

Maine Township High School

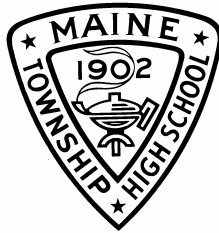
Professional Staff

Evaluation Plan

2004

(Revised August 2006)

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**DOMAINS FOR PROFESSIONAL PRACTICE
AND
CONSENSUS OF CORE STANDARDS**

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**CONSENSUS OF CORE STANDARDS
TEACHER**

Planning and Preparation:

1. I.A.1 The teacher demonstrates a strong knowledge of the content, with evidence of continuing pursuit of such knowledge.
2. I.C.1 The teacher develops instructional goals that align with course outlines and district and state standards.
3. I.C.2 The teacher writes goals that are clear, written in the form of student learning, and permit viable methods of assessment.
4. I.E.2 The teacher employs learning activities, materials, and resources that support the instructional goals and engage students in meaningful learning.
5. I.E.4 The teacher designs lessons and units that are coherent, promote understanding of major ideas, and have a well defined structure and reasonable time allocations.
6. I.F.2 The teacher applies clear assessment criteria and standards to monitor student learning and to re-teach when learning is deficient.

Classroom Environment:

7. II.A.1 The teacher interacts with students in a respectful and caring manner; such interactions are appropriate to developmental and cultural norms.
8. II.B.1 The teacher shows enthusiasm for and conveys the importance of the content.
9. II.C.1 The teacher organizes tasks so students are productively engaged.
10. II.D.1 The teacher establishes rules and expectations that are clearly understood and aligned with district policies and procedures.
11. II.E.1 The teacher takes reasonable precautions to assure that the classroom is safe and conducive to learning.

Instruction:

12. III.C.1 The teacher presents content in a clear, coherent, and logical manner and links content to the students' prior knowledge and experience.
13. III.C.6 The teacher uses a variety of instructional strategies that meet the needs of diverse learners and result in effective student learning.
14. III.D.1 The teacher provides feedback that is accurate, constructive, and specific to each student.

Personal and Professional Growth:

15. IV.B.1 The teacher maintains an accurate, effective, and fair record keeping system in accordance with school policies and practices.
16. IV.D.1 The teacher interacts with colleagues in a respectful manner and contributes to the activities of the department and school.
17. IV.E.1 The teacher completes the Professional Development Plan as scheduled and minimally at a satisfactory level. (*Tenured Staff Only*)
18. IV.G.2 The teacher adheres to all policies, procedures, and regulations of the building and district.
19. IV.G.3 The teacher complies with district expectations on attendance and punctuality.

DOMAIN I
PLANNING AND PREPARATION

- A. The effective teacher demonstrates knowledge of content and pedagogy.
 - 1. The teacher demonstrates a strong knowledge of the content, with evidence of continuing pursuit of such knowledge.
 - 2. The teacher's plans and practices reflect an understanding of sequential relationships among topics and concepts, as well as potential student misconceptions.
 - 3. The teacher continually searches for best instructional practices.

- B. The effective teacher demonstrates knowledge of students.
 - 1. The teacher displays an understanding of typical developmental characteristics of the age group.
 - 2. The teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
 - 3. The teacher displays an understanding of student skills, knowledge and misconceptions, including those with special needs.
 - 4. The teacher displays knowledge of the interests and cultural heritage of students.

- C. The effective teacher selects instructional goals.
 - 1. The teacher develops instructional goals that align with course outlines and district and state standards.
 - 2. The teacher writes goals that are clear, written in the form of student learning, and permits viable methods of assessment.
 - 3. The teacher writes goals that are appropriate to the varying student needs, interests, and abilities.
 - 4. The teacher writes goals that reflect several different types of learning and opportunities for integration.

- D. The effective teacher demonstrates knowledge of resources.
 - 1. The teacher, in addition to using school and district resources, actively seeks other materials to enhance instruction.
 - 2. The teacher is aware of resources for students available through the school or district and gains access to those resources when appropriate.

- E. The effective teacher designs coherent instruction.
 - 1. The teacher employs learning activities that match student needs and abilities and reflect recent professional research.
 - 2. The teacher employs learning activities, materials, and resources that support the instructional goals and engage students in meaningful learning.
 - 3. The teacher organizes instructional groups that are varied as appropriate to the instructional goals.
 - 4. The teacher designs lessons and units that are coherent, promote understanding of major ideas, and have a well-defined structure and reasonable time allocations.
 - 5. The teacher uses the district curriculum to design units that clearly link district instructional goals, state standards, assessments and learning outcomes.

- F. The effective teacher assesses student learning.
 - 1. The teacher uses assessment criteria and standards that are related to the instructional goals of the district and state standards.
 - 2. The teacher applies clear assessment criteria and standards to monitor student learning and to re-teach when learning is deficient.
 - 3. The teacher uses a variety of assessment strategies.

DOMAIN II
THE CLASSROOM ENVIRONMENT

- A. The effective teacher creates an environment of respect and rapport.
 - 1. The teacher interacts with students in a respectful and caring manner; such interactions are appropriate to developmental and cultural norms.
 - 2. The teacher promotes student-to-student interactions which are polite and respectful.

- B. The effective teacher establishes a culture for learning.
 - 1. The teacher shows enthusiasm for and conveys the importance of the content.
 - 2. The teacher encourages students to demonstrate pride and quality in their work.
 - 3. The teacher conveys high expectations for achievement through instructional goals and activities, interactions, and the classroom environment.

- C. The effective teacher manages classroom procedures.
 - 1. The teacher organizes tasks so students are productively engaged.
 - 2. The teacher makes smooth transitions between the various facets of the lesson plan with a minimal loss of instructional time.
 - 3. The teacher establishes routines for handling materials and supplies with a minimal loss of instructional time.
 - 4. The teacher performs non-instructional duties (i.e. attendance, permission slips, etc.) efficiently, limiting the loss of instructional time.

- D. The effective teacher manages student behavior.
 - 1. The teacher establishes rules and expectations that are clearly understood and aligned with district policies and procedures.
 - 2. The teacher is alert to student behavior during the class period.
 - 3. The teacher recognizes and praises exemplary behavior and responds to misbehavior appropriately and effectively.

- E. The effective teacher organizes physical space.
 - 1. The teacher takes reasonable precautions to assure that the classroom is safe and conducive to learning.
 - 2. The teacher arranges physical resources so that learning is equally accessible for all students.
 - 3. The teacher takes necessary and reasonable precautions to safeguard materials and equipment.

**DOMAIN III
INSTRUCTION**

- A. The effective teacher communicates clearly and accurately.
 - 1. The teacher's directions and procedures are clear and contain an appropriate level of detail.
 - 2. The teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and experience.

- B. The effective teacher uses questions and discussion techniques.
 - 1. The teacher asks questions that encourage student reflection.
 - 2. The teacher promotes discussion and encourages students to assume responsibility for the depth and breadth of discussion.
 - 3. The teacher successfully engages students in the discussion.

- C. The effective teacher engages students in learning.
 - 1. The teacher presents content in a clear, coherent, and logical manner and links content to the students' prior knowledge and experience.
 - 2. The teacher employs activities and assignments that are appropriate to the students and that enhance their understanding.
 - 3. The teacher uses instructional grouping to enhance engagement in learning.
 - 4. The teacher employs instructional materials and resources that are suitable to the instructional goals and engage students cognitively.
 - 5. The teacher employs lessons that have clearly defined structure around which activities are organized. Pacing of the lesson is appropriate.
 - 6. The teacher uses a variety of instructional strategies that meet the needs of diverse learners and result in effective student learning.

- D. The effective teacher provides feedback to students.
 - 1. The teacher provides feedback that is accurate, constructive, and specific to each student.
 - 2. The teacher provides feedback in a timely manner.

- E. The effective teacher demonstrates flexibility and responsiveness.
 - 1. The teacher demonstrates flexibility and responsiveness by adjusting the lesson when needed.
 - 2. The teacher successfully accommodates students' questions, comments and interests.
 - 3. The teacher persists in seeking strategies that may help students who have difficulty learning.

DOMAIN IV
PROFESSIONAL RESPONSIBILITY

- A. The effective teacher reflects on teaching.
 - 1. The teacher makes thoughtful and accurate assessment of each lesson's effectiveness (*Tenured Staff Only*)
 - 2. The teacher regularly refines lessons to improve student learning.

- B. The effective teacher maintains written records.
 - 1. The teacher maintains an accurate, effective, and fair record keeping system in accordance with school policies and practices.
 - 2. The teacher maintains appropriate information on student progress in learning.

- C. The effective teacher communicates with parent(s)/guardian(s).
 - 1. The teacher produces timely information about the instructional program.
 - 2. The teacher provides appropriate information about student progress.
 - 3. The teacher attempts to engage parent(s)/guardian(s) in the instructional program.

- D. The effective teacher contributes to the schools and district.
 - 1. The teacher interacts with colleagues in a respectful manner and contributes to the activities of the department and school.
 - 2. The teacher participates in school events and activities.
 - 3. The teacher becomes involved in school and district projects.

- E. The effective teacher grows and develops professionally.
 - 1. The teacher completes the Professional Development Plan as scheduled and minimally at a satisfactory level.
 - 2. The teacher pursues opportunities for professional development.
 - 3. The teacher seeks ways to make contributions to the profession.

- F. The effective teacher shows professionalism.
 - 1. The teacher is alert to the physical/social/emotional needs of students and seeks appropriate resources to address those needs.
 - 2. The teacher works with other professionals as an advocate for students to ensure a fair opportunity to succeed.
 - 3. The teacher collaborates with colleagues in decision-making activities.

- G. The effective teacher acts as a responsible professional in addressing the overall mission of the school district.
1. The teacher stays informed of policies, procedures, and regulations applicable to her/his position.
 2. The teacher adheres to all policies, procedures, and regulations of the building and district.
 3. The teacher complies with district expectations on attendance and punctuality.
 4. The teacher follows the identified channels for resolving concerns/problems.
 5. The teacher completes duties promptly and accurately when given adequate notice.
 6. The teacher complies with school policy, procedures, and guidelines regarding student confidentiality.

**CONSENSUS OF CORE STANDARDS
SCHOOL COUNSELOR**

1. I.A.1 The school counselor will participate in the planning and delivery of orientation program(s) to provide for a smooth transition of students from eighth grade to high school.
2. I.A.2 The school counselor will monitor and direct the development of each student's academic plan and update that plan by reviewing credit requirements and course prerequisites with students annually and as needed.
3. I.A.4 The school counselor will maintain a cumulative file on each counselee and review the status of each student toward graduation of high school annually and as needed.
4. II.A.3 The school counselor will schedule the necessary contacts with students, teachers, and parent(s)/guardian(s) to carry out the department's developmental guidance program.
5. II.A.4 The school counselor will investigate and intervene in those situations which result in a significant change in students' grades.
6. III.A.1 The school counselor will interact with colleagues in a respectful manner and contribute to the activities of the department and school.
7. III.B.1. The school counselor completes the Professional Development Plan as scheduled and minimally at a satisfactory level. *(Tenured Staff Only)*
8. III.C.1 The school counselor will work with other professionals as an advocate for students to enhance opportunities to succeed.
9. III.D.3 The school counselor will work to establish and maintain open lines of communication with students, parent(s)/guardian(s), and colleagues concerning both academic and behavioral progress of students.
10. III.E.1 The school counselor will maintain a system for following student educational and career plans.
11. III.E.3 The school counselor will ensure that his/her caseload academic records are current and accurate.
12. III.F.2. The school counselor adheres to all policies, procedures, and regulations of the building and district.
13. III.F.3. The school counselor complies with district expectations on attendance and punctuality.

**SCHOOL COUNSELOR EVALUATION PROGRAM
DOMAIN I**

PLANNING AND PREPARATION

- A. The effective school counselor will demonstrate knowledge of student personnel services.
 - 1. The school counselor will participate in the planning and delivery of orientation program(s) to provide for a smooth transition of students from eighth grade to high school.
 - 2. The school counselor will monitor and direct the development of each student's academic plan and update that plan by reviewing credit requirements and course prerequisites with students annually and as needed.
 - 3. The school counselor will participate in the development of SPS long-range goals.
 - 4. The school counselor will maintain a cumulative file on each counselee and review the status of each student toward graduation of high school annually and as needed.

- B. The effective school counselor will manage student services planning.
 - 1. The school counselor will work with students, teachers, and parent(s)/guardian(s) to implement the department's developmental guidance program.
 - 2. The school counselor will provide guidance materials to teachers conducting guidance activities.
 - 3. The school counselor will maintain a cumulative file on each counselee and review the status of each student toward graduation of high school annually and as needed.

