

## Observation Feedback Form

For Library Media Specialists, Instructional Support Personnel, and School Nurses

This form is to be used in the observation process of individuals observed under the evaluation criteria outlined for Library Media Specialists, Instructional Support Personnel, and School Nurse contained within Article 2, Section 3 of the Collective Bargaining Agreement.

Employee:  
School Department:

Supervisor:  
Observation Date:

The following information is provided to the employee in accordance with the provisions of Article 12 – EVALUATION, Section 2 – The Observation Process. The feedback is provided as part of the ongoing conversation between the employee and supervisor concerning the improvement of professional practice.

Written feedback must consider unique characteristics and circumstances associated with the employee’s assignment, experiences, expertise, site, and environmental factors affecting performance behavior.

Supervisor signature  
Date submitted to employee

Employee signature acknowledging receipt

Date

## Annual Summary

For Library Media Specialists, Instructional Support Personnel, and School Nurses

This form is to be used in to provide an Annual Summary of the observation conducted for individuals observed under the evaluation criteria outlined for Library Media Specialists, Instructional Support Personnel, and School Nurse contained within Article 2, Section 3 of the Collective Bargaining Agreement.

Employee:

School Department:

Supervisor:

Observation Date:

Written feedback should be consistent with the terms set forth in Article 12, Sections 3 and 9.

Supervisor signature

Date submitted to employee

Employee signature acknowledging receipt

Date

**6.1: Whole class student growth goal**

Things to think about as you draft your goal: *What specific skill or learning target are you hoping to see your whole class develop or improve? Why is that an important skill or target? (For example, will it help students in the future, either academically or in life? Does it align with state or national standards? Does it align with a school improvement plan or district initiative?) What challenges might you face in measuring their growth?*

Goal:	<input type="checkbox"/> Targets specific class <input type="checkbox"/> ALL students expected to show growth <input type="checkbox"/> Specific skill is appropriate to target for this course <input type="checkbox"/> Specifies amount students will grow (attainable/realistic growth) <input type="checkbox"/> Specifies time-frame for measuring growth
Measures:	<input type="checkbox"/> Multiple data sources (at least two types) <input type="checkbox"/> High quality data sources <input type="checkbox"/> Data sources are used to monitor and adjust <input type="checkbox"/> Data sources are used to evaluate achievement of goal <ul style="list-style-type: none"> <li><input type="checkbox"/> Baseline measure</li> <li><input type="checkbox"/> Summative measure</li> </ul>
Optional for distinguished:	<input type="checkbox"/> Establishes growth goal(s) for students in collaboration with students and parents <input type="checkbox"/> Goal aligns with school goal(s)

**Cut points for measures**

Number of students in class:	What is the minimum number of students that could be described as “nearly all”?	What is the minimum number of students that could be described as “most”?	What is the minimum number of students that could be described as “some”?
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### 3.1 Subgroup student growth goal

Things to think about: **Group selection** Which students are not reaching their learning potential? Do you want to focus on lower-achieving students? Do you want to focus on high-achieving students? What do you know about the underlying reasons these students are not reaching their potential? (i.e. Do they lack an underlying skill or set of skills? If so, what’s missing? Do they need a bigger challenge?)

Things to think about: **Goals and measures** What specific skill or learning target are you hoping to see that group develop or improve? Why is that an important skill or target? (For example, will it help students in the future, either academically or in life? Does it align with state or national standards? Does it align with a school improvement plan or district initiative?) What challenges might you face in measuring their growth?

**Group sizes:** A subgroup may be made up of students from multiple classes/periods; it does not have to be a **small** group. Min. recommended group size: 6.

Subgroup:	<input type="checkbox"/> Identifies subgroup of students not reaching full learning potential
Goal:	<input type="checkbox"/> ALL students in subgroup expected to show growth <input type="checkbox"/> Specific skill is appropriate to target for this course <input type="checkbox"/> Specifies amount students will grow (attainable/realistic growth) <input type="checkbox"/> Specifies time-frame for measuring growth
Measures:	<input type="checkbox"/> Multiple data sources (at least two types) <input type="checkbox"/> High quality data sources <input type="checkbox"/> Data sources are used to monitor and adjust <input type="checkbox"/> Data sources are used to evaluate achievement of goal <ul style="list-style-type: none"> <li><input type="checkbox"/> Baseline measure</li> <li><input type="checkbox"/> Summative measure</li> </ul>
Optional for distinguished:	<input type="checkbox"/> Establishes growth goal(s) for students in collaboration with students, parents, other school staff

