

**M-DCPS PROFESSIONAL ASSESSMENT AND COMPREHENSIVE EVALUATION SYSTEM (PACES)**

**Observation Form for Annual Evaluation - FOR INSTRUCTIONAL PERSONNEL**

<b>Name:</b>		<b>Observation Date:</b>	
<b>School:</b>		<b>Follow-up Observation Date:</b>	
<b>Grade Level/Subject Observed:</b>		<b>Time of Observation: From _____ To _____</b>	
<b>PACES Domains and Components</b>			<b>Meets Standards</b> Yes No
<b>DOMAIN I - PLANNING FOR TEACHING AND LEARNING.</b> Thorough and thoughtful reflection when planning is important for effective teaching and learning. The PLAN may be a daily plan OR a long-range plan which varies in length, may be a collaborative effort, and must include the required indicators in Domain I.			
<b>I.A Goals and/or Objectives.</b> Learning goals and/or objectives are stated in terms of learning outcomes and are consistent with required curriculum standards. <b>(I.A.1, I.A.2)</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.B Teaching Methods and Learning Tasks.</b> Teaching and learning activities encompass both teaching methods and learning tasks. Activities planned should be referenced to goals and/or objectives, sequenced logically, and separated into component parts as needed. Activities that enable the development of thinking abilities should also be planned. <b>(I.B.1, I.B.3)</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.E Home Learning.</b> Activities for monitoring home learning and for providing feedback about learning are planned. <b>(I.E.3)</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.F Assessment and Evaluation.</b> Formal and/or informal assessment and evaluation procedures that reflect a variety of formats and items are planned to measure progress toward learning goals and/or objectives. <b>(I.F.1, I.F.2)</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>DOMAIN II - MANAGING THE LEARNING ENVIRONMENT.</b> Effective classroom and behavior management are necessary for effective teaching and learning.			
<b>II.A Time Management.</b> Learning activities begin promptly and are implemented in a time efficient manner. <b>(II.A.1, II.A.3)</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II.B Learning Routines.</b> Directions for learning routines are clear to learners and learning routines are managed effectively. <b>(II.B.2, II.B.4)</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II.D Managing Engagement in Learning.</b> Changes in teaching and learning activities are sufficient to engage learners and momentary and persistent off-task behavior is managed effectively as needed. <b>(II.D.1, II.D.3, II.D.4)</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II.E Monitoring and Maintaining Learner Behavior.</b> Expectations about acceptable behavior are clear to learners, behavior is monitored throughout the lesson, and unacceptable behavior is managed efficiently and effectively. <b>(II.E.1, II.E.2, II.E.5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>DOMAIN III - TEACHER/LEARNER RELATIONSHIPS.</b> Creating an environment conducive to learning is important to building a classroom environment that enhances learning.			
<b>III.A Interpersonal Relations.</b> Courtesy and respect are evident and the learning environment is free of sarcasm, ridicule, and derogatory/humiliating references. <b>(III.A.1, III.A.3)</b>	<input type="checkbox"/>	<input type="checkbox"/>	