DOMAIN II
DELIVERY OF SERVICES

- A. The effective school counselor will provide registration, scheduling, and other guidance services that are appropriate to the student, support the academic goals of the District, and support the objectives of the guidance program.
1. The school counselor will participate in registration of students new to the school and work with student transfers, withdrawals, and reentries.
 2. The school counselor will respond appropriately, and in a timely manner, to questions from students and parent(s)/guardian(s), and staff regarding guidance services.
 3. The school counselor will schedule the necessary contacts with students, teachers, and parent(s)/guardian(s) to carry out the department's developmental guidance program.
 4. The school counselor will investigate and intervene in those situations which result in a significant change in students' grades.
 5. The school counselor will serve as a resource for both teachers and students to resolve issues as needed.
 6. The school counselor will identify students with special needs and refer them for special education evaluation or 504 services.
 7. The school counselor will promote cooperation and mutual respect among the student, the teacher, and the parent(s)/guardian(s).
 8. The school counselor will work in conjunction with other SPS members to engage department resources to effectively service the needs of students.
- B. The effective school counselor will assist in post high school planning.
1. The school counselor will explain the correlation between high school courses and post high school goals.
 2. The school counselor will provide up-to-date career and vocational information.
 3. The school counselor will provide parent(s)/guardian(s) with information and programs that help meet the career needs of students.
 4. The school counselor will assist parent(s)/guardian(s) in evaluating the student's aptitudes, abilities, interests, and attitudes related to social/personal development and educational/career planning.
 5. The school counselor will provide timely and appropriate information about college admissions, financial aid, and prerequisite courses.
 6. The school counselor will provide information about individual students to colleges and potential employers as requested by students.
- C. The effective school counselor will gather and utilize assessment information to assist in the scheduling and placement of students.
1. The school counselor will provide diagnostic information to teachers for use in assessing student's current levels of skill when appropriate.
 2. The school counselor will compile, analyze, and use information about students in accord with established District policies and procedures.
 3. The school counselor will review and discuss with students the implications of district assessment measures, standardized achievement and aptitude tests, and interest inventories.

DOMAIN III
PROFESSIONAL RESPONSIBILITIES

- A. The effective school counselor will contribute to the school and District initiatives.
 - 1. The school counselor will interact with colleagues in a respectful manner and contribute to the activities of the department and school.
 - 2. The school counselor will participate in school and system committees.
 - 3. The school counselor will participate in school events and activities.

- B. The effective school counselor will grow and develop professionally.
 - 1. The school counselor completes the Professional Development Plan as scheduled and minimally at a satisfactory level. (*Tenured Staff Only*)
 - 2. The school counselor will pursue opportunities for professional development.
 - 3. The school counselor will seek ways to make contributions to the profession.

- C. The effective school counselor shows professionalism.
 - 1. The school counselor will work with other professionals as an advocate for students to enhance opportunities to succeed.
 - 2. The school counselor will collaborate with colleagues in decision-making activities.

- D. The effective school counselor will communicate with students, parent(s)/guardian(s), and staff.
 - 1. The school counselor will monitor information about academic progress.
 - 2. The school counselor will attempt to engage parent(s)/guardian(s) in their child's academic program.
 - 3. The school counselor will work to establish and maintain open lines of communication with students, parent(s)/guardian(s), and colleagues concerning both academic and behavioral progress of students.
 - 4. The school counselor will share student data with in-school personnel and agencies as authorized and allowed by confidentiality guidelines.
 - 5. The school counselor will clearly state for students and parent(s)/guardian(s) purposes for which guidance services are available.
 - 6. The school counselor will schedule individual conferences with students annually and as needed.

- E. The effective school counselor will maintain accurate records.
 - 1. The school counselor will maintain a system for following student educational and career plans.
 - 2. The school counselor will accurately complete forms and meet deadlines for the completion of District, building, and department forms.
 - 3. The school counselor will ensure that his/her caseload academic records are current and accurate.

- F. The effective school counselor acts as a responsible professional in addressing the overall mission of the school district.
1. The school counselor stays informed of policies, procedures, and regulations applicable to her/his position.
 2. The school counselor adheres to all policies, procedures, and regulations of the building and district.
 3. The school counselor complies with district expectations on attendance and punctuality.
 4. The school counselor follows the identified channels for resolving concerns/problems.
 5. The school counselor completes duties promptly and accurately when given adequate notice.
 6. The school counselor complies with school policy, procedures, and guidelines regarding student confidentiality.

**CONSENSUS OF CORE STANDARDS
LIBRARIAN**

1. I. A. The effective librarian will formulate goals, objectives, and methods of evaluating the school library media program based on determined needs.
2. II.A. The effective librarian encourages and engages students in reading, viewing, and listening for understanding and enjoyment.
3. II.B.1 The librarian will instruct students in the information literacy skills needed for current and future use.
4. II.B.4 The librarian will inform faculty and administration of materials, equipment, innovations, research, and current developments in the area of media technology, and instruct faculty in information literacy skills.
5. II.C.2 The librarian will apply knowledge of materials in all formats to support and implement curriculum.
6. II.D.1 The librarian will demonstrate an understanding of students through words and actions.
7. II.D.4 The librarian will demonstrate effective interpersonal relations with students, administrators, other professionals who work with students by:
 - a. Using principles of group dynamics and group process.
 - b. Establishing regular channels of communication (both written and oral) with each group.
8. II.D.5 The librarian will answer inquiries and assist students and staff in locating and using resources valuable to their educational needs and to the growth of their personal interests.
9. II E.4 The librarian will maintain an atmosphere in the library that is conducive to study.
10. III.A.1 The librarian will adhere to all District policies and procedures.
11. III.A.5 The librarian will utilize a variety of techniques to encourage use of materials.
12. III.C.1 The librarian completes the Professional Development Plan as scheduled and minimally at a satisfactory level. (*Tenured Staff Only*)

13. III.C.3 The librarian will remain current in technological advances (computer, multimedia, etc.) to provide a variety of information services to meet the diverse needs of students and staff.
14. III.E.2 The librarian adheres to all policies, procedures, and regulations of the building and district.
15. III.E.3 The librarian complies with district expectations on attendance and punctuality.

LIBRARIAN EVALUATION PROGRAM
DOMAIN I
PLANNING AND PREPARATION

- A. The effective librarian will formulate goals, objectives, and methods of evaluating the school library media program based on determined needs.
 - 1. The librarian will prepare reports, newsletters, and other notices to inform students and staff members about the library media program services, programs and resources.

- B. The effective librarian will employ a wide range of resources and teaching methodology to meet intellectual and developmental needs of students.
 - 1. The librarian will collaborate with faculty members to select, develop, organize, and evaluate a collection that supports and extends the curriculum.

- C. The effective librarian will collaborate with faculty to prepare materials for the information literacy curriculum.

DOMAIN II
DELIVERY OF SERVICES

- A. The effective librarian encourages and engages students in reading, viewing, and listening for understanding and enjoyment.
- B. The effective librarian will be an information specialist.
 - 1. The librarian will instruct students in the information literacy skills needed for current and future use.
 - 2. The librarian will assist students and staff in the incorporation of resources beyond the library.
 - 3. The librarian will coordinate and direct the processing of materials and equipment.
 - 4. The librarian will inform faculty and administration of materials, equipment, innovations, research, and current developments in the area of media technology, and instruct faculty in information literacy.
- C. The effective librarian will collaborate with teachers in designing curriculum and authentic learning tasks, developing assessments, integrating information, and communicating to meet subject matter standards.
 - 1. The librarian when requested will design and teach a special class in the use of the library.
 - 2. The librarian will apply knowledge of materials in all formats to support and implement curriculum.
 - 3. The librarian will collaborate with the teacher in the delivery of unit content and activities.
- D. The effective librarian will collaboratively work with students and staff.
 - 1. The librarian will demonstrate an understanding of students through words and actions.
 - 2. The librarian will demonstrate an understanding of and respect for diversity in cultural and ethnic values.
 - 3. The librarian will seek information and be sensitive to the interests, needs, and problems of the students and teachers.
 - 4. The librarian will demonstrate effective interpersonal relations with students, administrators, and other professionals who work with students by:
 - a. Using principles of group dynamics and group process.
 - b. Establishing regular channels of communication (both written and oral) with each group.
 - 5. The librarian will answer inquiries and assist students and staff in locating and using resources valuable to their educational needs and to the growth of their personal interests.
- E. The effective librarian will manage student behavior.
 - 1. The librarian will establish rules and expectations that are clearly understood and aligned with District policies and procedures.
 - 2. The librarian will be alert to student behavior.
 - 3. The librarian will recognize and praise exemplary behavior and respond to misbehavior appropriately and effectively.
 - 4. The librarian will maintain an atmosphere in the library that is conducive to study.

DOMAIN III
PROFESSIONAL RESPONSIBILITIES

- A. The effective librarian will demonstrate the knowledge, skills, and competencies in carrying out library activities.
1. The librarian will adhere to all District policies and procedures.
 2. The librarian will take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
 3. The librarian will use current standard methods of cataloging and classification in organizing collections to guarantee easy access to information.
 4. The librarian will maintain accurate records.
 5. The librarian will utilize a variety of techniques to encourage use of materials.
 6. The librarian will participate in implementing an appropriate public relations program designed to communicate philosophy and goals of the school library and media center to the students, staff, and community.
- B. The effective librarian will contribute to the school and District initiatives.
1. The librarian will participate in school and system committees.
 2. The librarian will participate in school events and activities.
- C. The effective librarian will grow and develop professionally.
1. The librarian completes the Professional Development Plan as scheduled and minimally at a satisfactory level. (*Tenured Staff Only*)
 2. The librarian will pursue opportunities for professional development.
 3. The librarian will remain current in technological advances (computer, multimedia, etc.) to provide a variety of information services to meet the diverse needs of students and staff.
 4. The librarian will seek ways to make contributions to the profession.
- D. The effective librarian will show professionalism.
1. The librarian will work with other professionals as an advocate for students to enhance opportunities to succeed.
 2. The librarian will collaborate with colleagues in decision-making activities.
- E. The effective librarian acts as a responsible professional in addressing the overall mission of the school district.
1. The librarian stays informed of policies, procedures, and regulations applicable to her/his position.
 2. The librarian adheres to all policies, procedures, and regulations of the building and district.
 3. The librarian complies with district expectations on attendance and punctuality.
 4. The librarian follows the identified channels for resolving concerns/problems.
 5. The librarian completes duties promptly and accurately when given adequate notice.
 6. The librarian complies with school policy, procedures, and guidelines regarding student confidentiality.

**CONSENSUS OF CORE STANDARDS
SOCIAL WORKER and SCHOOL PSYCHOLOGIST**

1. I.B The effective social worker or school psychologist will have knowledge of cultural diversity and family dynamics and their impact on educational success.
2. I.C.1 The social worker or school psychologist will provide an accurately written report in a professional style and communicate assessment results during a Special Education IEP staffing.
3. II.A.2 The social worker or school psychologist will include in the plan of student service and intervention a professional and acceptable means for assessing accomplishments of objectives.
4. II.B.1 The social worker or school psychologist will provide expertise in crisis situations both as an individual and as a member of the crisis team.
5. II.C.1 The social worker or school psychologist will seek information and be sensitive to the interests, needs, and problems of the student(s), parent(s)/guardian(s), and staff.
6. II.C.2 The social worker or school psychologist will encourage and maintain student, parent(s)/guardian(s), staff involvement and participation in counseling services and intervention strategies.
7. II.D.1 The social worker or school psychologist will exhibit professionalism when informing students and parent(s)/guardian(s) of the outcomes of assessments, counseling, or other services.
8. III.A.1 The social worker or school psychologist will attend scheduled meetings.
9. III.B.1 The social worker or school psychologist will understand and comply with the ethical standards established by their national and state organizations.
10. III.B.3 The social worker or school psychologist in conjunction with District administrative standards, will adhere to all laws, regulations, and policies pertaining to the adequate storage and disposal of records to maintain appropriate confidentiality of information.
11. III.D.1 The social worker or school psychologist will complete the Professional Development Plan as scheduled and minimally at a satisfactory level. (*Tenured Staff Only*)
12. III.E.1 The social worker or school psychologist will work with other professionals as an advocate for students to enhance opportunities to succeed.
13. III.F.2 The social worker or school psychologist will seek and promote cooperation among students, parent(s)/guardian(s), and staff.

14. III.F.3 The social worker or school psychologist will maintain appropriate confidentiality in relation with students, parent(s)/guardian(s), and staff.
15. III.G.2 The social worker or school psychologist adheres to all policies, procedures, and regulations applicable to her/his position.
16. III.G.3 The social worker or school psychologist complies with district expectations on attendance and punctuality.

**SOCIAL WORKER and SCHOOL PSYCHOLOGIST
EVALUATION PROGRAM
DOMAIN I**

PLANNING AND PREPARATION

- A. The effective social worker or school psychologist will have knowledge of human growth and development and an understanding of the diversity of ability, learning styles, and personality.
- B. The effective social worker or school psychologist will have knowledge of cultural diversity and family dynamics and their impact on educational success.
- C. The effective social worker or school psychologist will have knowledge of laws identifying special education services or other handicapping conditions that impact learning.
 - 1. The social worker or school psychologist will provide an accurately written report in a professional style and communicate assessment results during a Special Education IEP staffing.
 - 2. The social worker or school psychologist will actively assist in determining special education eligibility.
- D. The effective social worker or school psychologist will continuously consult with and act as a role model for other professionals, by interacting and maintaining contact with and providing referrals to individuals outside of the school environment.
 - 1. The social worker or school psychologist will refer students and parent(s)/guardian(s) to outside agencies or professionals when appropriate.
 - 2. The social worker or school psychologist will serve as a liaison between community agency, home, and school.