#### Cut points for measures:

Number of students in group:	What is the minimum number of students that could be described as “nearly all”?	What is the minimum number of students that could be described as “most”?	What is the minimum number of students that could be described as “some”?
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Teacher name:

**8.1: Team student growth goals**

Things to think about as you draft your goal: *What specific skill or learning target is your team focused on? Which of your students need to develop this skill or reach this target? How are you hoping to see your students develop or improve? Why is that an important skill or target? (For example, will it help students in the future, either academically or in life? Does it align with state or national standards? Does it align with a school improvement plan or district initiative?) How can you and your team work together to identify/develop high-quality measures? How often will your group meet to monitor student progress and discuss the effectiveness of lessons and assessments? What other resources might you and your group use to help you reach your goals? How will (or did) collaborating help you to meet your students' needs?*

<p><b>Collaboration:</b></p>	<p>Consistent collaboration within this school year to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Set team goal             <ul style="list-style-type: none"> <li><input type="checkbox"/> Specifies students</li> <li><input type="checkbox"/> Identifies area for student growth</li> </ul> </li> <li><input type="checkbox"/> Develop common high-quality measures             <ul style="list-style-type: none"> <li><input type="checkbox"/> High-quality data sources (at least two)</li> <li><input type="checkbox"/> Developed in collaboration with team</li> </ul> </li> <li><input type="checkbox"/> Implement measures developed in collaboration</li> <li><input type="checkbox"/> Monitor student growth and achievement</li> </ul> <p><i>When possible, include dates of collaboration and specific topics for those dates.</i></p>
<p><b>Optional for distinguished:</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Leads team members</b> to establish goal, develop measures, monitor growth, etc.</li> </ul>

Teacher name:

**Measurement of Student Growth 6.2: Whole class goal**

**Goal:** *Copy and paste from 6.1*

**Data sources reported:** *Identify the data sources used to collect the data you will provide in the report below. You may attach copies of assessments and/or rubrics for clarity, but this is not required.*

Baseline data source:

Other data source(s):

Summative data source:

**Data report:** *Paste report (spreadsheet, class list, etc.) here, or attach.*

*Report must include identifiers (e.g. initials) for all students in class. Please do not use full names.*

*Report must include at least baseline and summative assessments.*

**Analysis:**

*Total number of students in group:*

*How many students met the goal?*

*How many exceeded it?*

*How many did not meet it?*

*Overall, how many of your students met or exceeded the goal?*    None/few    Some    Most    Nearly all/all

Optional reflection / self-assessment

**Measurement of Student Growth 3.2: Subgroup goal**

Teacher name:

<p><b>Goal:</b> <i>Copy and paste from 3.1</i></p>
<p><b>Data sources reported:</b> <i>Identify the data sources used to collect the data you will provide in the report below. You may attach copies of assessments and/or rubrics for clarity, but this is not required.</i></p> <p>Baseline data source:</p> <p>Other data source(s):</p> <p>Summative data source:</p>
<p><b>Data report:</b> <i>Paste report (spreadsheet, class list, etc.) here, or attach.</i></p> <p><input type="checkbox"/> <i>Report must include identifiers (e.g. initials) for all students in subgroup. Please do not use full names.</i></p> <p><input type="checkbox"/> <i>Report must include at least baseline and summative assessments.</i></p>
<p><b>Analysis:</b></p> <p><i>Total number of students in group:</i></p> <p><i>How many students met the goal?</i></p> <p><i>How many exceeded it?</i></p> <p><i>How many did not meet it?</i></p> <p><i>Overall, how many of your students met or exceeded the goal?</i>    None/few    Some    Most    Nearly all/all</p>
<p>Optional reflection / self-assessment:</p>

**Collaboration Goal 8.1 (final)**

*If you had not completed your collaboration when you submitted your student growth goals, you can document your work here and submit 8.1 with your measurements of student growth 3.2 and 6.2. **Note:** There is no measurement of student growth for criterion 8.*

<p><b>Collaboration:</b></p>	<p>Consistent collaboration within this school year to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Set team goal             <ul style="list-style-type: none"> <li><input type="checkbox"/> Specifies students</li> <li><input type="checkbox"/> Identifies area for student growth</li> </ul> </li> <li><input type="checkbox"/> Develop common high-quality measures             <ul style="list-style-type: none"> <li><input type="checkbox"/> High-quality data sources (at least two)</li> <li><input type="checkbox"/> Developed in collaboration with team</li> </ul> </li> <li><input type="checkbox"/> Implement measures developed in collaboration</li> <li><input type="checkbox"/> Monitor student growth and achievement</li> </ul>
<p><b>Optional for distinguished:</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Leads team members</b> to establish goal, develop measures, monitor growth, etc.</li> </ul>