		Meets Standards	
		Yes	No
<b>III.B Learning Equity.</b> Contributions from learners are sought throughout the lesson, fairness and impartiality are evident, and reasons for actions are provided as needed. <b>(III.B.1, III.B.3, III.B.4)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN IV - ENHANCING AND ENABLING LEARNING.</b> An important dimension of the enhancement of learning is the interactive process of teaching and learning.			
<b>IV.A Initial Motivation to Learn.</b> Specific learning outcomes, the purpose or importance of learning tasks and directions for implementing learning tasks are clear to learners. <b>(IV.A.3, IV.A.5, IV.A.6)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.B Teaching Methods and Learning Tasks.</b> Teaching methods and learning tasks are implemented in a logical sequence, at an appropriate pace, and fit the complexity of the learning context. <b>(IV.B.1, IV.B.2, IV.B.3)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.C Resources for Learning.</b> Teaching aids and/or learning materials are used properly and accommodate the range of individual differences among learners. <b>(IV.C.2)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.D Knowledge of Content and Pedagogy .</b> Learners have the opportunity to learn at more than one cognitive/performance level, knowledge is accurate and clear to learners, and emphasis is given to points of difficulty. <b>(IV.D.1, IV.D.3, IV.D.6)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.E Clarification of Content/Learning Tasks.</b> If clarification is needed, different words and/or examples are used and clarification is successful as appropriate. <b>(IV.E.2, IV.E.4)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN V - ENABLING THINKING.</b> The teacher uses methods that actively involve learners in ample opportunities to develop concepts and abilities to generate, structure, restructure, integrate, transfer, and transform knowledge.			
<b>V.A Higher Order Cognition.</b> Learners are actively involved in developing associations and generating/thinking about examples from their own experiences. <b>(V.A.1, V.A.4)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>V.B Questioning Strategies.</b> A variety of questions that enable thinking are asked/solicited and appropriate wait time is evident. <b>(V.B.1, V.B.2)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>V.C Problem Solving and Creative Thinking.</b> Critical analysis and problem solving are learning activities that stimulate thinking skills. <b>(V.C.1)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN VI - CLASSROOM-BASED ASSESSMENTS OF LEARNING.</b> Actively monitoring learner involvement in learning tasks throughout the lesson is an important element of effective teaching and learning.			
<b>VI.A Monitoring Engagement and/or Involvement in Learning.</b> Learner engagement and/or involvement during learning tasks is monitored. <b>(VI.A.2)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>VI.B Informal Assessment.</b> A range of responses is solicited to assess learning and understanding, and adjustments in teaching and learning activities are made as needed. <b>(VI.B.1, VI.B.3)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>VI.C Feedback.</b> Learners are provided suggestions for improving learning and receive specific feedback when learning tasks or outcomes are completed. <b>(VI.C.2, VI.C.4)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>Post Observation Meeting Date:</b>	<b>Employee Signature:</b>		
	<b>Evaluator Signature:</b>		

**M-DCPS PROFESSIONAL ASSESSMENT AND COMPREHENSIVE EVALUATION SYSTEM (PACES)**

**Observation Form for Annual Evaluation - COUNSELORS**

<b>Name:</b>		<b>Observation Date:</b>	
<b>School/Location:</b>		<b>Follow-up Observation Date:</b>	
		<b>Time of Observation: From _____ To _____</b>	
<b>PACES Domains and Components</b>			<b>Meets Standards Yes No</b>
<b>DOMAIN I - PREPARATION AND PLANNING (PLAN).</b> The PLAN includes developing work goals and objectives that are aligned with and that enhance learner academic progress, the effective use of resources, consideration of appropriate sequences of work activity, allocation of time for implementing activities and accomplishing goals and objectives, and assessment and evaluation of job performance relative to learner outcomes.			
<b>I.A Goals and/or Objectives.</b> Goals and/or objectives should identify what is to be accomplished through professional work activities <i>relative to the particular M-DCPS job description</i> . Professional work goals and objectives in the PLAN (both short and long-range) should reflect concern for academic performance outcomes for learners and/or school-wide improvement plans (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.B Sequence of Activities.</b> Activities planned should be referenced to goals and/or objectives, sequenced logically, and separated into component parts as needed. Activities in the PLAN include what the employee expects to do, as well as activities of others with whom the employee works.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.C Use of Resources.</b> Each employee uses a variety of resources to enhance the quality of job performance. Aids, materials, and human resources needed to accomplish short and long-range goals and/or objectives should be specified in the PLAN.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.D Time Allocations.</b> The PLAN should denote the time allocated for activities to accomplish each goal and/or objective.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.E Assessment and Evaluation.</b> Formal and informal assessment and evaluation procedures provide the employee and learners with ongoing information about the extent to which planned goals and objectives are being accomplished. A variety of informal and formal assessment and evaluation procedures should be planned, as needed, to accommodate individual differences among learners.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>DOMAIN II - MANAGEMENT.</b> Effective job performance requires the efficient use of time, coordinating activities with others, and managing resources necessary to accomplish professional tasks.			
<b>II.A Time Management.</b> Careful planning is a key to efficient time management. Prioritizing work assignments and activities is one element of the efficient use of time. It may be necessary to make adjustments in allocated time as work activities are implemented.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II.B Managing Others.</b> Coordinating and managing others (e.g., teachers, colleagues and learners) is usually required to accomplish work objectives. Planning and coordinating tasks with others, as needed, are important elements of efficient and effective management.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II.C Managing Resources.</b> A wide variety of aids, materials, and human resources are used to carry out professional assignments and to implement learning tasks.	<input type="checkbox"/>	<input type="checkbox"/>	

