

**DELAWARE PERFORMANCE APPRAISAL SYSTEM II
FORMATIVE FEEDBACK FORM
FOR SPECIALISTS
(Components One, Two, Three, and Four)**

Specialist _____ Evaluator(s) _____

School _____ Date of Conference _____

Grade(s) _____ Specialist Area(s) _____

Observation Date and Time: _____

Observation Type: Announced ☐ Unannounced ☐

Novice Specialist ☐ OR Experienced Specialist ☐

COMPONENT 1: PLANNING AND PREPARATION

1a. Designing Coherent Programs or Services

The specialist designs activities and plans for services that support the needs of the students or clients served.

Criterion 1a. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

1b. Demonstrating Knowledge of Best Practice and Models of Delivery

The specialist uses practices and models of delivery that are aligned with local and national standards.

Criterion 1b. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

1c. Demonstrating Knowledge of Students or Clients

The specialist shows knowledge of the needs and characteristics of the students or clients, including their approaches to learning, knowledge, skills, and interests.

Criterion 1c. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

1d. Demonstrating Knowledge of Resources

The specialist selects appropriate resources, either within or outside of the school, which support the needs of students or clients.

Criterion 1d. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

1e. Demonstrating Knowledge of How to Design or Use Student Assessments

The specialist creates and/or selects assessments that are congruent with service delivery goals, criteria, and standards and to plans for the use of those assessments.

Criterion 1e. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

COMPONENT 2: PROFESSIONAL PRACTICE AND DELIVERY OF SERVICE

2a. Creating an Environment to Support Student or Client Needs

The specialist creates an environment in which student or client needs are identified and valued; specialist and student or client interactions show rapport that is grounded in mutual respect.

Criterion 2a. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

2b. Demonstrating Flexibility and Responsiveness

The specialist has a repertoire of instructional or professional strategies and makes modifications to services based on the needs of students or clients.

Criterion 2b. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

2c. Communicating Clearly and Accurately

Verbal and written communication is clear and appropriate to students' or clients' ages, backgrounds, needs, and/or levels of understanding.

Criterion 2c. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

2d. Delivering Services to Students or Clients

The specialist is responsive to the identified needs of the students or clients and meets the standards of professional practice. The resources and materials are suitable and match the needs of the students or clients. The delivery of service is coherent.

Criterion 2d. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

COMPONENT 3: PROFESSIONAL CONSULTATION AND COLLABORATION

3a. Collaborating with Others

The specialist develops partnerships with school, district staff, and external agencies to provide integrated services that meet student or client needs.

Criterion 3a. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

3b. Serving as a Consultant to the School Community

The specialist shares his or her expertise with the school staff to assist them in their work or to respond to school-wide issues, problems, or concerns.

Criterion 3b. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

3c. Providing Resources and Access

The specialist provides school, district, or external-based resources to appropriate staff, students, or clients and gives information about the effective use of the resources.

Criterion 3c. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

3d. Maintaining Standards of Professional Practice

The specialist adheres to his or her professional standards of practice, including issues surrounding confidentiality.

Criterion 3d. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

3e. Using Assessment Data in Planning and Delivery of Services

The specialist uses data to inform planning and delivery of services and shares data with others, as appropriate, to enhance overall services for the student or client.

Criterion 3e. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

4a. Communicating with Families/Clients

The specialist communicates with families about the progress of the student or client. Such communication is two-way, ongoing, and interactive. When possible, the specialist involves the students in the conversations. They inform their administrators of the communications when appropriate.

Criterion 4a. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

4b. Recording Data in a Student Record System

The specialist collects and reports accurate information about their clients and maintains confidentiality when appropriate.

Criterion 4b. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

4c. Growing and Developing Professionally

The specialist grows as a professional throughout their career. They understand that their practices are constantly evolving so there is a need to stay current in the field. Their professional growth may include topics related to new practices and/or strategies.

Criterion 4c. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

4d. Reflecting on Professional Practice

The specialist is part of the learning community of their school(s) or district. They take an active role in their school(s) and participate in activities that will enhance their professional practice and improve student learning. They reflect on their practice and consider how to improve their skills, knowledge, and/or instruction. They assess their performance against standards, set goals to improve their practice, and document their progress.

Criterion 4d. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished ☐ Not Observed

Evidence:

PERFORMANCE SUMMARY

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

Summary of Commendations/Expectations/Recommended Area(s) of Growth:

Additional Evaluator Feedback:

SIGNATURES

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

| | | | |
|---------------------------|-------|-------|-------|
| Specialist's Signature | _____ | Date: | _____ |
| Evaluator's Signature | _____ | Date: | _____ |

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

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

