

Appendix F
Non-Classroom Instructional
Evaluations
Staffing Specialists



School District of Okaloosa County
Personnel Services Department
Pre-conference Form (Planning Conference)
Non-Classroom Instructional Personnel

Form to be filled out by teacher and electronically submitted or hard copy brought to conference

Teacher _____ School _____

To which part of your specialized area does this activity relate?

Briefly describe the participants in this activity, including those with special needs.

What are your expected outcomes for this activity?

Describe the sequence of steps and that will be observed during this activity. Describe any materials that will be used.

How will you differentiate this activity based on the needs of participants?

How will the effectiveness of the activity be evaluated?

Is there anything that you would like me to specifically observe during the activity?



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School District of Okaloosa County
Personnel Services Department
Post-Conference/Reflection Conference Form
Non-Classroom Instructional Personnel

Form to be filled out by teacher and electronically submitted or hard copy brought to conference

Teacher _____ School _____ Date _____

How successful was the activity? Did the activity accomplish the expected outcome(s)?

How were you able to determine the participants' levels of engagement and understanding?

Comment on your activity procedures, participants' conduct, and your use of physical space. To what extent did these contribute to the accomplishment of desired outcomes?

Did you depart from your plan? If so, how and why?

Comment on different aspects of your activity (e.g., activities, materials and resources). To what extent were they effective?

If you had an opportunity to engage in this activity again with the same group of participants, what would you do differently?



School District of Okaloosa County
Personnel Services Department
Formal Observation/Evaluation Rubric – Staffing Specialists

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Counselor _____ School _____ Participants _____

Activity _____ Observer _____ Date _____

Summary of the Activity _____

Evidence of Professional Activity

Domain 1: Planning and Preparation

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1a Demonstrating Knowledge of Current Trends in Specialty Area FEAPs 1.a; 5.e Weight 5.0	Staffing specialist demonstrates little understanding of ESE eligibility requirements.	Staffing specialist demonstrates basic understanding of ESE eligibility requirements.	Staffing specialist demonstrates understanding of ESE eligibility requirements.	Staffing specialist demonstrates deep and thorough understanding of ESE eligibility requirements.
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1b Demonstrating Knowledge Schools' ESE Program(s) FEAPs 1.e; 5.c	Staffing specialist demonstrates little or no knowledge of the schools' ESE program(s).	Staffing specialist demonstrates basic knowledge of the schools' ESE program(s).	Staffing specialist demonstrates thorough knowledge of the schools' ESE program(s).	Staffing specialist is deeply familiar with the schools' ESE program(s) and actively seeks information and resources to help support the program(s).
Evidence				

NOTE: The Okaloosa County School District Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching, 2007*.

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1c Establishing Goals for the Staffing Specialist Program Appropriate to the Setting and the Students Served FEAPs 2.c; 3.h; 5.a Weight 4.0	Staffing specialist has no clear goals for the Staffing Specialist program, or they are inappropriate the school/students.	Staffing specialist's goals for the Staffing Specialist program are rudimentary and are partially suitable to the school/students.	Staffing specialist's goals for the Staffing Specialist program are clear and appropriate to the school/student.	Staffing specialist's goals for the Staffing Specialist program are highly appropriate to the school/students and have been developed following consultation with stakeholders.
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1d Planning the Staffing Specialist Program, Integrated with the Regular School Program FEAPs 1.e; 5.c Weight 3.0	Staffing specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Staffing specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Staffing specialist has developed a plan that includes the important aspects of the eligibility process and providing technical assistance to ESE staff at the school.	Staffing specialist's plan is highly coherent and serves to support not only the school and staff, but also the broader educational program.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p>1e Demonstrating Knowledge of State Guidelines, Federal Regulations and District Policies and Procedures FEAPs 1.a; 6</p> <p>Weight 5.0</p>	<p>Staffing specialist demonstrates little or no knowledge of state guidelines, federal regulations, and district policies and procedures or fails to follow them.</p>	<p>Staffing specialist demonstrates awareness of state guidelines, federal regulations, and district policies and procedures and makes an effort to follow them.</p>	<p>Staffing specialist has current knowledge of state guidelines, federal regulations, and district policies and procedures and consistently follows them.</p>	<p>Staffing specialist's knowledge of governmental guidelines and of resources for students is extensive and staffing specialist serves as a resource to others regarding state guidelines, federal regulations and district policies and procedures.</p>
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p>1f Assessing Goal Achievement 4.0 FEAPs 1.d; 1.e; 4.c</p>	<p>Staffing specialist has does not evaluate services at the individual, group and/or systems level.</p>	<p>Staffing specialist rarely incorporates data in evaluation of services at the individual, group and/or systems level.</p>	<p>Staffing specialist regularly incorporates data in evaluation or services at the individual, group, and/or systems levels.</p>	<p>Staffing specialist regularly incorporates data analysis in evaluation of services at the individual, group and/or systems levels and uses the data to improve services and outcomes.</p>
Evidence				