		Meets Standards	
		Yes	No
<b>DOMAIN III - HUMAN RELATIONSHIPS.</b> Equitable treatment of others when implementing work methods and tasks is an important element of establishing and maintaining positive interpersonal relationships.			
<b>III.A Interpersonal Relations.</b> Courtesy and respect for others are evident and the total work environment is free of sarcasm, ridicule, and derogatory/humiliating references.		<input type="checkbox"/>	<input type="checkbox"/>
<b>III.B Equity.</b> Contributions of others are valued and are characterized by fairness and impartiality.		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN IV - PROFESSIONAL PRACTICE.</b> Counseling and guidance services are provided by counselors to assist learners in the development of knowledge and skills that will help them reach their academic, social, emotional, and career potentials. Core components of professional practice are reflected in counseling and guidance services for individual learners, and groups of learners and in consultation and collaboration with colleagues, parents, and others.			
<b>IV.A Counseling.</b> Professional school counseling is designed to effect change and to enhance the mental, physical and emotional well being of the learner. Counseling goals and activities are developed and implemented with individual learners and groups of learners. <b>(IV.A.1, IV.A.2)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.B Guidance.</b> Guidance is provided through the use of specific programs, services, and activities that assist learners to understand, develop, and monitor their educational, personal/social and career development plans, and to achieve related goals. <b>(IV.B.1, IV.B.2)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.C Consultation and Collaboration.</b> Consultation involves providing professional support and guidance to teachers, parents, administrators, and others to assist learners in accomplishing their educational, personal/social, and career development goals. Collaboration is a process whereby the counselor works cooperatively with individuals, groups, and system personnel to identify and solve problems. <b>(IV.C.1, IV.C.2)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN V - PROFESSIONAL GROWTH.</b>			
<b>V.A Professional Reflection and Self Assessment.</b> Self Assessment includes examining information from both formal and informal sources. <i>Appropriate</i> professional reflection and self assessment require consideration of personal and work environment factors.		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN VI - CONTRIBUTION TO SCHOOL IMPROVEMENT.</b> All teachers and support personnel are expected to contribute to the accomplishment of overall school and/or district improvement goals and objectives. Individual work with colleagues should be consistent with and enhance implementation of the school and/or district improvement plan.		<input type="checkbox"/>	<input type="checkbox"/>
<b>Post Observation Meeting Date:</b>	<b>Employee Signature:</b>		
	<b>Evaluator Signature:</b>		

**M-DCPS PROFESSIONAL ASSESSMENT AND COMPREHENSIVE EVALUATION SYSTEM (PACES)**

**Observation Form for Annual Evaluation - LIBRARY MEDIA SPECIALISTS**

<b>Name:</b>		<b>Observation Date:</b>	
<b>School/Location:</b>		<b>Follow-up Observation Date:</b>	
		<b>Time of Observation: From _____ To _____</b>	
<b>PACES Domains and Components</b>			<b>Meets Standards Yes No</b>
<b>DOMAIN I - PREPARATION AND PLANNING (PLAN).</b> The PLAN includes developing work goals and objectives that are aligned with and that enhance learner academic progress, the effective use of resources, consideration of appropriate sequences of work activity, allocation of time for implementing activities and accomplishing goals and objectives, and assessment and evaluation of job performance relative to learner outcomes.			
<b>I.A Goals and/or Objectives.</b> Goals and/or objectives should identify what is to be accomplished through professional work activities <i>relative to the particular M-DCPS job description</i> . Professional work goals and objectives in the PLAN (both short and long-range) should reflect concern for academic performance outcomes for learners and/or school-wide improvement plans (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.B Sequence of Activities.</b> Activities planned should be referenced to goals and/or objectives, sequenced logically, and separated into component parts as needed. Activities in the PLAN include what the employee expects to do, as well as activities of others with whom the employee works.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.C Use of Resources.</b> Each employee uses a variety of resources to enhance the quality of job performance. Aids, materials, and human resources needed to accomplish short and long-range goals and/or objectives should be specified in the PLAN.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.D Time Allocations.</b> The PLAN should denote the time allocated for activities to accomplish each goal and/or objective.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.E Assessment and Evaluation.</b> Formal and informal assessment and evaluation procedures provide the employee and learners with ongoing information about the extent to which planned goals and objectives are being accomplished. A variety of informal and formal assessment and evaluation procedures should be planned as needed to accommodate individual differences among learners.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>DOMAIN II - MANAGEMENT.</b> Effective job performance requires the efficient use of time, coordinating activities with others, and managing resources necessary to accomplish professional tasks.			
<b>II.A Time Management.</b> Careful planning is a key to efficient time management. Prioritizing work assignment and activities is one element of the efficient use of time. It may be necessary to make adjustments in allocated time as work activities are implemented.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II.B Managing Others.</b> Coordinating and managing others (e.g., teachers and colleagues) is usually required to accomplish work objectives. Planning and coordinating tasks with others as needed are important elements of efficient and effective management.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II.C Managing Resources.</b> A wide variety of aids, materials, and human resources are used to carry out professional assignments and to implement learning tasks.	<input type="checkbox"/>	<input type="checkbox"/>	

