assessments.

7.4 Identifies and establishes additional means of support to increase student/program progress.

7.5 Provides evidence that student/programs are meeting measurable, reasonable, and appropriate outcomes.

CCPS
Pre-Observation Conference Record

Educational Specialist: _____   School: _____

Position: _____   School Year: _____

Conference Date: _____   Observer: _____

Inquiries	Notes

1. Describe the lesson which will be observed.
  ♦ The minimum length for an observation is 20 minutes. Would you like me to plan to stay longer based on the lesson you have planned?
  ♦ What have/will you have done instructionally with students in the days prior to the observation?	

2. Describe the population.	
3. What will be observed?	
4. What methods will be used?	
5. What would you like to be highlighted?	
6. What do you believe to be any areas of concern?	

CCPS
Educational Specialist Documentation Log Cover Sheet

Educational Specialist: _____   **School Year:** _____- _____

Standards	Required Item	Examples of Evidence	Evidence Included
1. Knowledge of the Learning Community	*No evidence is required in the Documentation Log*	Can include (but not required): • Transcripts of coursework • Professional Development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by educational specialist • Behavior plans • Parent communication logs	

2. Program Planning and Management	Evidence of using data about student learning to guide planning and instruction	Can include:
		• Differentiation in lesson planning and practice
		• Analysis of classroom assessment
		• Data driven curriculum revision work
		  Examples:
		    - Sample lesson or unit plan
		    - Course syllabus
		    - Intervention plan
		    - Substitute lesson plan
		    - Annotated learning objectives
		    - Service Log
		    - Schedule	

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Standards	Required Item	Examples of Evidence	Evidence Included

3. Assessment	Data demonstrating program and/or intervention effectiveness	Can include (but not required):
		• Evidence of baseline and periodic assessments and analysis
		• Progress reports
		• Graphs or tables of student results
		• Summary of assessment procedures
		• Notifications made on a modified intervention and/or program based on feedback
		• Records within electronic curriculum mapping tool
		Examples:
		  - Brief report describing your record keeping system and how it is used to monitor student progress
		  - Copy of scoring rubrics
		  - Photographs or photocopies of student work with written comments
		  - Samples of educational reports, progress reports or letters prepared for parents or students
		  - Copy of disaggregated analysis of student achievement scores on standardized test
		  - Copy of student journals of self-reflection and self-monitoring	

Standards	Required Item	Examples of Evidence	Evidence Included

4. Program Services	Service or Program logs	Can include:
		• Educational specialist-specific resources based on the needs of the community
		  - Reading Specialist: list of interventions
		  - Nurse: medical community links
		  - Media Specialist: technology available
		  - Social Worker: Record of home visits
		  - Instructional Coach: record of interventions throughout school	

5. Communication and Collaboration	Communication Log	Can include: • Examples of collaborative work with peers • Evidence of communication with students, families, colleagues and community	
6. Professionalism	Professional Development certificates/ transcripts	Can include: • Record of professional development taken or given	
7. Student/Program Progress	Goal Setting for Student/Program Progress Form	Student Achievement/Program Goal Setting Document – to be revised at midterm and end of year	

CCPS
Sample Communication Log (Optional)

Educational Specialist: _____ **School Year:** _____ - _____

Date	Person	Purpose	Mode	Notes
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
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			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	

CCPS
Professional Development Log

Educational Specialist: _____   **School Year:** _____- _____

Professional Development Activity	Date	Location	Evidence of Satisfactory Completion Received
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____

CCPS
GRADE K-2 STUDENT SURVEY

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

Educational Specialist_____ Date_____

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

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

CCPS
Grade 3-5 Student Survey

Directions:

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

_____   _____
Educational Specialist   School Year

The specialist . . .	Yes	Some-times	No
Listens to me.			
Gives me help when I need it.			
Gives me work I am able to complete.			
Ensures that people are respectful in class.			
Answers my questions.			
Helps me understand things when I make mistakes.			
Shows respect to all students.			
Helps me to be organized.			
Allows me to demonstrate my learning in a variety of ways.			
*			
*			

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

CCPS
Grade 6-8 Student Survey

The purpose of this survey is to allow you to give your educational specialist ideas about how this class might be improved.