DOMAIN II
DELIVERY OF SERVICE

- A. The effective social worker or school psychologist will demonstrate an ability to interview, establish rapport, and counsel individual students, groups of students, parent(s)/guardian(s), and staff.
 - 1. The social worker or school psychologist will articulate the objectives of their services to student(s), parent(s)/guardian(s), and staff.
 - 2. The social worker or school psychologist will include in the plan of student services and intervention a professional and acceptable means for assessing accomplishments of objectives.
 - 3. The social worker or school psychologist will adjust services and intervention, and plan for termination on the basis of progress with the situation as determined by the professional.

- B. The effective social worker or school psychologist will manage crisis situations.
 - 1. The social worker or school psychologist will provide expertise in crisis situations both as an individual and as a member of the crisis team.
 - 2. The social worker or school psychologist will handle serious student problems quickly and professionally.

- C. The effective social worker or school psychologist will seek to promote effective relationships among students, parent(s)/guardian(s), and staff.
 - 1. The social worker or school psychologist will seek information and be sensitive to the interests, needs, and problems of the student(s), parent(s)/guardian(s), and staff.
 - 2. The social worker or school psychologist will encourage and maintain student, parent(s)/guardian(s), staff involvement and participation in counseling services and intervention strategies.
 - 3. The social worker or school psychologist will conduct group therapy sessions in conformance with District standards.

- D. The effective social worker or school psychologist will conduct assessments in regards to the student's social/emotional, environmental (*school psychologist only - intellectual achievement, social/emotional, adaptive behavior*) functioning.
 - 1. The social worker or school psychologist will exhibit professionalism when informing students and parent(s)/guardian(s) of the outcomes of assessments, counseling, or other services.
 - 2. The social worker or school psychologist will develop interventions which are appropriate to the student's problems, and which are consistent with the data collected during the assessment.

DOMAIN III
PROFESSIONAL RESPONSIBILITIES

- A. The effective social worker or school psychologist will effectively manage his/her time within the bounds of a school day.
 - 1. The social worker or school psychologist will attend scheduled meetings.
 - 2. The social worker or school psychologist will complete given tasks on time.

- B. The effective social worker or school psychologist will adhere to all prescribed laws and respective code of ethics regarding confidentiality and will encourage other professionals to adhere to those laws.
 - 1. The social worker or school psychologist will understand and comply with the ethical standards established by their national and state organizations.
 - 2. The social worker or school psychologist is knowledgeable about state and federal regulations for special education and communicates these regulations when appropriate.
 - 3. The social worker or school psychologist in conjunction with District administrative standards, will adhere to all laws, regulations, and policies pertaining to the adequate storage and disposal of records to maintain appropriate confidentiality of information.

- C. The effective social worker or school psychologist will contribute to the school and District initiatives.
 - 1. The social worker or school psychologist will participate in school and system committees.
 - 2. The social worker or school psychologist will participate in school events and activities.

- D. The effective social worker and school psychologist will grow and develop professionally.
 - 1. The social worker or school psychologist will complete the Professional Development Plan as scheduled and minimally at a satisfactory level. (*Tenured Staff Only*)
 - 2. The social worker or school psychologist will pursue opportunities for professional development.
 - 3. The social worker or school psychologist will seek ways to make contributions to the profession.

- E. The effective social worker and school psychologist will show professionalism.
 - 1. The social worker or school psychologist will work with other professionals as an advocate for students to enhance opportunities to succeed.
 - 2. The social worker or school psychologist will collaborate with colleagues in decision-making activities.

- F. The effective social worker and school psychologist will develop an environment of respect, rapport, and confidentiality.
 - 1. The social worker or school psychologist will maintain good rapport with colleagues.
 - 2. The social worker or school psychologist will seek and promote cooperation among students, parent(s)/guardian(s), and staff.
 - 3. The social worker or school psychologist will maintain appropriate confidentiality with students, parent(s)/guardian(s), and staff.

- G. The effective social worker and school psychologist acts as a responsible professional in addressing the overall mission of the school district.
 - 1. The social worker or school psychologist stays informed of policies, procedures, and regulations applicable to her/his position.
 - 2. The social worker or school psychologist adheres to all policies, procedures, and regulations of the building and district.
 - 3. The social worker or school psychologist complies with district expectations on attendance and punctuality.
 - 4. The social worker or school psychologist follows the identified channels for resolving concerns/problems.
 - 5. The social worker or school psychologist completes duties promptly and accurately.
 - 6. The social worker or school psychologist complies with school policy, procedures, and guidelines regarding student confidentiality.

**CONSENSUS OF CORE STANDARDS
NURSE**

1. I.A.2 The school nurse will demonstrate depth of current knowledge in the field of nursing and health care.
2. I.A.3 The school nurse will consult with colleagues, department chairpersons and other specialists to improve the delivery of health services and interventions.
3. I.B.2 The school nurse will ensure medications are properly stored and appropriately administered.
4. I.C.1 The school nurse will utilize appropriate nursing assessment techniques to identify the health status of individual students/staff.
5. I.D.1 The school nurse completes the Professional Development Plan as scheduled and minimally at a satisfactory level. *(Tenured Staff Only)*
6. II.A.1 The school nurse will participate productively in crisis situations, both as an individual and as a member of the SPS team.
7. II.A.3 The school nurse will provide direct school nursing services and intervention strategies appropriate to student and staff needs.
8. II.B.1 The school nurse will provide effective oral and written communication.
9. III.A.2 The school nurse will maintain an accurate and confidential, health record for students.
10. III.D.3.a. The school nurse will maintain a good rapport with students, parent(s)/guardian(s), and colleagues.
11. III.D.3c. The school nurse will maintain appropriate confidentiality in relation with students, parent(s)/guardian(s), and staff.
12. III.E.2. The school nurse adheres to all policies, procedures, and regulations of the building and district.
13. III.E.3. The school nurse complies with district expectations on attendance and punctuality.

NURSE EVALUATION PROGRAM
DOMAIN I
PLANNING AND PREPARATION

- A. The effective school nurse will demonstrate knowledge of the nursing process and health practices.
 - 1. The school nurse will compile, analyze, and use information about students in accord with established District guidelines.
 - 2. The school nurse will demonstrate depth of current knowledge in the field of nursing and health care.
 - 3. The school nurse will consult with colleagues, department chairpersons and other specialists to improve the delivery of health services and interventions.
 - 4. The school nurse will adhere to the published policies and procedures of the District and of the State regarding health issues.

- B. The effective school nurse will promote functional use of physical space in the health services office, ensure proper storage of medication, and maintain appropriate amounts of supplies/equipment.
 - 1. The school nurse will arrange and make effective use of physical resources.
 - 2. The school nurse will ensure medications are properly stored and appropriately administered.
 - 3. The school nurse will assist in planning the annual budget for health services, and recommend facilities, equipment, and necessary materials.

- C. The effective school nurse will demonstrate knowledge of individual health needs within the school setting.
 - 1. The school nurse will utilize appropriate nursing assessment techniques to identify the health status of individual students/staff.
 - 2. The school nurse will develop health care plans when students need special physical health care procedures to be provided at school.
 - 3. The school nurse will assist in the planning and evaluation of educational services for students with health problems.
 - 4. The school nurse will recommend modifications of the school environment for a student who requires a change because of a health deficit.
 - 5. The school nurse will review health referrals to determine status of treatment and remediation.
 - 6. The school nurse will compile and maintain current health education materials for students and faculty.

- D. The effective school nurse grows and develops professionally.
 - 1. The school nurse completes the Professional Development Plan as scheduled and minimally at a satisfactory level. (*Tenured Staff Only*)

- E. The effective school nurse will demonstrate an ability to promote optimal health and wellness services.
 - 1. The school nurse will participate in the planning of the school health programs (health services, health education, and school environment).
 - 2. The school nurse will promote wellness within the school environment.

- F. The effective school nurse will demonstrate knowledge of the school, District, and community health resources.
 - 1. The school nurse will refer students/parent(s)/guardian(s)/staff to the appropriate District professional personnel.
 - 2. The school nurse will refer students/parent(s)/guardian(s)/staff to the appropriate community agencies when indicated.

DOMAIN II
DELIVERY OF SERVICES

- A. The effective school nurse will manage emergency and non-emergency interactions.
 - 1. The school nurse will participate productively in crisis situations, both as an individual and as a member of the SPS team.
 - 2. The school nurse will follow the nursing process, procedures, and protocols in health emergencies.
 - 3. The school nurse will provide direct school nursing services and intervention strategies appropriate to student and staff needs.

- B. The effective school nurse will communicate clearly and accurately.
 - 1. The school nurse will provide effective oral and written communication.
 - 2. The school nurse will clearly express realistic expectations for students, parent(s)/guardian(s), and staff.

- C. The effective school nurse will provide one-to-one or group health counseling to students/parent(s)/guardian(s)/staff.
 - 1. The school nurse will provide high quality health counseling as needed for students, parent(s)/guardian(s), and staff.

- D. The effective school nurse will demonstrate flexibility and responsiveness.
 - 1. The school nurse will make appropriate adjustments to the health services delivery plan.
 - 2. The school nurse will respond to student and staff needs as required.

DOMAIN III
PROFESSIONAL RESPONSIBILITIES

- A. The effective school nurse will participate in Medicaid administrative filing and maintain accurate records.
 - 1. The school nurse will file claim forms on a timely basis.
 - 2. The school nurse will maintain an accurate and confidential health record for students.

- B. The effective school nurse will contribute to the school and District initiatives.
 - 1. The school nurse will participate in school and system committees.
 - 2. The school nurse will participate in school events and activities.

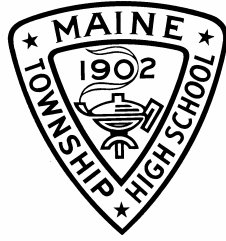
- C. The effective school nurse will grow and develop professionally.
 - 1. The school nurse will pursue opportunities for professional development.
 - 2. The school nurse will seek ways to make contributions to the profession.

- D. The effective school nurse will show professionalism.
 - 1. The school nurse will work with other professionals as an advocate for students to enhance opportunities to succeed.
 - 2. The school nurse will collaborate with colleagues in decision-making activities.
 - 3. The school nurse will develop an environment of respect, rapport, and confidentiality.
 - b. The school nurse will maintain good rapport with students, parent(s)/guardian(s), and colleagues.
 - c. The school nurse will seek and promote cooperation among students, parent(s)/guardian(s), and staff.
 - d. The school nurse will maintain appropriate confidentiality in relation with students, parent(s)/guardian(s), and staff.

- E. The effective school nurse acts as a responsible professional in addressing the overall mission of the school district.
 - 1. The school nurse stays informed of policies, procedures, and regulations applicable to her/his position.
 - 2. The school nurse adheres to all policies, procedures, and regulations of the building and district.
 - 3. The school nurse complies with district expectations on attendance and punctuality.
 - 4. The school nurse follows the identified channels for resolving concerns/problems.
 - 5. The school nurse completes duties promptly and accurately when given adequate notice.
 - 6. The school nurse complies with school policy, procedures, and guidelines regarding student confidentiality.

TRACK I

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207



Statement of Philosophy

Together we commit ourselves to provide the best educational program for our students. To meet this commitment, we support a professional appraisal system that promotes excellence and is based on professional staff members and administrators working together to continually improve teaching and learning.

We believe that professional development is essential to achieve the goals of the school and District. We believe that all staff members are committed to continual improvement of professional performance.

The Professional Appraisal System

- is designed to promote excellence in teaching and learning.
- is positive in nature, recognizes strengths and weaknesses, if any, and provides a means for support and improvement.
- is based on a cooperative spirit, open communication, and joint responsibility.
- recognizes different stages of professional development and provides a differentiated system of appraisal.

TRACK ONE: OVERVIEW

Evaluation Process for Non-tenured Professionals

During the first four years of employment with Maine Township High School District 207, all probationary professional staff will participate in Track One of the Professional Staff Evaluation Program. The four-year probationary period for non-tenured professional staff members includes a wide variety of activities, responsibilities, and supports. Each element of this evaluation program is designed to provide support and feedback for the non-tenured professional. Since the focus of the District 207 program is on the improvement of instruction, emphasis is given to the aspects of formative supervision while recognizing that summative evaluation must be accomplished.

All activities and responsibilities for non-tenured professional staff members are described below.

Activities and Responsibilities

1. Initial Staff Orientation

In September, the Department Chairs will meet with all non-tenured professional staff members in their departments to review and discuss the procedures, forms, criteria, activities, and timelines of the evaluation program.