		Meets Standards	
		Yes	No
<b>DOMAIN III - HUMAN RELATIONSHIPS.</b> Equitable treatment of others when implementing work methods and tasks is an important element of establishing and maintaining positive interpersonal relationships.			
<b>III.A Interpersonal Relations.</b> Courtesy and respect for others are evident and the total work environment is free of sarcasm, ridicule, and derogatory/humiliating references.		<input type="checkbox"/>	<input type="checkbox"/>
<b>III.B Equity.</b> Contributions of others are valued and are characterized by fairness and impartiality.		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN IV - PROFESSIONAL PRACTICE.</b> Teaching library/information literacy skills, supporting teaching and learning, administering the library media program, managing collections, and marketing the library media resources and services are key activities designed to support the quality of teaching and learning.			
<b>IV.A Teaching Library/Information Skills.</b> A primary role of the library media specialist is to provide the foundation for developing information literate learners. <b>(IV.A.1, IV.A.2, IV.A.3)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.B Supporting Teaching and Learning.</b> The library media specialist supports the total school teaching and learning process by facilitating the effective use and production of teaching and learning materials. <b>(IV.B.1, IV.B.2)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.C Administering The Library Media Program.</b> A quality library media program is developed and maintained through the efficient and effective management of staff, resources, and facilities. <b>(IV.C.1, IV.C.2, IV.C.3, IV.C.4)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.D Library Media Collection Management.</b> Managing the library media collection includes planning, making acquisitions, and maintaining resources that meet the curricular and recreational needs of all patrons. <b>(IV.D.1, IV.D.2)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.E Marketing Resources and Services.</b> Marketing library media resources and services to the learning community is an important element of maximizing usage. <b>(IV.E.1, IV.E.2)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN V - PROFESSIONAL GROWTH.</b>			
<b>V.A Professional Reflection and Self Assessment.</b> Self Assessment includes examining information from both formal and informal sources. <i>Appropriate</i> professional reflection and self assessment imply consideration of personal and work environment factors.		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN VI - CONTRIBUTION TO SCHOOL IMPROVEMENT.</b> All teachers and support personnel are expected to contribute to the accomplishment of overall school and/or district improvement goals and objectives. Individual work with colleagues should be consistent with and enhance implementation of the school and/or district improvement plan.		<input type="checkbox"/>	<input type="checkbox"/>
<b>Post Observation Meeting Date:</b>	<b>Employee Signature:</b>		
	<b>Evaluator Signature:</b>		