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

Educational Specialist	School Year	Class/Period

The specialist . . .	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Gives clear instructions.					
Helps me to be organized.					
Assigns the right amount of homework in this class.					
Returns my work within a few days.					
Sets high learning standards for the class.					
Allows me to demonstrate my learning in a variety of ways.					
Helps me outside of class time when needed.					
Handles classroom disruptions well.					
Shows respect to all students.					
Is respectful to my culture.					
Values me as a person.					
Helps me to feel comfortable sharing my ideas in class.					
*					
*					

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

CCPS
Grade 9-12 Student Survey

The purpose of this survey is to allow you to give your educational specialist ideas about how this class might be improved.

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

Educational Specialist	School Year	Class Period

The specialist . . .	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Communicates clearly.					
Is knowledgeable about the subject area he/she teaches.					
Assigns manageable tasks					
Gives feedback in a timely manner.					
Gives helpful feedback.					
Handles classroom disruptions effectively.					
Allows me to demonstrate my learning in a variety of ways.					
Challenges me in this class.					
Makes me feel comfortable sharing my ideas in class.					
Helps me outside of class time when needed.					
Shows respect to all students.					
Respects my culture.					
Values me as a person.					
*					
*					

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

Comments:

CCPS
Client Survey for Teachers and Administrators

Educational Specialist: _____   School Year: _____

Position: _____   School: _____

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

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

The educational specialist . . .	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
Provides feedback in a reasonable amount of time.					
Is accessible to me.					
Responds to emergency situations.					
Asks for information about the student/situation from me to aid in decision making.					
Shares methods with me to facilitate student progress.					
Advocates for the student.					
Is respectful of others.					
Promotes open communication.					
Demonstrates knowledge of job related laws and mandates.					
Is knowledgeable of content standards.					
Demonstrates an understanding of the learning community.					
Is committed to improving the school.					

I am a(n)...

☐ Teacher   ☐ Parent/Guardian   ☐ Staff member   ☐ Administrator   ☐ Other

Additional Comments:

CCPS
Student Survey Summary

Educational Specialist: _____ School Year: _____

Position: _____ School: _____

Survey Version Given: ☐ Grades K-2   ☐ Grades 3-5   ☐ Grades 6-8   ☐ Grades 9-12
                    ☐ Client Survey

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received (#1 divided into #2)?
          _____%

Student Satisfaction Analysis

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

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

6. Analyze survey responses and answer the following questions:

   A) What did students perceive as your major strengths?

   B) What did students perceive as your major weaknesses?

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

(Include a copy of the Student Survey Summary in the Learning Environment section of the Documentation Log.)

CCPS
EDUCATIONAL SPECIALIST SUMMATIVE PERFORMANCE REPORT

Educational Specialist: _____ **School:** _____

Position: _____ **School Year:** _____ - _____

Contract Status: ☐ Probationary ☐ Continuing Contract/Veteran

Documentation Reviewed: ☐Educational Specialist Documentation Log ☐Goal Setting Form ☐Observation Form
☐Student Survey Summary ☐Other _____

Directions: Evaluators use this form at the end of the school year to provide the educational specialist with an assessment of performance. The educational specialist should receive a copy of the form. The signed form is submitted to the site administrator within 10 calendar days of the summative evaluation meeting.

Performance Standard 1: Knowledge of the Learning Community

Exemplary *In addition to meeting the standard ...*	Proficient *Proficient is the expected level of performance*	Developing/Needs Improvement	Unacceptable
The educational specialist addresses the needs of the target learning community, demonstrating respect for individual differences of cultures, backgrounds, and learning needs *in a highly effective manner.*	The educational specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.	The educational specialist attempts to identify and address the target learning community, but efforts are *inconsistent* in demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.	The educational specialist consistently demonstrates a *lack of awareness* of the needs of the target learning community or *rarely* demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.
☐	☐	☐	☐
Comments:			

Culpeper County Public Schools Education Specialist Evaluation

Performance Standard 2: Program Planning and Management

Exemplary *In addition to meeting the standard ...*	Proficient *Proficient is the expected level of performance*	Developing/Needs Improvement	Unacceptable
The educational specialist plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures *in a highly effective manner.*	The educational specialist effectively plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.	The educational specialist attempts, but *inconsistently* plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.	The educational specialist *rarely* plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.
☐	☐	☐	☐

Comments:

Performance Standard 3: Assessment

Exemplary* *In addition to meeting the standard…*	Proficient *Proficient is the expected level of performance.*	Developing/ Needs Improvement	Unacceptable
The educational specialist *consistently demonstrates a high level* of performance and/or takes a leadership role in gathering, analyzing and using data to guide instructional and program planning, and provides timely feedback to students, families and staff.	The educational specialist gathers, analyzes, and uses data to determine student needs, to measure student or program progress, to guide instruction, and to provide timely feedback to students, families, and staff.	The educational specialist attempts, but is *inconsistent* in gathering, analyzing, and using data, and/or providing timely feedback to students, families, and staff**.**	The educational specialist *rarely* uses data to measure student progress, implement program planning, guide instruction, and provides timely and relevant feedback to students, families and staff.
☐	☐	☐	☐

Comments:

Culpeper County Public Schools Education Specialist Evaluation

Performance Standard 4: Program Services

Exemplary* *In addition to meeting the standard…*	Proficient *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
The educational specialist *consistently demonstrates a high level of performance* in applying subject/field/ technology to the learning community and/or provides a key leadership role to others in enhancing professional skills.	The educational specialist uses knowledge of subject/field/ technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.	The educational specialist attempts to use subject/field/ technology but efforts are *inconsistent* in addressing the needs of the targeted learning community.	The educational specialist *rarely* implements or improperly implements subject/field/ technology to meet the needs of the targeted learning community.
☐	☐	☐	☐
Comments:			

Performance Standard 5: Communication and Collaboration

Exemplary *In addition to meeting the standard …*	Proficient *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
The educational specialist demonstrates initiative in enhancing effective communication and collaboration techniques between the students, families, staff, and the community.	The educational specialist communicates and collaborates effectively with students, families, staff, and the community to support student learning and well-being while contributing to a positive workplace environment..	The educational specialist attempts, but is *inconsistent* in communicating and has difficulty collaborating with students, families, staff, and the community.	The educational specialist *rarely* communicates and collaborates effectively with students, families, staff, and the community.
☐	☐	☐	☐
Comments:			

Culpeper County Public Schools Education Specialist Evaluation

Performance Standard 6: Professionalism

Exemplary *In addition to meeting the standard ...*	Proficient *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
The educational specialist is a professional role model for others, engaging *in a high level* of personal professional growth, and/or contributes to the development of others and the well-being of the profession.	The educational specialist maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth.	The educational specialist *inconsistently* demonstrates commitment to professional ethics, professional expertise, and participation in professional growth opportunities.	The educational specialist shows a disregard toward professional ethics and/or the school's mission, is reluctant to support others, and/or *rarely* takes advantage of professional growth opportunities.
☐	☐	☐	☐

Comments:

Performance Standard 7: Student/Program Progress

Exemplary *In addition to meeting the standard ...*	Proficient *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
The work of the educational specialist results in *a high level* of student progress with all populations and/or program progress.	The work of the educational specialist results in acceptable and measurable student or program progress based on established standards, division goals, and/or school goals.	The instructional efforts of the educational specialist result in *inconsistent* student/program progress; more progress is needed to meet established standards.	The work of the educational specialist *rarely* results in acceptable student progress and/or program progress.
☐	☐	☐	☐

Comments:

Evaluation Summary

☐ Recommended for continued employment.

☐ Recommended for placement on a *Performance Improvement Plan*. (One or more standards are Unacceptable, or two or more standards are Developing/Needs Improvement.)

☐ Recommended for Dismissal/Non-renewal. (The educational specialist has failed to make progress on a *Performance Improvement Plan*, or the educational specialist consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)

Commendations:

Areas Noted for Improvement:

Educational Specialist Improvement Goals:

Overall Evaluation Summary Criteria			
☐ Exemplary	☐ Proficient	☐ Developing/ Needs Improvement	☐ Unacceptable Due to three or more "developing/needs improvement" or one or more "unacceptable" ratings on performance standards
_____ *Employee's Signature/Date*		_____ *Administrator's Signature/Date*	

Culpeper County Public Schools Education Specialist Evaluation

CCPS

EDUCATIONAL SPECIALIST INTERIM PERFORMANCE REPORT

Educational Specialist: _____   **School:** _____

Position: _____   **School Year:** _____- _____

Contract Status: _____

Documentation Reviewed: ☐Educational Specialist Documentation Log ☐Goal Setting Form ☐Observation Form
☐Student Survey Summary ☐Other _____

Directions: Evaluators use this form at the end of the school year to provide probationary and continuing contract educational specialists with an assessment of performance during their interim years on the evaluation cycle. The educational specialist should receive a copy of the form. The signed form is submitted to the site administrator within 10 calendar days of the summative evaluation meeting.