2. Observations

A. Formal/Informal Observations:

During the four-year evaluation cycle, there will be a series of formal and informal observations as noted in the Track One timeline. The required observations will be completed prior to the first Friday in February. Department Chairs and Building Administrators will conduct the observations; Building Administrators will include the Principal, the Assistant Principal for Instruction, and the Assistant Principal for Student Activities. The observations are composed of a pre-observation conference, an observation, and a post-observation conference. The post-observation conference will take place within three (3) school days following the observation date. The professional staff member will also receive a copy of the observation report within ten (10) school days following the post-observation conference. The staff member will have five (5) school days from the receipt of the observation report to add comments to the report. The Building Administrator's focus will be primarily on pedagogy.

B. Unscheduled Observations:

Unscheduled observations are an integral part of the evaluation program and are normally incorporated into the observation cycle as determined by the building administration. Unscheduled observations may occur but may not be reported in any of the evaluation reports unless a) a conference is held with the teacher within two (2) school days following the unscheduled observation visit; b) a statement is written concerning the outcome of the conference within two (2) school days of the conference; and c) the statement shall be signed by the professional and department chair, indicating receipt of the statement, and the signed statement shall be filed with the building principal. The professional will have the option of submitting written comments in response to the statement within two (2) school days and have it attached to the written report filed with the building principal.

C. Walkthrough Observations:

The walkthrough is an unscheduled five-minute observation that requires administrators to look specifically at student learning. The primary function is to observe the students, looking for the level of engagement during the given lesson. During a walkthrough, the administrator will typically walk as discreetly as possible into the class; move to the back of the room; observe student behavior that has been mutually agreed to by the staff and administration; talk with students, if appropriate, about their learning; and leave as quietly as possible. Feedback, the final step in the process, should be done as quickly as possible, but no later than three (3) school days after the walkthrough, should be positive in nature, reinforcing those things that students do that demonstrate engagement. The walkthrough observation is not part of the District 207 evaluation program. A walkthrough observation shall not be made a part of a professional's evaluation.

3. Artifacts Folder

The non-tenured professional staff member will create, maintain, and store an artifacts folder in each year of the Track One program. The Department Chair and/or the Building Administrator will review the artifacts folder with the professional staff member. The artifacts folder will contain the course syllabi, the grading policies, classroom rules, and lesson plan, as well as documentation/products of the Professional Development Activities that were selected by the Department Chair and the professional staff member in order to support the Core Standards.

4. Participation in Mentor Program

The non-tenured staff member will have the opportunity to participate in the District 207 Mentoring Program.

5. Professional Development Plan (PDP)

The Department Chair will meet with the non-tenured professional staff member during the second semester of the third and fourth years and together they will discuss, design, and develop a Professional Development Plan with the understanding that the Professional Development Plan (PDP) will not be implemented until year five (5).

6. Summative Evaluation

Each year the Department Chair will prepare a Formal Summative Evaluation and will conduct a summative conference with the non-tenured professional staff member to discuss the contents of the evaluation. The Department Chair will make a recommendation regarding continued employment in District 207.

Supports

1. **Individual Mentor**

Each non-tenured professional staff member will be matched with a tenured professional staff member in good standing from the same department whenever possible. The mentor will meet with the non-tenured professional staff member throughout the school year to discuss concerns and provide assistance to help the non-tenured professional staff member acclimate to the educational community at Maine Township District 207. Mentor support is available the first year only.

2. **Mentoring Program**

The District 207 Mentoring Program is designed to meet the non-tenured professional staff members' individual needs as well as to support their mission to improve student learning and achievement. The District 207 Mentoring Program consists of individual programs in which non-tenured professional staff members may participate in each year of their four-year probationary period.

**Professional Certified Staff Evaluation Program
Track One Timeline
Years One and Two**

	Year One	Year Two
Focus	<ul style="list-style-type: none"> • Orientation to School Culture • Consensus of Core Standards 	<ul style="list-style-type: none"> • Orientation to School Culture • Consensus of Core Standards
Supports for New Professional Staff Members	<ul style="list-style-type: none"> • Department Chairs • Mentors • Mentoring Program Options • Internal University Courses 	<ul style="list-style-type: none"> • Department Chairs • Mentoring Program Options • Internal University Courses
Calendar of Activities		
September	<ul style="list-style-type: none"> • Orientation to the Evaluation Process • Artifacts Folder -Review of : <ul style="list-style-type: none"> - Course syllabus for each course - Grading policy for each course - Classroom rules 	<ul style="list-style-type: none"> • Artifacts Folder -Review of : <ul style="list-style-type: none"> - Course syllabus for each course - Grading policy for each course - Classroom rules
September to the first Friday in February	<ul style="list-style-type: none"> • Minimum number of observations: <ul style="list-style-type: none"> - 1 Informal by a Building Administrator which includes a pre-conference, observation, and post-conference - 2 Full Formals by Department Chair • Artifacts Folder – Review of: <ul style="list-style-type: none"> - Record of Professional Development Activities supporting Core Standards • Sample Lesson Plan 	<ul style="list-style-type: none"> • Minimum number of observations: <ul style="list-style-type: none"> - 1 Informal by a Building Administrator which includes a pre-conference, observation, and post-conference - 1 Full Formal by Department Chair • Artifacts Folder – Review of: <ul style="list-style-type: none"> - Record of Professional Development Activities supporting Core Standards • Sample Lesson Plan
February	<ul style="list-style-type: none"> • Summative Conference and Documentation 	<ul style="list-style-type: none"> • Summative Conference and Documentation
March to end of Semester 2	<ul style="list-style-type: none"> • Artifacts Folder – Review and submission of completed folder before the end of Semester 2 	<ul style="list-style-type: none"> • Artifacts Folder – Review and submission of completed folder before the end of Semester 2

**Professional Certified Staff Evaluation Program
Track One Timeline
Years Three and Four**

	Year Three	Year Four
Focus	<ul style="list-style-type: none"> • Consensus of Core Standards plus expansion to Domains for Professional Practice when appropriate 	<ul style="list-style-type: none"> • Domains for Professional Practice • Transition to Track II
Supports for New Professional Staff Members	<ul style="list-style-type: none"> • Department Chairs • Mentoring Program Options • Internal University Courses 	<ul style="list-style-type: none"> • Department Chairs • Mentoring Program Options • Internal University Courses
Calendar of Activities		
September	<ul style="list-style-type: none"> • Artifacts Folder–Review of: <ul style="list-style-type: none"> - Course syllabus for each course - Grading policy for each course - Classroom rules 	<ul style="list-style-type: none"> • Artifacts Folder -Review of: <ul style="list-style-type: none"> - Course syllabus for each course - Grading policy for each course - Classroom rules
September to the first Friday in February	<ul style="list-style-type: none"> • Minimum number of observations: <ul style="list-style-type: none"> - 1 Informal (at discretion of Building Administrator) - 1 Full Formal by Department Chair • Artifacts Folder – Review of: <ul style="list-style-type: none"> - Record of Professional Development Activities supporting Core Standards 	<ul style="list-style-type: none"> • Minimum number of observations: <ul style="list-style-type: none"> - 1 Informal by Department Chair • Artifacts Folder – Review of: <ul style="list-style-type: none"> - Record of Professional Development Activities supporting Core Standards
February	<ul style="list-style-type: none"> • Summative Conference and Documentation 	<ul style="list-style-type: none"> • Summative Conference and Documentation • Tenure Recommendation
January to April	<ul style="list-style-type: none"> • Orientation to the Professional Development Plan <ul style="list-style-type: none"> - 1 meeting with Department Chair • Artifacts Folder – Review and submission of completed folder before the end of Semester 2 	<ul style="list-style-type: none"> • Preliminary design of Professional Development Plan <ul style="list-style-type: none"> - 1 meeting with Department Chair • Artifacts Folder – Review and submission of completed folder before the end of Semester 2

ARTIFACTS FOLDER

The Artifacts Folder will be stored and maintained by the professional staff member.

Year 1	Year 2
<ol style="list-style-type: none"> 1. Course Syllabus for each course 2. Sample lesson plan (Teachers Only) 3. Grading policy for each course 4. Classroom rules 5. Record of Professional Development Activities that are selected from the four domains 	<ol style="list-style-type: none"> 1. Course Syllabus for each course 2. Sample lesson plan (Teachers Only) 3. Grading policy for each course 4. Classroom rules 5. Record of Professional Development Activities that are selected from the four domains
Year 3	Year 4
<ol style="list-style-type: none"> 1. Course Syllabus for each course 2. Grading policy for each course 3. Classroom rules 4. Record of Professional Development Activities that are selected from the four domains 5. Design of Professional Development Plan 	<ol style="list-style-type: none"> 1. Course Syllabus for each course 2. Grading policy for each course 3. Classroom rules 4. Record of Professional Development Activities that are selected from the four domains 5. Design of Professional Development Plan

**DEFINITION OF TERMS
ARTIFACTS FOLDER**

Course Syllabus: This is an outline of the course that is based on the curriculum map for the course and should include:

- The title of the textbook used
- Description of units and major assessments

Grading Policy: This describes the procedure that the teacher uses to determine course grades.

Classroom Rules: This lists the rules for appropriate behavior and procedures in the classroom.

Lesson Plans: A sample of lesson plans from units taught. (Teachers only)

Record of Professional Development Activities: The professional staff member maintains a log of the professional development activities in which he/she participates. The log will also contain the documentation/products of the Professional Development Activities that were selected by the Department Chair and the professional staff member in order to support the Core Standards. This could include workshops, conferences, classes, institute/in-service programs, or presentations. (See Professional Development Activities Overview for complete list of activities.)

Professional Development Plan: During years three (3) and four (4) the chairperson will discuss, design, and develop a preliminary Professional Development Plan (PDP) with the Professional Staff member. (The PDP will not be submitted or implemented until the first year of tenure).

Observations for Non-Tenured Professional Staff Members

The purpose of an observation is to support the professional staff member's growth and to provide a source of data in evaluating the professional staff member's skills in leading activities both from an instructional and from a management perspective. The focus for all observations for non-tenured professional staff members is the Core Standards, which can be expanded to the Domains for Professional Practice in years three and four.

Department Chairs and Building Administrators will conduct both formal and informal observations. Unscheduled observations are an integral part of the evaluation program and are normally incorporated into the observation cycle as determined by the Building Administration. Staff members are encouraged to invite the Department Chair or other administrative staff into their classrooms or work areas. Walk-through visits may occur but may not be reported in any evaluation report.

Formal Observations

The formal observation process shall consist of:

A. Pre-Observation Conference

1. The pre-observation conference is the opportunity for the non-tenured professional staff member and evaluator(s) to provide each other with information that will be helpful to the observation process.
2. At or before the pre-observation conference, the non-tenured professional staff member will submit the Pre-Observation Data Sheet for the session to be observed.
3. At this pre-observation conference, the non-tenured professional staff member may submit, or the evaluator may request, other artifacts or planning data. (See page 16.)

B. Observation

1. During the observation, the evaluator will gather data which is descriptive of the professional staff member's performance.
2. Criteria used during the observation will correlate with the Core Standards or with the Domains for Professional Practice during years three and four.
3. All formal observations will be of at least a full period duration and the evaluator may request additional time to complete the observation.

C. Post-Observation Conference

1. The post-observation conference should place emphasis on the discussion of the non-tenured professional staff member's performance.
2. The post-observation conference should take place as soon as possible following the observation but no later than three school days of the observation.

D. Observation Report

The Department Chair will provide the non-tenured professional staff member with a copy of the observation report within ten school days following the post-observation conference. The staff member will sign the form thereby recognizing that it has been received. The staff member will have 5 school days from the receipt of the observation report to add comments to the report. The Department Chair will file a copy of the observation report with the Building Principal.

Informal Observations

The informal observation process shall consist of:

- a pre-observation conference;
- an observation of at least one-half period;
- a post-observation conference; and
- an informal observation report, copies of which will be provided by the evaluator to the non-tenured professional staff member within ten school days of the post-observation conference, and filed with the Building Principal.

Summative Evaluations

For non-tenured professional staff members, the Department Chair shall prepare a formal summative evaluation annually. The summative evaluation shall include an employment recommendation for the next school term and a completed non-tenured professional staff member evaluation checklist. (Form 1.E.) The summative evaluation will be submitted to the Superintendent by the fourth Monday in February. Prior to the filing of the formal summative evaluation form, the Department Chair will hold a conference with the non-tenured professional staff member to discuss the contents of the summative evaluation and to give a copy of the summative evaluation report to the non-tenured staff member.

The professional staff member will sign and date the form thereby indicating that the summative evaluation report has been received.

**TRACK ONE
DOCUMENTS**

- Professional Development Activities Overview
- Artifacts Folder Agreement (Form 1.A.)
- Possible Supplemental Materials for a Pre-Conference
- Pre-Observation Form
- Post-Observation Summary Conference Report
- Informal Non-Tenured Professional Staff Observation Report (Form 1.C.)
- Non-Tenured Professional Staff Summative Form (Form 1.E.)