**M-DCPS PROFESSIONAL ASSESSMENT AND COMPREHENSIVE EVALUATION SYSTEM (PACES)**

**Observation Form for Annual Evaluation - PROFESSIONAL EDUCATION SPECIALISTS**

<b>Name:</b>		<b>Observation Date:</b>	
<b>School/Location:</b>		<b>Follow-up Observation Date:</b>	
		<b>Time of Observation: From _____ To _____</b>	
<b>PACES Domains and Components</b>			<b>Meets Standards Yes No</b>
<b>DOMAIN I - PREPARATION AND PLANNING (PLAN).</b> The PLAN includes developing work goals and objectives that are aligned with and that enhance learner academic progress, the effective use of resources, consideration of appropriate sequences of work activity, allocation of time for implementing activities and accomplishing goals and objectives, and assessment and evaluation of job performance relative to learner outcomes.			
<b>I.A Goals and/or Objectives.</b> Goals and/or objectives should identify what is to be accomplished through professional work activities <i>relative to the particular M-DCPS job description</i> . Professional work goals and objectives in the PLAN (both short and long-range) should reflect concern for academic performance outcomes for learners and/or school-wide improvement plans (if applicable).		<input type="checkbox"/>	<input type="checkbox"/>
<b>I.B Sequence of Activities.</b> Activities planned should be referenced to goals and/or objectives, sequenced logically, and separated into component parts as needed. Activities in the PLAN include what the employee expects to do, as well as activities of others with whom the employee works.		<input type="checkbox"/>	<input type="checkbox"/>
<b>I.C Use of Resources.</b> Each employee uses a variety of resources to enhance the quality of job performance. Aids, materials, and human resources needed to accomplish short and long-range goals and/or objectives should be specified in the PLAN.		<input type="checkbox"/>	<input type="checkbox"/>
<b>I.D Time Allocations.</b> The PLAN should denote the time allocated for activities to accomplish each goal and/or objective.		<input type="checkbox"/>	<input type="checkbox"/>
<b>I.E Assessment and Evaluation.</b> Formal and informal assessment and evaluation procedures provide the employee and learners with ongoing information about the extent to which planned goals and objectives are being accomplished. A variety of informal and formal assessment and evaluation procedures should be planned as needed to accommodate individual differences among learners.		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN II - MANAGEMENT.</b> Effective job performance requires the efficient use of time, coordinating activities with others, and managing resources necessary to accomplish professional tasks.			
<b>II.A Time Management.</b> Careful planning is a key to efficient time management. Prioritizing work assignment and activities is one element of the efficient use of time. It may be necessary to make adjustments in allocated time as work activities are implemented.		<input type="checkbox"/>	<input type="checkbox"/>
<b>II.B Managing Others.</b> Coordinating and managing others (e.g., teachers and colleagues) is usually required to accomplish work objectives. Planning and coordinating tasks with others as needed are important elements of efficient and effective management.		<input type="checkbox"/>	<input type="checkbox"/>
<b>II.C Managing Resources.</b> A wide variety of aids, materials, and human resources are used to carry out professional assignments and to implement learning tasks.		<input type="checkbox"/>	<input type="checkbox"/>

		Meets Standards	
		Yes	No
<b>DOMAIN III - HUMAN RELATIONSHIPS.</b> Equitable treatment of others when implementing work methods and tasks is an important element of establishing and maintaining positive interpersonal relationships.			
<b>III.A Interpersonal Relations.</b> Courtesy and respect for others are evident and the total work environment is free of sarcasm, ridicule, and derogatory/humiliating references.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>III.B Equity.</b> Contributions of others are valued and are characterized by fairness and impartiality.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>DOMAIN IV - PROFESSIONAL PRACTICE.</b> Assistance and support are provided through professional collaboration with colleagues and through organizing, implementing, and monitoring professional development programs and activities.			
<b>IV.A Assistance and Support.</b> Assistance and support activities include: initiating and maintaining productive communications, helping schools select appropriate materials, strategies and techniques that enhance learning; developing memoranda, speciality handouts, manuals and materials; and working with other educators to develop quality learning environments and teaching and learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>IV.B Professional Collaboration.</b> Professional collaboration includes: cooperative working relationships with others; joint planning, listening to others' suggestions, soliciting and sharing ideas, appreciating and valuing others' views, communicating and exchanging important information, consensus building, and participating as a team member as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>IV.C Professional Development.</b> These professional practices include: planning activities with others, providing information about professional development opportunities, and monitoring and maintaining required program documentation .	<input type="checkbox"/>	<input type="checkbox"/>	
<b>DOMAIN V - PROFESSIONAL GROWTH.</b>			
<b>V.A Professional Reflection and Self Assessment.</b> Self Assessment includes examining information from both formal and informal sources. <i>Appropriate</i> professional reflection and self assessment imply consideration of personal and work environment factors.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>DOMAIN VI - CONTRIBUTION TO SCHOOL IMPROVEMENT.</b> All teachers and support personnel are expected to contribute to the accomplishment of overall school and/or district improvement goals and objectives. Individual work with colleagues should be consistent with and enhance implementation of the school and/or district improvement plan.			
<b>Post Observation Meeting Date:</b>	<b>Employee Signature:</b>		
	<b>Evaluator Signature:</b>		