Domain 2: The Environment

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p>2a Creating an Environment of Respect and Rapport FEAPs 2.d; 2.e Weight 6.0</p>	<p>Staffing specialist does not make accurate reflective comments, display active listening skills, or exhibit respectful and sensitive behaviors toward others in the educational setting.</p>	<p>Staffing specialist attempts to make accurate reflective comments, display active listening skills, or exhibit respectful and sensitive behaviors toward others in the educational setting.</p>	<p>Staffing specialist consistently makes accurate reflective comments, displays active listening skills, or exhibits respectful and sensitive behaviors toward others in the educational setting.</p>	<p>Staffing specialist demonstrates excellent rapport building and interpersonal skills by consistently making accurate reflective comments, displaying active listening skills, and exhibiting respectful and sensitive behavior toward others in the educational setting.</p>
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p>2b Establishing a Culture for Productive Communication FEAPs 2.e; 2.f; 5.c Weight 6.0</p>	<p>Staffing specialist makes no attempt to establish a culture for productive communication among members of the IEP/EP team. The staffing specialist allows the team to be disrespectful and off task during the IEP/EP meeting.</p>	<p>Staffing specialist attempts to establish a culture for productive communication among members of the IEP/EP team and makes attempts to create a positive IEP/EP meeting.</p>	<p>Staffing specialist promotes a culture for productive communication among members of the IEP/EP team and exhibits skills to maintain a productive and positive IEP/EP meeting.</p>	<p>Staffing specialist consistently promotes a culture for productive communication among members of the IEP/EP team and exhibits skills to ensure the IEP meeting is productive and positive.</p>
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p>2c Establishing Clear Procedures for School Staff and Stakeholders to Gain Access to Staffing Specialist Support FEAPs 2.a; 2.b Weight 4.0</p>	<p>Staffing specialist has no clear procedures or processes for school staff and stakeholders to access assistance from the staffing specialist.</p>	<p>Staffing specialist has rudimentary and partially clear processes and procedures for school staff and stakeholders to access assistance from the staffing specialist.</p>	<p>Staffing specialist's processes and procedures work effectively so school staff and stakeholders know how to access assistance from the staffing specialist.</p>	<p>Staffing specialist's processes and procedures are seamless. The role of the staffing specialist and the services he/she provides are clear to all stakeholders.</p>
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p>2d Establishing and Maintaining Norms of Conduct for Professional Interactions FEAPs 2.f; 6 Weight 6.0</p>	<p>No norms of professional conduct have been established; staffing specialist's interactions with colleagues and other professional staff are frequently disrespectful.</p>	<p>Staffing specialist's interactions with colleagues and other professionals are cordial.</p>	<p>Staffing specialist consistently maintains respectful interactions with colleagues and other professionals.</p>	<p>Staffing specialist actively maintains inviting and mutually respectful interactions with colleagues and other professionals.</p>
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2e Organizing Physical Space FEAPs 2.a; 2.h Weight 3.0	The staffing specialist's office space is in disarray.	The staffing specialist's attempts to create an inviting and well-organized office space are partially successful.	The staffing specialist's office space is inviting and conducive to professional interactions.	The staffing specialist's office space is inviting and conducive to professional interactions, leading to stakeholders feeling invited and welcomed.
Evidence				