TRACK ONE: ARTIFACTS FOLDER
Professional Development Activities Overview

- ❑ Each year the Professional staff member and Department Chair will agree upon activities from the domains that will support the Core Standards and Domains for Professional Practice and complete Form 1.A. The Domains are:
 - Planning and Preparation
 - Instruction (Teachers only)
 - Classroom Environment or Delivery of Service
 - Professional Responsibilities
- ❑ Activities will be evaluated in one of two ways:
 - Evaluative Activities (E) – content of agreed upon activity can be used in summative evaluation.
 - Check-off Activities (CO) – The fact that the participant completed or did not complete the agreed upon activity can be used in summative evaluations.

Activities In The Four Domains Supporting the Core Standards

Planning and Preparation: *(May include, but not limited to, the following activities)*

1. Unit Plan (E) – The model selected for the unit plan must follow the model supported by the District Administration.
2. Revision of an existing unit plan (E) - The model selected for the unit plan must follow the model supported by the District Administration.
3. Lesson plan integrating Technology (E) - The model selected for the lesson plan must follow the model supported by the District Administration.
4. Lesson Plan incorporating a writing assignment (E) - The model selected for the lesson plan must follow the model supported by the District Administration.
5. Lesson plan incorporating student presentations (E) - The model selected for the lesson plan must follow the model supported by the District Administration.
6. On-line lesson plan or unit plan (E) - The model selected for the lesson plan or unit plan must follow the model supported by the District Administration.
7. Unit assessment design in collaboration with other professional staff members (E)
8. Internal University course or District workshop on sound assessment practices (CO)
9. Internal University course, District workshop, or Peer Coaching activity on engaged learning (CO)
10. Internal University course, District workshop, or Peer Coaching activity on effective reading strategies (CO)
11. Internal University course, District workshop, or Peer Coaching activity on cultural diversity (CO)
12. Graduate course in specific content area as recommended by Department Chair (CO)
13. Other (upon approval of Department Chair)

Classroom Environment or Delivery of Service *(May include, but not limited to, the following activities)*

1. Design and rationale of physical layout/seating arrangement that supports learning and rationale (E)
2. Design of classroom environment that recognizes and values student work (E)
3. Plan for the use of Technology to enhance classroom environment (E)
4. Plan for developing effective rapport with students that encourages learning (E)
5. Framework for effective and productive use of time in the classroom (E)
6. Classroom plan for reinforcing cohesive and respectful learning community (E)
7. Internal University course, District workshop, or Peer Coaching activity on cultural diversity (CO)
8. Other (upon approval of Department Chair)

Instruction: (Teachers only) *(May include, but not limited to, the following activities)*

1. Identification of resources that extend, enrich, or reinforce learning (E)
2. Modification or differentiation of instruction to meet needs of diverse learners (E)
3. Evidence of feedback that is accurate, constructive, and specific to each student (E)
4. Analysis of assessment to determine its effectiveness in measuring student learning (E)
5. Development of diverse ways in which students can demonstrate their learning (E)
6. Internal University, District workshop, or Peer Coaching activity on best practice strategies (CO)
7. Collaboration with course team on curriculum design (CO)
8. Collaboration with course team on assessment design (CO)
9. Other (upon approval of Department Chair)

Professional Growth: *(May include, but not limited to, the following activities)*

1. Action plan for improving parent communications (E)
2. Plan for using language line to enhance student learning (E)
3. Evidence of professional involvement (For example: district committees, school committees, professional organizations, community projects) (CO)
4. Evidence of application of research to practice (For example: professional reading, publications, presentations at conferences) (CO)
5. Collaboration activities (For example: team /grade level, academic ability level) (CO)
6. Graduate course work, conferences, workshops, presentations (CO)
7. Peer observations and reflections (CO)
8. Reflective journal with a narrative of highlights on Professional Growth (CO)
9. Professional staff member self–assessment (For example: reflection on a video of a lesson taught) (CO)
10. Reflection on student evaluations of professional staff member and student responses (CO)
11. Participation in Mentoring Program (CO)
12. Internal University course, District workshop or Peer Coaching activity on record keeping or grading practices (CO)
13. Other (upon approval of Department Chair)

CLASSROOM ENVIRONMENT
Or
DELIVERY OF SERVICES

ACTIVITY	CHECK-OFF		EVALUATIVE STANDARD
List Agreed Upon Activity	Completed	Not Completed	Describe Agreed Upon Evaluative Standard To Be Used.
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

INSTRUCTION (Teachers Only)

ACTIVITY	CHECK-OFF		EVALUATIVE STANDARD
List Agreed Upon Activity	Completed	Not Completed	Describe Agreed Upon Evaluative Standard To Be Used.
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Possible Supplemental Materials For a Pre-Conference

Below is a partial list of some of the items that could be beneficial in a pre-conference depending on the needs of the professional staff member or observer:

- Lesson plans (including objectives)
- Grade book or student progress sheets
- Homework samples
- Curriculum guide(s)
- Seating charts/class lists
- Cumulative folders for selected students
- Examples of tests/quizzes
- Examples of appropriate practice (seatwork)
- Classroom rules
- Class schedule (class, daily, weekly, etc.)
- List of audio/visual materials used

PRE-OBSERVATION FORM

Date:

Dear _____,

Please complete the pre-observation form found in the GroupWise document library or on the Maine Township ~ Faculty/Staff Page (<http://www.maine207.k12.il.us/faculty2.asp>) for your professional evaluation. Please make sure you pre-schedule a date and time with me prior to completing the form to ensure mutual availability.

Non-tenured staff only - This observation will be formal informal.

Sincerely,

Observing Administrator

Please complete the following information and bring this form with you to your pre-observation conference, as well as copies of materials you have created that will be used during this period of observation.

Professional's Name:

Department:

Professional Role (if other than teacher):

Day and Date to be observed:

Class/Activity to be observed:

Time and Period to be observed:

- 1. List the state/district standards and learner objectives for the lesson/activity. Note the essential concepts, knowledge, and skills to be learned.**

- 2. How will you measure the student's progress toward achieving the stated learner objective(s)?**

- 3. Briefly describe the content of the lesson and/or major activities in which the student will be involved. What meaningful experience and instructional strategies will be used during this lesson/activity?**

- 4. Identify any unique or special characteristics of your class/activity that you would like the evaluator to be aware of in advance.**

- 5. List any particular teaching/professional strategies on which you wish to have feedback.**

Post-Observation Summary Conference Report
(To be held within 3 school days of the actual observation)

Professional's Name:	Date Observed:
Subject/Class/Activity:	Time Observer Arrived:
Number of Students Present:	Time Observer Departed:
Observer:	Topic:

Description of Activity Observed:

I. Brief summary of pre-observation conference:

II. Brief description of professional staff/student activities during the observation:

III. Comments:

A. Strengths and/or weaknesses:

IV. Recommendations:

I have received a copy of the above report.

Signature of Professional Staff Member

Date

Signature of Observing Administrator

Date

Cc: Principal File
Department File

Form 1.C.

Maine Township High School District 207
Informal Non-Tenured Professional Staff Observation Report

Professional's Name:	Date Observed:
Subject/Class:	Time Observer Arrived:
Number of Students Present:	Time Observer Departed:
Observer:	Topic:

Description of Activity Observed:

Comments:

I have received a copy of the above report.

Professional Staff Member's Signature

Observing Administrator's Signature

Date

Date

Cc: Dept. File
Cc: Principal File

Form 1.E.

Maine Township High School District 207
 Non-Tenured Professional Staff Summative Form

Name: Department: Date:
 School: Column: Step:

Non-Tenured Staff Member	Completion Record
<input type="checkbox"/> If in 1 st year, be considered for re-election if a position is available.	Observation Dates:
<input type="checkbox"/> If in 1 st full year, not to be considered for re-election.	Formal Dates:
<input type="checkbox"/> If in 2 nd full year, be considered for re-election if a position is available.	Informal Dates:
<input type="checkbox"/> If in 2 nd full year, not be considered for re-election.	Other Dates:
<input type="checkbox"/> If in 3 rd full year, be considered for re-election if a position is available.	Review of Artifact Folder Dates:
<input type="checkbox"/> If in 3 rd full year, not be considered for re-election.	
<input type="checkbox"/> If in 4 th full year, be considered for re-election if a position is available. If re-elected, tenure may be acquired in accordance with State Law.	
<input type="checkbox"/> If in 4 th full year, not be considered for re-election.	

Form 1.E. (continued)

Maine Township High School District 207
 Non-Tenured Professional Staff Summative Evaluation Form

Track I Non-Tenured Professional Staff Member Evaluation Checklist

Meets Expectations		Required Activities/Responsibilities	Non-Tenured Years			
Yes	No*		1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	Consensus of Core Standards	X	X	X	X
<input type="checkbox"/>	<input type="checkbox"/>	Domains of Professional Practice			X	X
<input type="checkbox"/>	<input type="checkbox"/>	Artifact Folder: Syllabus/grading policy/rules	X	X	X	X
<input type="checkbox"/>	<input type="checkbox"/>	Artifact Folder: Lesson Plan	X	X		
<input type="checkbox"/>	<input type="checkbox"/>	Artifact Folder: Professional Development Activities	X	X	X	X
<input type="checkbox"/>	<input type="checkbox"/>	Artifact Folder: Orientation to Professional Development Plan			X	
<input type="checkbox"/>	<input type="checkbox"/>	Professional Development Plan Preliminary Design				X
<input type="checkbox"/>	<input type="checkbox"/>	Formal Observation #1	X	X	X	Optional
<input type="checkbox"/>	<input type="checkbox"/>	Formal Observation #2	X			
<input type="checkbox"/>	<input type="checkbox"/>	Informal Observation	X	X	Optional	X

* If "No" is checked, written documentation must be provided by the evaluator.

I have received a copy of the Summative Evaluation report _____ Date _____

Professional Staff Member's Signature

Department Chairperson _____ Date _____

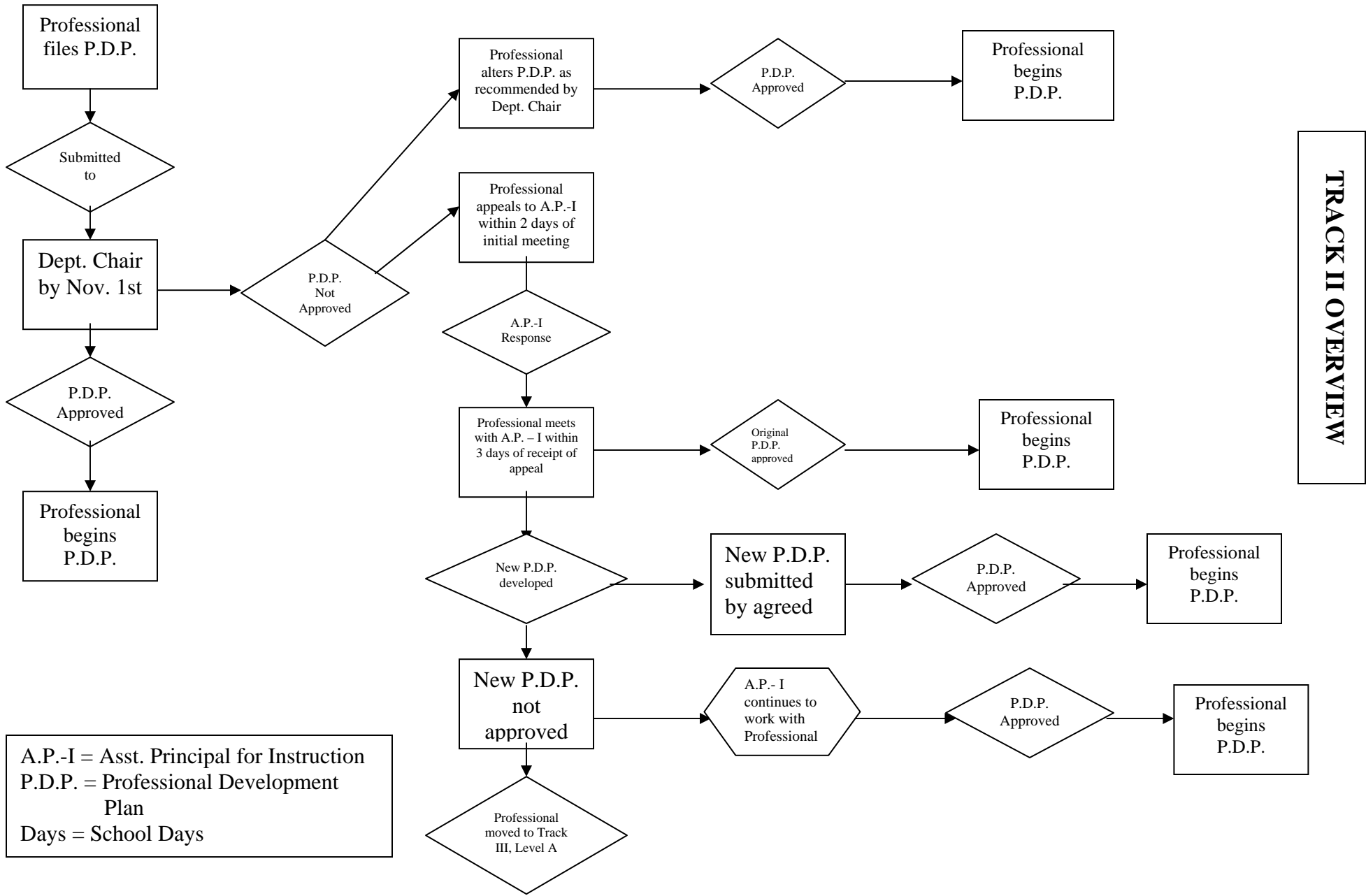
Assistant Principal _____ Date _____

Principal _____ Date _____

Superintendent/Designee _____ Date _____

Cc: Personnel File
 Dept. File

TRACK II



TRACK II OVERVIEW

A.P.-I = Asst. Principal for Instruction
 P.D.P. = Professional Development Plan
 Days = School Days

TRACK TWO: OVERVIEW

Evaluation Process for Tenured Professionals

The Track Two portion of the Evaluation Program is designed to encourage professional growth for the tenured professional, and monitor job performance as it compares to established standards. The main tool to accomplish these two goals is the Professional Development Plan (PDP).