**M-DCPS PROFESSIONAL ASSESSMENT AND COMPREHENSIVE EVALUATION SYSTEM (PACES)**

**Observation Form for Annual Evaluation - SCHOOL PSYCHOLOGISTS**

<b>Name:</b>		<b>Observation Date:</b>	
<b>School/Location:</b>		<b>Follow-up Observation Date:</b>	
		<b>Time of Observation: From _____ To _____</b>	
<b>PACES Domains and Components</b>			<b>Meets Standards</b> Yes No
<b>DOMAIN I - PREPARATION AND PLANNING (PLAN).</b> The PLAN includes developing work goals and objectives that are aligned with and that enhance learner academic progress, the effective use of resources, consideration of appropriate sequences of work activity, allocation of time for implementing activities and accomplishing goals and objectives, and assessment and evaluation of job performance relative to learner outcomes.			
<b>I.A Goals and/or Objectives.</b> Goals and/or objectives should identify what is to be accomplished through professional work activities <i>relative to the particular M-DCPS job description</i> . Professional work goals and objectives in the PLAN (both short and long-range) should reflect concern for academic performance outcomes for learners and/or school-wide improvement plans (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.B Sequence of Activities.</b> Activities planned should be referenced to goals and/or objectives, sequenced logically, and separated into component parts as needed. Activities in the PLAN include what the employee expects to do, as well as activities of others with whom the employee works.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.C Use of Resources.</b> Each employee uses a variety of resources to enhance the quality of job performance. Aids, materials, and human resources needed to accomplish short and long-range goals and/or objectives should be specified in the PLAN.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.D Time Allocations.</b> The PLAN should denote the time allocated for activities to accomplish each goal and/or objective.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.E Assessment and Evaluation.</b> Formal and informal assessment and evaluation procedures provide the employee and learners with ongoing information about the extent to which planned goals and objectives are being accomplished. A variety of informal and formal assessment and evaluation procedures should be planned as needed to accommodate individual differences among learners.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>DOMAIN II - MANAGEMENT.</b> Effective job performance requires the efficient use of time, coordinating activities with others, and managing resources necessary to accomplish professional tasks.			
<b>II.A Time Management.</b> Careful planning is a key to efficient time management. Prioritizing work assignment and activities is one element of the efficient use of time. It may be necessary to make adjustments in allocated time as work activities are implemented.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II.B Managing Others.</b> Coordinating and managing others (e.g., teachers and colleagues) is usually required to accomplish work objectives. Planning and coordinating tasks with others as needed are important elements of efficient and effective management.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II.C Managing Resources.</b> A wide variety of aids, materials, and human resources are used to carry out professional assignments and to implement learning tasks.	<input type="checkbox"/>	<input type="checkbox"/>	

		<b>Meets Standards</b>	
		<b>Yes</b>	<b>No</b>
<b>DOMAIN III - HUMAN RELATIONSHIPS.</b> Equitable treatment of others when implementing work methods and tasks is an important element of establishing and maintaining positive interpersonal relationships.			
<b>III.A Interpersonal Relations.</b> Courtesy and respect for others are evident and the total work environment is free of sarcasm, ridicule, and derogatory/humiliating references.		<input type="checkbox"/>	<input type="checkbox"/>
<b>III.B Equity.</b> Contributions of others are valued and are characterized by fairness and impartiality.		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN IV - PROFESSIONAL PRACTICE.</b> Professional consultations with teachers, administrators, other educators, members of Child Study Teams/School Support Teams, and parents/guardians are ongoing professional practices. Psycho-educational assessments are used to collect information for diagnosing learner difficulties and for planning educational and therapeutic interventions.			
<b>IV.A Consultation.</b> Consultation includes effective communication, decision-making, identifying and solving problems, and providing professional support and guidance. <b>(IV.A.1, IV.A.2)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.B Psycho-educational Assessment.</b> Assessment procedures include the administration of formal tests and measurements; review of records and anecdotal information; direct, systematic observation of behavior; self-report inventories; clinical interviews; and information from teachers, families, and other appropriate procedures. <b>(IV.B.1, IV.B.2, IV.B.3)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.C Intervention.</b> Interventions are strategies used to enhance learning and promote the social/emotional health of learners. Intervention strategies include: arranging effective functioning classroom environments for learners; developing behavior management plans with parents, teachers, and others; consulting with teachers and learners to assist in the development of specific academic skills; and working with a group of learners on developing communication and social skills, and academic-related strategies. <b>(IV.C.1, IV.C.2)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN V - PROFESSIONAL GROWTH.</b>			
<b>V.A Professional Reflection and Self Assessment.</b> Self Assessment includes examining information from both formal and informal sources. <i>Appropriate</i> professional reflection and self assessment imply consideration of personal and work environment factors.		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN VI - CONTRIBUTION TO SCHOOL IMPROVEMENT.</b> All teachers and support personnel are expected to contribute to the accomplishment of overall school and/or district improvement goals and objectives. Individual work with colleagues should be consistent with and enhance implementation of the school and/or district improvement plan.		<input type="checkbox"/>	<input type="checkbox"/>
<b>Post Observation Meeting Date:</b>	<b>Employee Signature:</b>		
	<b>Evaluator Signature:</b>		