Domain 3: Delivery of Service

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3a Collaborating with Teachers FEAPs 4.e; 5.c Weight 4.0	Staffing specialist does not provide updated training information to teachers after staffing specialist meetings.	Staffing specialist inconsistently provides basic training information to teachers after staffing specialist meetings.	Staffing specialist consistently provides training information to teachers after staffing specialist meetings.	Staffing specialist consistently provides detailed training information and provides additional training information in addition to that provided by the district.
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3b Evaluating Student Needs in Compliance with State and District SP & P FEAPs 2.b; 2.g Weight 6.0	Staffing specialist is unprepared when conducting ESE/EP eligibility meetings.	Staffing specialist has documentation/forms available for ESE/EP eligibility meetings, but is disorganized and does not adequately follow established procedures.	Staffing specialist is prepared with correct documentation and forms for ESE/EP eligibility meeting and adequately follows established procedures.	Staffing specialist is thoroughly prepared with correct documentation and forms for ESE/EP eligibility meetings and consistently follows established procedures, ensuring the participants understand the procedures.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3c Communicating with Families FEAPs 2.d; 4.e; 5.c Weight 6.0	Staffing specialist fails to communicate with families or secure appropriate parental signatures, or communicates in an insensitive manner.	Staffing specialist's communication with families is partially successful; signatures are obtained but there are occasional insensitivities to cultural traditions, linguistic traditions and/or unique characteristics of the family.	Staffing specialist's communication with families is successful; signatures are obtained in a manner sensitive to cultural traditions, linguistic traditions and/or unique characteristics of the family.	Staffing specialist's communication with families is highly successful; signatures are obtained in manner sensitive to cultural traditions, linguistic traditions and/or unique characteristics of the family. Staffing Specialist reaches out to families to enhance trust.
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3d Collecting Information; Writing IEP/EP FEAPs 2.d; 4.a Weight 5.0	Staffing specialist neglects to collect important information on which to base the components of the IEP/EP.	Staffing specialist collects most of the important information on which to base the components of the IEP/EP.	Staffing specialist collects all important information on which to base the components of the IEP/EP.	Staffing specialist is proactive in collecting important information on which to base the components of the IEP/EP by actively collaborating with teachers and parents.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3e Demonstrating Flexibility and Responsiveness FEAPs 3.1; 4.a Weight 4.0	Staffing specialist adheres to his/her plan in spite of evidence of its inadequacy.	Staffing specialist makes modest changes in plan when confronted with evidence of the need for change.	Staffing specialist makes revisions to the plan when it is needed.	Staffing specialist is continually seeking ways to improve the plan and makes changes, as needed, in response to student, parent, teacher or administrator input.
Evidence				