Activities and Responsibilities

1. Development of a Professional Development Plan (PDP)

A Professional Development Plan (PDP) developed by the Track Two certified tenured professional will be used by the tenured professional and the evaluator to monitor professional growth. The PDP can be completed within a one or two year time frame.

The PDP will address the following:

1. Improve student learning;
2. Improve classroom instruction;
3. Support the Domains for Professional Practice and Consensus of Core Standards section of the evaluation program;
4. Support the School Improvement Plan (SIP), departmental goals or district-wide initiatives.

By directing the plan toward improving student achievement, the tenured professional will strengthen the District's culture while meeting the standards.

The PDP may address the following:

1. promote collegial work among faculty;
2. fulfill the State of Illinois re-certification process requirements.

The wide scope of the possible PDP topics promotes professional creativity. The use of collegial teams is strongly encouraged. Inter-departmental team membership is acceptable. All team members will participate in meetings, which may include their supervising Department Chairs. All members on the team will be equally responsible for meeting the standards.

2. Approval of a Professional Development Plan (PDP)

The professional(s) will meet with, discuss, and secure their Department Chair's approval for their PDP (Form 2.A.I or 2.A.C.). Following approval, the professional(s) shall implement the plan. Over the life of the plan, interim meetings will be held to discuss progress and findings. Within three (3) school days of the Interim Meeting, the Department Chair will give a copy of the Interim Meeting Summary (Form 2.C.I. or 2.C.C.) to the professional(s). The professional(s) will have three (3) school days to add an optional written comment. When the plan concludes, the professional(s) will share a summary of findings and/or products with the Department Chair (Form 2.D.I. or 2.D.C.). The Department Chair will complete a PDP Concluding Meeting Summary Report Form (Form 2.E.I. or 2.E.C) within three (3) school days

after the Concluding Meeting. The professional(s) will have three (3) school days to add an optional written comment.

3. Non-approval of a Professional Development Plan (PDP)

When the Department Chair does not approve a PDP, the professional(s) will be notified during the initial meeting, verbally and in writing, with the reason(s) for the non-approval (Form 2.B.I. or 2.B.C). The professional(s) will either:

1. Alter the PDP according to the Department Chair's recommendation and resubmit the PDP by December 1 of the same year, or
2. File an appeal form to the Assistant Principal for Instruction within two (2) school days of the PDP denial meeting (Form 2.G.).

The Assistant Principal for Instruction will meet with the professional(s) within three (3) school days of receipt of the appeal form to review the reason(s) for the Department Chair's denial of the PDP and to listen to the reasons the professional(s) believes the PDP should be acceptable.

Within two (2) school days of the appeal meeting, the Assistant Principal for Instruction will notify the professional(s) of one of the following (Form 2.H.):

1. The original PDP is approved.
2. The original PDP is not approved and the Assistant Principal for Instruction and the Department Chair will assist the professional(s) in developing a new PDP which will be due to the Department Chair by December 1st, or an agreed upon date.

If the revised PDP is not approved, it could result in the professional(s) being moved by the Assistant Principal for Instruction to Track III, Level A of the Professional Evaluation Plan (Awareness stage of remediation).

4. Observations

A. Regular Observations:

On-going dialogue and evaluation will occur between the tenured professional and the evaluator. The evaluator shall observe the tenured professional minimally once every two years (Ch. 105, Section 24A-5). The tenured professional staff member will be notified by the observing administrator to schedule a pre-observation conference with him/her. The tenured professional staff member shall complete the Pre-Observation Form and bring this form to the pre-observation conference. The observing administrator shall meet with the tenured professional staff meeting within three (3) school days after the observation is completed to discuss the observation. The tenured professional staff member shall also receive a copy of the Post-Observation Summary Conference Form within three (3) school days and shall sign the summary report indicating a copy has been received. The professional will have the option of submitting written comments in response to the administrative comments within three (3) school days.

B. Unscheduled Observations:

Unscheduled observations are an integral part of the evaluation program and are normally incorporated into the observation cycle as determined by the building administration. Unscheduled observations may occur but may not be reported in any of the evaluation reports unless a) a conference is held with the professional within two (2) school days following the unscheduled observation visit; b) a statement is written concerning the outcome of the conference within two (2) school days of the conference; and c) the statement shall be signed by the professional and department chair, indicating receipt of the statement, and the signed statement shall be filed with the building principal. The professional will have the option of submitting written comments in response to the statement within two (2) school days and have it attached to the written report filed with the building principal.

C. Walkthrough Observations:

The walkthrough is an unscheduled five-minute observation that requires administrators to look specifically at student learning. The primary function is to observe the students, looking for the level of engagement during the given lesson. During a walkthrough, the administrator will typically walk as discreetly as possible into the class; move to the back of the room; observe student behavior that has been mutually agreed to by the staff and administration; talk with students, if appropriate, about their learning; and leave as quietly as possible. Feedback, the final step in the process, should be done as quickly as possible, should be positive in nature, reinforcing those things that students do that demonstrate engagement. The walkthrough observation is not part of the District 207 evaluation process. A walkthrough observation shall not be made a part of a professional's evaluation.

5. Regular Evaluations

The tenured professional shall be rated by the evaluator once every two years, but not later than May 1st of the second year. The evaluator and the professional shall meet to discuss the rating and administrative comments. The evaluator will give a copy of the Professional Rating Form (Form 2.F.) to the professional within one (1) school day of the professional rating meeting. The professional will have the option of submitting written comments in response to the rating and/or administrative comments within ten (10) school days of receipt of the Professional Rating Form. Being rated Unsatisfactory on the Professional Rating Form (Form 2.F.) will not automatically place a professional in Track III, Level C of the Professional Staff Evaluation Plan. An evaluator must first use informal intervention strategies to correct the deficiency(ies) using the procedures outlined in Track III, Level A and Level B prior to a professional being placed in Track III, Level C.

The Domains for Professional Practice and Consensus of Core Standards section of the evaluation program will contain the standards that will be used in the evaluation.

If the tenured professional's job performance in any of the Domains for Professional Practice and Consensus of Core Standards and/or progress toward completion of a PDP falls below satisfactory performance, the evaluator will first use informal intervention strategies to correct the deficiency(ies) prior to resorting to Track III, Level A (Awareness stage of remediation).

TRACK TWO PDP TIMELINE

Professional Development Plan (PDP) - Meeting Timelines

ONE YEAR PLAN	
<i>On or Before</i>	<i>Purpose</i>
October 31	Developing the PDP
November 1	PDP is proposed in writing
November 15	Initial meeting PDP approval/denial notification
December 1	Revised PDP submitted (if necessary)
March 1	*Interim meeting PDP progress is discussed Additional needs/resources identified
June 1	Concluding meeting PDP results are discussed

*Additional meetings will be held at the request of the professional(s) staff member(s) or Department Chair.

** The professional shall be observed by their evaluator a minimum of once every two (2) years. Once every two (2) years the evaluator shall rate the professional.

TWO YEAR PLAN	
YEAR ONE	
<i>On or Before</i>	<i>Purpose</i>
October 31	Developing the PDP
November 1	PDP is proposed in writing
November 15	Initial meeting PDP approval/denial notification
December 1	Revised PDP submitted (if necessary)
June 1	*Interim meeting One PDP progress is discussed Additional needs/resources identified
YEAR TWO	
December 1	*Interim meeting Two PDP progress is discussed Additional needs/resources identified
June 1	Concluding meeting PDP results are discussed

*Additional meetings will be held at the request of the professional staff member(s) or Department Chair.

TRACK TWO DOCUMENTS

Professional Development Plan Guideline

Individual Plan

- Professional Development Plan Form 2.A.I. (Due Prior to the Initial Meeting)
- Initial Meeting Form 2.B.I. (Completed by the Administrator)
- Interim Meeting Form 2.C.I. (Completed by the Administrator)
- Concluding Presentation Form 2.D.I. (Completed Prior to the Concluding Meeting)
- Concluding Meeting Form 2.E.I. (Completed by the Administrator)

Collegial Plan

- Professional Development Plan 2.A.C (Due Prior to the Initial Meeting)
- Initial Meeting Form 2.B.C. (Completed by the Administrator)
- Interim Meeting Form 2.C.C. (Completed by the Administrator)
- Concluding Presentation Form 2.D.C. (Completed Prior to the Concluding Meeting)
- Concluding Meeting Form 2.E.C. (Completed by the Administrator)

Observation Forms (*The Professional shall be observed minimally once every two years.*)

- Pre-Observation Form
- Post-Observation Summary Conference Form

Rating Form (*The Professional shall be rated once every two years.*)

- Professional Rating Form 2.F. (One per professional)

PDP Appeal Forms

- Appeal Form/Response Form 2.G.
- Appeal Meeting Documentation Form 2.H.

Track II
Professional Development Plan
Guideline

An individual staff member may develop a Professional Development Plan; or a team of staff members may elect to collaboratively develop a plan. The plan may be for 1 or 2 years. Revisions to the plan may be agreed upon. At the conclusion of the plan, a Track II Summative Evaluation will be completed. The Professional shall be observed minimally once every two years. The Professional shall be rated once every two years.

Professional Development Plan Element	Suggestions
<ul style="list-style-type: none"> • What format will be used? 	May work with an administrator, independently; multidisciplinary level teams, department teams, or a combination of approaches
<ul style="list-style-type: none"> • What is the goal of your Professional Development Plan? 	Individual, team, building school improvement plans, or district goals that result in improvement of student learning
<ul style="list-style-type: none"> • How does the PDP goal: <ul style="list-style-type: none"> ○ Improving student learning; ○ Improving classroom instruction; ○ Support the Domains for Professional Practice and Consensus of Core Standards section of the evaluation program; ○ Support the SIP, and/or district-wide initiatives. 	<ol style="list-style-type: none"> 1. The goal of this PDP will improve student learning by . . . 2. The goal of this PDP will improve classroom instruction by . . . 3. The goal of this PDP will support the Domains for Professional Practice and Consensus of Core Standards section of the evaluation program by . . . 4. The goal of this PDP will support the SIP, and/or district-wide initiatives by . . .
<ul style="list-style-type: none"> • What methods/strategies will be used? 	Action research, attending workshops, presenting workshops, discussion groups, college courses, simulations, teacher academies, school-wide committee work, serving as a facilitator in staff development activities, Internal University courses, curriculum team work, internships, peer coaching, attending conferences, presenting at conferences, staff development courses, classroom visitations classroom observations (by team members or Dept. Chair), development of materials/instructional units, other (upon approval of Dept. Chair)
<ul style="list-style-type: none"> • What are the indicators of progress? 	Student work portfolios, videotapes of lessons, written curriculum, parent responses, statistical measures, benchmarks, administrator/dept. chair observations, professional portfolios, peer observations, anecdotal records, student responses, performance assessment, reflective journal entries, student performance data, other (upon approval of Dept. Chair)
<ul style="list-style-type: none"> • What resources/support are needed? 	Classroom materials, journals, mentoring, student materials, collegial support, professional books/journals, student materials, workshop/conference attendance, collegial support, release time, assessment data, other (upon approval of Dept. Chair)
<ul style="list-style-type: none"> • What is the time line for your plan? 	1-year or 2-year plan; include a detailed timeline
<ul style="list-style-type: none"> • Summary of findings/products. (Presented at concluding meeting.) 	Curriculum binder, lesson plans, final report, program review, presentation outlines, summary of assessment data, transcripts, conference reviews, other (upon approval of Dept. Chair)

FORM 2.A.I.

**PROFESSIONAL DEVELOPMENT PLAN
INDIVIDUAL**

(Completed by the Professional prior to the Initial Meeting)

Professional Staff Member:

Date:

Department/Building:

Length of plan:

1 Year 2 Years

1. Format:

2. Goal:

3. How will this PDP goal:

a. Improve student learning?

b. Improve classroom instruction?

c. Support the Domains for Professional Practice and Consensus of Core Standards section of the evaluation program?

d. Support the School Improvement Plan, and/or district-wide initiatives?