**M-DCPS PROFESSIONAL ASSESSMENT AND COMPREHENSIVE EVALUATION SYSTEM (PACES)**

**Observation Form for Annual Evaluation - SCHOOL SOCIAL WORKERS**

<b>Name:</b>		<b>Observation Date:</b>	
<b>School/Location:</b>		<b>Follow-up Observation Date:</b>	
		<b>Time of Observation: From _____ To _____</b>	
<b>PACES Domains and Components</b>			<b>Meets Standards</b>
			<b>Yes    No</b>
<b>DOMAIN I - PREPARATION AND PLANNING.</b> The PLAN includes developing work goals and objectives that are aligned with and that enhance learner academic progress, the effective use of resources, consideration of appropriate sequences of work activity, allocation of time for implementing activities and accomplishing goals and objectives, and assessment.			
<b>I.A Goals and/or Objectives.</b> Goals and/or objectives should identify what is to be accomplished through professional work activities <i>relative to the particular M-DCPS job description</i> . Professional work goals and objectives in the PLAN (both short and long-range) should reflect concern for academic performance outcomes for learners and/or school-wide improvement plans (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.B Sequence of Activities.</b> Activities planned should be referenced to goals and/or objectives, sequenced logically, and separated into component parts as needed. Activities in the PLAN include what the employee expects to do, as well as activities of others with whom the employee works.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.C Use of Resources.</b> Each employee uses a variety of resources to enhance the quality of job performance. Aids, materials, and human resources needed to accomplish short and long-range goals and/or objectives should be specified in the PLAN.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.D Time Allocations.</b> The PLAN should denote the time allocated for activities to accomplish each goal and/or objective.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.E Assessment and Evaluation.</b> Formal and informal assessment and evaluation procedures provide the employee and learners with ongoing information about the extent to which planned goals and objectives are being accomplished. A variety of informal and formal assessment and evaluation procedures should be planned as needed to accommodate individual differences among learners.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>DOMAIN II - MANAGEMENT.</b> Effective job performance requires the efficient use of time, coordinating activities with others, and managing resources necessary to accomplish professional tasks.			
<b>II.A Time Management.</b> Careful planning is a key to efficient time management. Prioritizing work assignment and activities is one element of the efficient use of time. It may be necessary to make adjustments in allocated time as work activities are implemented.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II.B Managing Others.</b> Coordinating and managing others (e.g., teachers and colleagues) is usually required to accomplish work objectives. Planning and coordinating tasks with others as needed are important elements of efficient and effective management.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II.C Managing Resources.</b> A wide variety of aids, materials, and human resources are used to carry out professional assignments and to implement learning tasks.	<input type="checkbox"/>	<input type="checkbox"/>	