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p>4a Reflecting on Practice FEAPs 5.a; 5.b</p> <p>Weight 4.0</p>	Staffing specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Staffing specialist’s reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Staffing specialist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Staffing Specialist makes some specific suggestions as to how programs and procedures might be improved.	Staffing specialist’s reflection is highly accurate and perceptive, citing specific examples and the staffing specialist develops a plan to improve and measure changes in practice.
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p>4b Scheduling and Preparing IEPs/EPs and Submitting IEPs/EPs to District in a Timely Manner FEAPs 2.a; 6 Weight 5.0</p>	Staffing specialist does not follow established procedures for preparing IEPs/EPs and submitting completed IEPs/EPs.	Staffing specialist’s efforts to follow established procedures for preparing IEPs/EPs are partially successful and follow established procedures. IEP/EP submissions to district are not consistent.	Staffing specialist consistently follows established procedures for preparing IEPs/EPs and consistently submits IEPs/EPs to the district, as required.	Staffing specialist’s approach to IEP/EP preparation is highly systematic and serves as a model for colleagues in other. IEPs/EPs are routinely submitted to the district within two weeks of the IEP/EP meeting occurring.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4c Coordinating Work with Other Staffing Specialists FEAPs 1.e; 5.d Weight 4.0	Staffing specialist makes no effort to collaborate with other staffing specialists.	Staffing specialist responds positively to other staffing specialists within the district to collaborate.	Staffing specialist initiates efforts to collaborate with other staffing specialists within the district.	Staffing specialist takes a leadership role in coordinating collaborative initiatives among other staffing specialists.
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4d Participating in a Professional Community FEAPs 2.f; 6 Weight 4.0	Staffing specialist's relationships with colleagues are negative or self-serving and the specialist avoids being involved in school/district events and initiatives.	Staffing specialist's relationships with colleagues are cordial, and the specialist participates in school/district events and initiatives when specifically requested.	Staffing specialist participates actively in school/district events and initiatives. Instructional specialist maintains positive and productive relationships with colleagues.	Staffing specialist makes a substantial contribution to school/district events and initiatives. Staffing specialist assumes a leadership role with colleagues.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4e Engaging in Professional Development FEAPs 5.d; 5.e Weight 3.0	Staffing specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Staffing specialist's participation in professional development activities is limited to those that are convenient or are required.	Staffing specialist seeks out opportunities for professional development based on an individual assessment of need.	Staffing specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering professional learning opportunities to colleagues.
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4f Showing Professionalism FEAPs 6 Weight 5.0	Staffing specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Staffing specialist is honest in interactions with colleagues and respects norms of confidentiality.	Staffing specialist displays high standards of honesty, integrity in interactions with colleagues and respects norms of confidentiality.	Staffing specialist can be counted on to hold the highest standards of honesty, integrity. Staffing specialist takes a leadership role with colleagues in respecting norms of confidentiality.
Evidence				



**School District of Okaloosa County
Personnel Services Department
Formal Observation/Evaluation Rubric – Staffing Specialist**

MIS 5411
06/13

	0 pts. U	1 pt. I/D	2 pts. E	3 pts. HE
DOMAIN 1 – PLANNING AND PREPARATION				
5.0 – 1-a Knowledge of Current Trends in Specialty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 1-b Knowledge of School(s) ESE Program(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 1-c Setting Support Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.0 – 1-d Planning Integration with Regular Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.0 – 1-e Knowledge of Federal, State, District Policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 1-f Assessing Goal Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Points – Domain 1 ____ (75 points possible)

	0 pts. U	1 pt. I/D	2 pts. E	3 pts. HE
DOMAIN 2 –THE ENVIRONMENT				
6.0 – 2-a Creating Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.0 – 2-b Establishing Productive Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 2-c Establishing Procedures for Access of Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.0 – 2-d Establishing Norms of Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.0 – 2-e Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Points – Domain 2 ____ (75 points possible)

	0 pts. U	1 pt. I/D	2 pts. E	3 pts. HE
DOMAIN 3 – DELIVERY OF SERVICE				
4.0 – 3-a Collaborating with Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.0 – 3-b Compliance in Evaluating Student Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.0 – 3-c Communicating with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.0 – 3-d Collecting Information for IEP/EP Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 3-e Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Points – Domain 3 ____ (75 points possible)

	0 pts. U	1 pt. I/D	2 pts. E	3 pts. HE
DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES				
4.0 – 4-a Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.0 – 4-b Preparing and Submitting IEPs/EPs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 4-c Coordinating with Other Staffing Specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 4-d Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.0 – 4-e Engaging in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.0 – 4-f Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Points – Domain 4 ____ (75 points possible)

Total Points – Teacher Performance _____ (300 points possible)