4. Methods/Strategies of the PDP:

5. Indicators of progress of the PDP:

6. Resources/Support needed for the PDP:

7. Timeline of the PDP:

8. Anticipated summary and findings of the PDP:

**Cc: Principal File
Department File**

FORM 2.B.I.

**PROFESSIONAL DEVELOPMENT PLAN
INDIVIDUAL PLAN – INITIAL MEETING**
(Completed by the Administrator within 3 school days of Initial Meeting)

Professional Staff:

Date:

PDP Approved

PDP Not Approved

Brief summary of the meeting:

Professional's comment (optional written response within 3 school days of receipt of this form):

I have received a copy of the above report.

Signature of Department Chairperson

Date

Signature of Professional Staff Member

Date

Signature of Principal

Date

**Cc: Principal File
 Department File**

FORM 2.C.I.

**PROFESSIONAL DEVELOPMENT PLAN
INDIVIDUAL PLAN - INTERIM MEETING**

(Completed by the Administrator within 3 school days of the Interim Meeting)

Professional Staff Member:

Date:

Brief summary of the meeting:

Agreed Upon Adjustments to PDP:

Professional's comment (optional written response within 3 school days of receipt of this form):

I have received a copy of the above report.

Signature of Department Chair

Date

Signature of Professional Staff Member

Date

Signature of Principal

Date

**Cc: Principal File
Department File**

FORM 2.D.I.

**PROFESSIONAL DEVELOPMENT PLAN
INDIVIDUAL PLAN - CONCLUDING PRESENTATION**
(Completed by the Professional prior to the Concluding Meeting)

PROFESSIONAL STAFF:

SCHOOL YEAR:

DEPARTMENT:

DATE:

PDP presentation and findings:

Implications of PDP findings:

**Cc: Principal File
Department File**

FORM 2.E.I.

**PROFESSIONAL DEVELOPMENT PLAN
INDIVIDUAL PLAN - CONCLUDING MEETING**
(Completed by the Administrator within 3 school days of the Concluding Meeting)

Professional Staff Member:

Date:

Brief summary of the meeting:

Professional's comment (optional written response within 3 school days of receipt of this form):

I have received a copy of the above report.

Signature of Department Chair

Date

Signature of Professional Staff Member

Date

Signature of Principal

Date

**Cc: Principal File
Department File**

FORM 2.A.C.

**PROFESSIONAL DEVELOPMENT PLAN
COLLEGIAL TEAM**

(Completed by the Professionals prior to the Initial Meeting)

PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
DEPARTMENT CHAIR:	DATE:
_____	_____

Length of Plan: 1 Year 2 Years

1. Format:

2. Goal:

3. How will this PDP goal:

- a. Improve student learning?
- b. Improve classroom instruction?
- c. Support the Domains for Professional Practice and Consensus of Core Standards section of the evaluation program?
- d. Support the School Improvement Plan, and/or district-wide initiatives?

4. Methods/Strategies of the PDP:

5. Indicators of progress of the PDP:

FORM 2.A.C. (continued)

**PROFESSIONAL DEVELOPMENT PLAN
COLLEGIAL TEAM**
(Completed by the Professionals prior to the Initial Meeting)

6. Resources/Support needed for the PDP:

7. Timeline of the PDP:

8. Anticipated summary and findings of the PDP:

**Cc: Principal File
Department File**

FORM 2.B.C.

**PROFESSIONAL DEVELOPMENT PLAN
COLLEGIAL PLAN – INITIAL MEETING**

(Completed by the Administrator within 3 school days of the Initial Meeting)

PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
DEPARTMENT CHAIR:	DATE:
_____	_____

PDP Approved PDP Not Approved

Brief summary of the meeting:

Professional’s comment (optional written response within 3 school days of receipt of this form):

I have received a copy of the above report.

_____	_____
Signature of Department Chairperson	Date
_____	_____
Signature of Professional Staff Member	Date
_____	_____
Signature of Principal	Date

**Cc: Principal File
 Department File**

FORM 2.C.C.

**PROFESSIONAL DEVELOPMENT PLAN
COLLEGIAL TEAM – INTERIM MEETING**

(Completed by the Administrator within 3 school days of the Interim Meeting)

PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
DEPARTMENT CHAIR:	DATE:
_____	_____

Brief summary of the meeting:

Agreed upon Adjustments to PDP:

Professional’s Comments (optional written response within 3 school days of receipt of this form):

I have received a copy of the above report.

_____	_____
Signature of Department Chairperson	Date
_____	_____
Signature of Professional Staff Member	Date
_____	_____
Signature of Principal	Date

**Cc: Principal File
Department File**

FORM 2.D.C.

**PROFESSIONAL DEVELOPMENT PLAN
COLLEGIAL TEAM – CONCLUDING PRESENTATION**
(Completed by the Professionals prior to the Concluding Meeting)

PROFESSIONAL STAFF:	DEPARTMENT:
PROFESSIONAL STAFF:	DEPARTMENT:
PROFESSIONAL STAFF:	DEPARTMENT:
PROFESSIONAL STAFF:	DEPARTMENT:
PROFESSIONAL STAFF:	DEPARTMENT:
PROFESSIONAL STAFF:	DEPARTMENT:
DEPARTMENT CHAIR:	DATE:

PDP presentation and findings:

Implications of PDP findings:

**Cc: Principal File
Department File**

FORM 2.E.C.

**PROFESSIONAL DEVELOPMENT PLAN
COLLEGIAL TEAM – CONCLUDING MEETING**

(Completed by the Administrator within 3 school days of the Concluding Meeting)

PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
PROFESSIONAL STAFF:	DEPARTMENT:
_____	_____
DEPARTMENT CHAIR:	DATE:
_____	_____

Brief summary of the meeting:

Professional’s Comments (optional written response within 3 school days of receipt of this form):

I have received a copy of the above report.

_____	_____
Signature of Department Chairperson	Date
_____	_____
Signature of Professional Staff Member	Date
_____	_____
Signature of Principal	Date

**Cc: Principal File
Department File**

OPTIONAL RECORD KEEPING LOG

Professional Staff Member:

Date:

	<i>DATE COMPLETED</i>	<i>DATE COMPLETED</i>
<i>Professional Development Plan</i>	<i>One Year Plan</i>	<i>Two Year Plan</i>
1. Initial Meeting	_____	_____
2. PDP Approval/Denial Notification	_____	_____
3. Revised PDP Submitted (if necessary)	_____	_____
4. Interim Meeting	_____	_____
5. Interim Meeting Two	N/A _____	_____
6. Concluding Meeting	_____	_____
7. Professional Two Year Rating	_____	_____
8. Observation (minimally once every two years)	_____	_____

PRE-OBSERVATION FORM

Date:

Dear _____,

Please complete the pre-observation form found in the GroupWise document library or on the Maine Township ~ Faculty/Staff Page (<http://www.maine207.k12.il.us/faculty2.asp>) for your professional evaluation. Please make sure you pre-schedule a date and time with me prior to completing the form to ensure mutual availability.

Non-tenured staff only - This observation will be formal informal.

Sincerely,

Observing Administrator

Please complete the following information and bring this form with you to your pre-observation conference, as well as copies of materials you have created that will be used during this period of observation.

Professional's Name:

Department:

Professional Role (if other than teacher):

Day and Date to be observed:

Class/Activity to be observed:

Time and Period to be observed:

1. List the state/district standards and learner objectives for the lesson/activity. Note the essential concepts, knowledge, and skills to be learned.

2. How will you measure the student's progress toward achieving the stated learner objective(s)?

3. Briefly describe the content of the lesson and/or major activities in which the student will be involved. What meaningful experience and instructional strategies will be used during this lesson/activity?

4. Identify any unique or special characteristics of your class/activity that you would like the evaluator to be aware of in advance.

5. List any particular teaching/professional strategies on which you wish to have feedback.

Post-Observation Summary Conference Report
(To be held within 3 school days of the actual observation)

Professional's Name:	Date Observed:
Subject/Class/Activity:	Time Observer Arrived:
Number of Students Present:	Time Observer Departed:
Observer:	Topic:

Description of Activity Observed:

I. Brief summary of pre-observation conference:

II. Brief description of professional staff/student activities during the observation:

III. Comments:

a. Strengths and/or weaknesses:

IV. Recommendations:

I have received a copy of the above report.

Signature of Professional Staff Member **Date**

Signature of Observing Administrator **Date**

Cc: Principal File
Department File

Form 2.F.

PROFESSIONAL RATING FORM

(A copy is to be given to the professional within one (1) school day of the Professional Rating Meeting.)

Professional Staff:

Department:

Once every two (2) years a professional shall be rated as Excellent, Satisfactory, or Unsatisfactory. The following criteria shall be used to determine the professional’s job performance rating. The rating shall be presented to and discussed with the professional at the appropriate Summary Report meeting.

Excellent: Exemplary performance demonstrated by multiple strengths in each Domain. A professional may be rated excellent even if some weaknesses exist so long as those weaknesses are highly likely to be corrected by the professional without further administrative involvement.

Satisfactory: Competent performance in each of the Domains. A professional rated satisfactory will usually demonstrate some strengths and may demonstrate some weaknesses. Any weaknesses are likely to be corrected either through informal administrative assistance or through administrative assistance at Level A or Level B of Track III.

Unsatisfactory: Unacceptable performance demonstrated by a substantial weakness or multiple weaknesses in any of the Domains which remain after completion of administrative intervention at Level B of Track III, therefore warranting a remediation plan under Level C of Track III.

RATING:

EXCELLENT

SATISFACTORY

UNSATISFACTORY

Administrator’s summary and examples of professional strengths:

Administrator’s summary and examples of professional weaknesses (optional):

Administrator’s comments (optional written comments may be made within 1 school day of the Professional Rating Meeting):

Professional’s comments (The professional will have the option of submitting written comments in response to the rating and/or administrative comments within ten (10) school days.):

Form 2.F. (continued)

PROFESSIONAL RATING FORM

(A copy is to be given to the professional within one (1) school day of the Professional Rating Meeting.)

I have received a copy of the above report.

Signature of Department Chairperson

Date

Signature of Professional Staff Member

Date

Signature of Principal

Date

**Cc: Principal File
Department File
Personnel File**

FORM 2.G.

PROFESSIONAL DEVELOPMENT PLAN APPEAL FORM

(Given to the Assistant Principal for Instruction within 2 days after the PDP Initial Meeting)

Today's Date:

Date of the Initial PDP Meeting:

To:

From:

Department:

Department Chairperson:

I am formally requesting to meet with you regarding the denial of my Professional Development Plan. I wish to appeal this decision by my Department Chairperson. Please find attached copies of my Professional Development Plan Initial Meeting Form 2.B.I. or 2.B.C. (*optional*) and other documentation that supports the approval of my PDP.

Signature of Professional Staff Member

Date

Response to PDP Appeal
(Within 3 school days of the above form)

To:

From:

Date:

Please meet with me at (time) _____ on (day) _____ (date) _____, in (room) _____ to discuss your PDP appeal. *Please feel free to bring an Association Representative with you.*
(Others in attendance: _____)

Please notify me by 3:00 p.m. today if you are unable to make this meeting and we will reschedule this meeting at a mutually convenient date and time.

Sincerely,

Assistant Principal for Instruction

Cc: Principal File
Department File

FORM 2.H.

APPEAL MEETING DOCUMENTATION FORM

(Completed during the PDP Appeal Meeting with the Assistant Principal for Instruction)

Date of Appeal Meeting:

Professional Staff Member:

Assistant Principal for Instruction:

Department Chairperson:

Date PDP Not Approved:

Reason for not approving PDP:

Professional's comments:

Assistant Principal for Instruction's comments:

Original PDP Approved

Original PDP Not Approved
New PDP due by:

I understand that if my next PDP is not approved, I may be recommended for Track III, Level A of the Professional Evaluation Program.

Signature of Department Chairperson

Date

Signature of Professional Staff Member

Date

Signature of Assistant Principal for Instruction

Date

Signature of Principal

Date

Cc: Principal File
Department File

TRACK III

TRACK III: STAFF ASSISTANCE

Track III is designed to provide clear intervention and remediation for tenured certified staff members:

1. whose job performance has not met the District Domains for Professional Practice after informal intervention attempts by their supervising administrator, and/or;
2. who fail to maintain their practice at or above standard in the areas for which they are responsible and/or;
3. for failing to successfully complete their PDP and/or;
4. for failing to obtain PDP approval after going through the Not Approved sequence in Track II.

The procedures described within Track III are meant to provide a structured process for tenured certified staff members who have been identified as needing additional assistance and support in order to maintain an acceptable level of performance and/or get their PDP approved.

A Professional must receive informal interventions from his/her direct supervising administrator and a warning that continued behaviors (or lack of behaviors) could result in being placed in Track III, Level A.