Performance Standard 7: Student/Program Progress

Exemplary *In addition to meeting the standard ...*	Proficient *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
The work of the educational specialist results in *a high level* of student progress with all populations and/or program progress.	The work of the educational specialist results in acceptable and measurable student or program progress based on established standards, division goals, and/or school goals.	The instructional efforts of the educational specialist result in *inconsistent* student/program progress; more progress is needed to meet established standards.	The work of the educational specialist *rarely* results in acceptable student progress and/or program progress.
☐	☐	☐	☐
Comments:			

Overall Evaluation Summary

Commendations:

Areas Noted for Improvement:

Educational Specialist Improvement Goals:

Evaluator's Signature

Date

Site Administrator's Signature

Educational Specialist's Signature
Educational specialist's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

Date

Date

CCPS

PERFORMANCE IMPROVEMENT PLAN

Educational Specialist: _____ **School:** _____

Position: _____ **School Year:** _____- _____

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

The educational specialist's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.

_____   _____
Evaluator's Signature/Date Initiated   Educational Specialist's Signature/
Date Initiated

Results of Performance Improvement Plan[1]:

Performance Standard Number	Performance Deficiencies within the Standard to be Corrected	Comments	Review Dates[2]

Final recommendation based on outcome of Improvement Plan:
❒ The performance deficiencies have been satisfactorily corrected: The educational specialist is no longer on a *Performance Improvement Plan*.
❒ The deficiencies were not corrected: The educational specialist is recommended for non-renewal/dismissal.

_____   _____
Evaluator's Signature/Date Reviewed   Educational Specialist's Signature/Date Reviewed
Signature denotes the review occurred, not necessarily agreement with the final recommendation.

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[1] These sections are to be completed collaboratively by evaluator and educational specialist. Additional pages may be added.
[2] Review dates should be prior to target dates for each improvement objective. Each review is intended to document support and assistance provided to the educational specialist.   ___ **Additional Pages Attached**

CCPS

Summative Ranking Calculation Worksheet

Category	Weight	Rating	Total
Professional Knowledge	0.1		0
Instructional Planning	0.1		0
Instructional Delivery	0.1		0
Assessment of and for Student Learning	0.1		0
Learning Environment	0.1		0
Professionalism	0.1		0
Student Academic Progress	0.4		0
		Total	0

Less than 1.7 is a "1"	
less than 2.7 is a "2"	Four 2's (including cat 7) and three 1's
less than 3.7 is a "3"	Four 3's (including cat 7) and three 2's
greater or equal to 3.7 is a "4"	Four 4's (including cat 7) and three 3's

NOTES

1. **If Student Academic Progress Standard is not a 4 the specialist cannot receive an Exemplary Rating.**

2. **If a rating of 1 or 2 is received on any Standard then Exemplary will not apply.**

REFERENCES

Domaleski, C. & Hill, R. (2010). Considerations for using assessment data to inform determinations of teacher effectiveness. Center for Assessment. Available at: http://www.nciea.org/papers-UsingAssessmentData4-29-10.pdf.

Stronge, J. H. (2010). *Evaluating what good teachers do: Eight research-based standards for assessing teacher excellence.* Larchmont, NY: Eye on Education.

Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning.* Larchmont, NY: Eye on Education.

Tucker, P. D., & Stronge, J. H. (2005). *Linking teacher evaluation and student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

ENDNOTES

[1] Domaleski, C. & Hill, R. (2010).

[2] Tucker, P. D. & Stronge, J. H. (2005).

Rating on Standard 7 (Student Academic Progress)	Exemplary	Proficient	Developing/ Needs Improvement	Unacceptable
Student Growth Percentiles**	More than 50% of students show high growth and no more than 10% show low growth	At least 65% of students show moderate to high growth	No more than 50% of students show low growth	More than 50% of students show low growth
Student Achievement Goal Setting**	Exceed Goal $\geq$ 50% Meet Goal $\geq$ 40% Did Not Meet Goal < 10%	Exceed and/or Meet Goal $\geq$ 80% Did not meet goal < 20%	Exceed and/or Meet Goal > 50% Did Not Meet Goal = 21%- 49%	Exceed and/or Meet Goal $\leq$ 50% Did Not Meet Goal $\geq$ 50%
Other Measures	Other indicators of student achievement / progress indicate exemplary student performance	Other indicators of student achievement / progress indicate on-target student performance	Other indicators of student achievement / progress indicate inconsistent student performance	Other indicators of student achievement / progress indicate overall low student performance

Appendix A: Decision Rules for Judging Standard 7