Because of the personal nature of Track III, appropriate confidentiality is required of all participants.

A staff member may invite a union representative to all Track III meetings. An administrator may request that another member of the administrative team also be present.

Track III has three purposes:

1. to enable a certified staff member to seek assistance in any of the District's Professional Competency Domains;
2. to assist a tenured certified staff member to improve a specific professional competency element within the District Domains for Professional Practice;
3. to assist a tenured certified staff members improvement in their performance under the Professional Development Plan;
4. to provide due process for disciplinary action.

Track III consists of Level A: Awareness Track, Level B: Professional Support Track, and Level C: Remedial Track.

LEVEL A: AWARENESS TRACK*Purpose:*

The purpose of the Awareness Track is to bring individuals together to identify and discuss areas of concern related to the Domains for Professional Practice and/or the Professional Development Plan (Domains and/or PDP). Procedures, resources, and time lines relative to resolving the concerns will be established. The Awareness Track will be discussed at an initial meeting held within ten school days of receipt of (*Level A, form 1*). Meeting minutes and discussions within the Level A, Awareness Track will remain at the immediate supervisor's level and between the concerned parties, unless an appeal is initiated to the Assistant Principal for Instruction and/or movement to Level B results.

Procedures:

1. If an administrator's observation of any staff member indicates a persistent performance problem related to the Domains for Professional Practice and this situation is not resolved to the administrator's satisfaction by informal discussions or written communications, a formal meeting shall be scheduled to discuss the administrator's concern(s). (*Level A; form 1*) This formal meeting may be considered the beginning of Track III, Level A.
2. During the initial Level A meeting, the administrator shall verbally convey to the staff member and review the written description of the specific behavior(s) that do not meet the Domains and/or PDP expectations. The professional(s) shall be given an opportunity to respond. After listening to the professional's response, the administrator may give the staff member a Track III, Level A Professional Improvement Plan form (*Level A, form 4*) which the staff member and the administrator shall complete together during the initial meeting. The following shall be identified on the Professional Improvement Plan form:
 - A. the performance areas to be improved,
 - B. the specific steps that will be taken to improve performance areas;
 - C. timeline,
 - D. progress indicators,
 - E. expected outcome(s), and
 - F. dates and times of future meetings.
3. The professional may appeal her/his placement into Track III (*Level A, form 2*) and/or her/his Track III Level A Professional Improvement Plan within 2 school days of the initial Level A meeting to the Assistant Principal for Instruction.
4. The Assistant Principal for Instruction shall return to the staff member, within two (2) school days, the Track III, Level A - Appeal Response form (*Level A, form 2*).
5. The Assistant Principal for Instruction shall meet with the professional(s) within five (5) school days of receipt of the Appeal form to review the reason for placement into Track III, Level A and to listen to the reasons the professional believes this placement is not justified (*Level A, form 3*).

6. The Assistant Principal for Instruction shall either
 - remove the staff member from Track III, Level A
 - approve the Professional Improvement Plan as submitted
 - return the Professional Improvement Plan to the Department Chair with recommended modifications
7. The staff member may seek assistance from other staff members on a voluntary basis. Input from non-administrative staff whose assistance is received during Track III, Level A shall be confidential to the staff member requesting that help and shall not be used in any way in the evaluation process.
8. The duration of Track III, Level A shall be no more than sixty (60) school days with the Initial Meeting being day one (1). During this time, the staff member and administrator shall review the staff member's progress according to the schedule agreed upon on the Professional Improvement Plan (*Level A, form 4*). All reviews will be written on the Professional Improvement Plan (*Level A, form 4*) during conferences between the administrator and staff member.
9. The staff member shall continue with activities identified in her/his Track II Professional Development Plan.
10. During the final scheduled meeting of Track III, Level A, the administrator shall communicate to the staff member, verbally and in writing, one of the following decisions:
 - A. concerns resolved, no further action necessary;
 - B. progress noted, continue the Professional Improvement Plan, and retain the staff member in Track III: Level A for a single additional period of up to 60 school days;
 - C. concerns remain unresolved, move the staff member into Track III, Level B: Professional Support Track.
11. The staff member shall sign (*Level A, form 5*) indicating receipt of (*Level A, form 5*). The staff member will have five (5) school days to add comments to (*Level A, form 5*).
12. In the absence of, or unavailability of, the Assistant Principal for Instruction - the Principal shall fulfill the above responsibilities.

LEVEL B: PROFESSIONAL SUPPORT TRACK

Purpose:

The purpose of the Professional Support Track is to provide more guidance and assistance for the resolution of concerns identified in the Level A: Awareness Track. The Professional Support Track will be implemented at an initial meeting held no sooner than five (5) school days but not more than ten (10) school days after the final meeting of the Level A: Awareness Track. (Level B, form 1) During the Professional Support Track, additional supervisory procedures will be implemented; procedures and time lines will be established. The procedures will be referred to as the Professional Support Action Plan (*Level B, form 2*).

Meeting minutes and discussions within the Professional Support Track will be filed at the building level.

If a professional staff member on Track III, Level B is returned to Track II and future assistance is needed, the professional staff member will begin at Track III, Level A.

Procedures:

1. Track III, Level B will begin with a formal meeting between the Assistant Principal for Instruction/Principal and the staff member.
2. The Assistant Principal for Instruction/Principal will communicate to the staff member, verbally and in writing, the specific behaviors that do not meet the Domains for Professional Practice and will review all documentation supporting this conclusion. The staff member will receive copies of all supporting documentation.
3. During the initial meeting, the Assistant Principal for Instruction/Principal will present to the staff member, a Level B: Professional Support Action Plan (*Level B, form 2*). The Professional Support Action Plan will include:
 - A. Performance areas that need to be improved;
 - B. strategies for resolution of concern(s);
 - C. timelines;
 - D. indicators of progress;
 - E. resources and support needed;
 - F. dates and times of future meetings.
4. Unless otherwise agreed, a staff member in Track III, Level B will suspend work on his/her Track II Professional Development Plan unless the deficiency relates to the Professional Development Plan. If suspended, the Professional Development Plan completion date will be adjusted accordingly.

A professional in Track III, Level B will be placed on a formal evaluation plan. The Level B: Professional Support Action Plan will require, but is not limited to, conferencing with the staff member, observations, and follow-up activities. The plan may include additional strategies designed to remedy the documented performance areas of concern.

5. The duration of Level B: Professional Support Action Plan will vary, depending on the needs of the staff member; however, it may not initially be for more than sixty (60) school days.
6. After Level B: Professional Support Action Plan has been completed, the Assistant Principal for Instruction/Principal will complete a Track III, Level B: Professional Support Decision (*Level B, form 3*), meet with the professional staff member, and communicate, verbally and in writing, one of the following decisions:
 - A. Concern resolved. Certified tenured staff member returned to Track II.
 - B. Progress noted. Continuation on Professional Support Track.
(The Level B: Professional Support Action Plan may be extended for up to thirty (30) additional school days upon the recommendation of the Assistant Principal for Instruction and agreement of the building principal, and approval of the Assistant Superintendent for General Administration. (Completion of Level B, form 3) The Assistant Principal for Instruction and the building principal shall conference with the staff member informing her/him if an extension of the Professional Support Track has been granted.
 - C. Concerns unresolved. Unsatisfactory rating. Movement into Track III, Level C: Remediation Track. (*Level B, form 3*).

*

LEVEL C: REMEDIATION TRACK

Purpose:

The purpose of the Level C Remediation Track is to bring the certified tenured staff member into the legal process mandated by the Illinois School Code. Level C: Remediation Track is a more formal legalized intervention that may lead to the dismissal of the certified tenured staff member. A remediation plan shall be developed and implemented in accordance with the requirement of Section 24A-5 of the Illinois School Code (105ILCS 5/24A-5) and any other applicable law or regulation.

Notice of Initial Track III: Level A Meeting

To: _____ Date: _____

From: _____
(Department Chair)

Given to the above named staff member by _____ at
_____ AM/PM on _____,
_____.

Dear _____,

This is to inform you that a Track III: Level A Awareness meeting will be held on
_____ in room _____ at _____ AM/PM.

Below is a description of the specific behavior(s) that do not meet the Domains for Professional Practice and/or Consensus of Core Standards.

You have the right to bring with you an Association Representative. If you are unable to attend this meeting, please notify me immediately so another date and time can be arranged.

Sincerely,

Evaluator

cc: Department Chair
Department file

Level A, form 1

Track III: Level A - Appeal

(This form is to be completed and given to the Assistant Principal for Instruction within two (2) school days of the Initial Track III, Level A meeting.)

To: _____ Date: _____

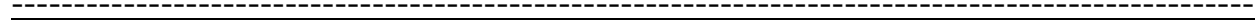
From: _____

Department: _____ Department Chair: _____

Date of Track III, Level A Initial Meeting: _____

This is to notify you that I am formally appealing my placement into Track III, Level A of the Teacher Evaluation Program. Please find attached copies of my PDP, Initial Track III, Level A Meeting Notice, Track III, Level A - Professional Improvement Plan, and other supporting documents.

Sincerely,



Track III: Level A - Appeal Response

(This form is to be returned to the Professional making the appeal within 2 school days)

To: _____ Date _____

From: _____

Department Chair: _____

Please meet with me at _____ am/pm on _____, in _____ to discuss your Track III, Level A appeal. Please feel free to bring an association representative with you. Also in attendance at this meeting will be _____

Please notify me by _____ a.m./p.m. today/tomorrow if you are unable to make this meeting and we will reschedule this meeting at a mutually convenient time.

Sincerely,

Assistant Principal for Instruction

cc: Dept File
Dept Chair

Level A, form 2

Appeal Meeting Documentation Form

(This form is to be completed during the Appeal Meeting with the Assistant Principal for Instruction)

Date of Appeal Meeting:

Professional Staff Member:

Assistant Principal for Instruction:

Department Chairperson:

Date of Initial Track III, Level A meeting:

Reason for placement into Track III, Level A:

Professional's Comment:

Assistant Principal's for Instruction's Comments:

Department Chair's Comments:

Approve Professional Improvement Plan as submitted on _____.
(Date)

Return the Professional Improvement Plan to the Dept. Chair with recommendations for modifications.

Remove the Professional from Track III, Level A.

I have read the above decision.

Signature of Assistant Principal of Instruction (Date)

Signature of Professional Staff Member (Date)

Signature of Department Chairperson (Date)

Signature of Other (Date)

Level A, form 3

Track III: Level A - Awareness Track Decision

(The staff member shall receive a copy of this form at the conclusion of the Level A Awareness Meeting.)

- Concerns resolved. No further action necessary.
- Progress noted. Continuation of Professional Improvement Plan and retain the staff member in Track III: Level A for _____ school days.
- Concerns remain unresolved. Staff member moved to Track III: Level B, Professional Support Track for the following reason(s):

Meeting Participants:

Administrator's comments:

Professional Staff member's comments:

I received a copy of this report:

(Professional Staff member's signature)

(Date)

(Administrator/Title)

(Date)

cc: Department Chair
Department File
Building Principal (if applicable)
Building file (if applicable)

Level A, form 5

Notice of Track III: Level B - Professional Support Meeting

To: _____ (Date)

From: _____
(Assistant Principal for Instruction/Principal)

Given to the above named staff member by _____ at
_____ AM/PM on _____,

Dear _____,

This is to inform you that a Track III: Level B Professional Support meeting will be held on
_____ in room _____ at _____ AM/PM.

The purpose of this meeting is to discuss providing more guidance and assistance for the resolution of concerns identified in Track III: Level A.

You have the right to bring with you an Association Representative. If you are unable to attend this meeting, please notify me immediately so another date and time can be arranged.

Sincerely,

Administrator/Title

(Date)

- cc: Department Chair
- Department file
- Building Principal
- Building file

Track III: Level B - Professional Support Action Plan

- A. Meeting participants:

- B. The performance areas to be improved:

- C. The strategies for resolution of concern(s):

- D. Timeline:

- E. Indicators of Progress:

- F. Resources and support needed:

- G. Dates and times of future meetings:

I have received a copy of this report: _____
(Professional Staff member signature) (Date)

This plan prepared by: _____
(Administrator's signature/Title) (Date)

cc: Department File
Department Chair

Level B, form 2

Track III: Level B - Professional Support Decision

- Concerns resolved. Certified tenured staff member returned to Track II.
- Progress noted. Continuation of Professional Support Track and retain the staff member in Track III: Level B for _____ school days.
- Concerns unresolved. Unsatisfactory rating. Staff member moved to Track III: Level C, Remediation Track as defined in the Illinois School Code (105ILCS 5/24A-5).

Meeting Participants:

Staff member's comments:

Evaluator's comments:

I received a copy of this report:

(Professional Staff member signature)

(Date)

(Administrator's signature/Title)

(Date)

- cc:
- Department Chair
 - Department File
 - Building Principal
 - Building file
 - Asst. Superintendent for General Administration (if applicable)
 - District Personnel file (if applicable)
 - Level B, form 3