		Meets Standards	
		Yes	No
<b>DOMAIN III - HUMAN RELATIONSHIPS.</b> Equitable treatment of others when implementing work methods and tasks is an important element of establishing and maintaining positive interpersonal relationships.			
<b>III.A Interpersonal Relations.</b> Courtesy and respect for others are evident and the total work environment is free of sarcasm, ridicule, and derogatory/humiliating references.		<input type="checkbox"/>	<input type="checkbox"/>
<b>III.B Equity.</b> Contributions of others are valued and are characterized by fairness and impartiality.		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN IV - PROFESSIONAL PRACTICE.</b> Informal and formal assessments of learner levels of physical, social and emotional functioning, cooperative development and implementation of appropriate intervention strategies, and advocating for learners, families/guardians, schools, and school-site personnel, are all important elements of professional practice in school social work.			
<b>IV.A Assessment.</b> Comprehensive, multi-dimensional assessment procedures are used to gather information from a myriad of sources in a variety of settings to determine possible cognitive affective, behavioral and/or environmental barriers to learning. <b>(IV.A.1, IV.A.2, IV.A.3, IV.A.4)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.B Intervention.</b> Intervention strategies include: collaboration with school personnel and community agencies; finding, developing and coordinating agency services; and administering counseling and/or mediation. Periodic follow-up is necessary to assess the effectiveness of interventions. <b>(IV.B.1, IV.B.2, IV.B.3)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.C Advocacy.</b> Advocacy refers to a variety of professional activities that enable and enhance the capacities of individuals, families, school personnel and others to understand basic rights, responsibilities, opportunities, civil liberties, school regulations/policies, and legal mandates. <b>(IV.C.1, IV.C.2)</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN V - PROFESSIONAL GROWTH.</b>			
<b>V.A Professional Reflection and Self Assessment.</b> Self Assessment includes examining information from both formal and informal sources. <i>Appropriate</i> professional reflection and self assessment imply consideration of personal and work environment factors.		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN VI - CONTRIBUTION TO SCHOOL IMPROVEMENT.</b> All teachers and support personnel are expected to contribute to the accomplishment of overall school improvement goals and objectives. Individual work with colleagues should be consistent with and enhance implementation of the school improvement plan.		<input type="checkbox"/>	<input type="checkbox"/>
<b>Post Observation Meeting Date:</b>	<b>Employee Signature:</b>		
	<b>Evaluator Signature:</b>		

**M-DCPS PROFESSIONAL ASSESSMENT AND COMPREHENSIVE EVALUATION SYSTEM (PACES)**

**Observation Form for Annual Evaluation - SPEECH-LANGUAGE PATHOLOGISTS**

<b>Name:</b>		<b>Observation Date:</b>	
<b>School/Location:</b>		<b>Follow-up Observation Date:</b>	
		<b>Time of Observation: From _____ To _____</b>	
<b>PACES Domains and Components</b>			<b>Meets Standards</b> Yes No
<b>DOMAIN I - PREPARATION AND PLANNING (PLAN).</b> The PLAN includes developing work goals and objectives that are aligned with and that enhance learner academic progress, the effective use of resources, consideration of appropriate sequences of work activity, allocation of time for implementing activities and accomplishing goals and objectives, and assessment and evaluation of job performance relative to learner outcomes.			
<b>I.A Goals and/or Objectives.</b> Goals and/or objectives should identify what is to be accomplished through professional work activities <i>relative to the particular M-DCPS job description</i> . Professional work goals and objectives in the PLAN (both short and long-range) should reflect concern for academic performance outcomes for learners and/or school-wide improvement plans (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.B Sequence of Activities.</b> Activities planned should be referenced to goals and/or objectives, sequenced logically, and separated into component parts as needed. Activities in the PLAN include what the employee expects to do, as well as activities of others with whom the employee works.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.C Use of Resources.</b> Each employee uses a variety of resources to enhance the quality of job performance. Aids, materials, and human resources needed to accomplish short and long-range goals and/or objectives should be specified in the PLAN.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.D Time Allocations.</b> The PLAN should denote the time allocated for activities to accomplish each goal and/or objective.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.E Assessment and Evaluation.</b> Formal and informal assessment and evaluation procedures provide the employee and learners with ongoing information about the extent to which planned goals and objectives are being accomplished. A variety of informal and formal assessment and evaluation procedures should be planned as needed to accommodate individual differences among learners.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>DOMAIN II - MANAGEMENT.</b> Effective job performance requires the efficient use of time, coordinating activities with others, and managing resources necessary to accomplish professional tasks.			
<b>II.A Time Management.</b> Careful planning is a key to efficient time management. Prioritizing work assignment and activities is one element of the efficient use of time. It may be necessary to make adjustments in allocated time as work activities are implemented.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II.B Managing Others.</b> Coordinating and managing others (e.g., teachers and colleagues) is usually required to accomplish work objectives. Planning and coordinating tasks with others as needed are important elements of efficient and effective management.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II.C Managing Resources.</b> A wide variety of aids, materials, and human resources are used to carry out professional assignments and to implement learning tasks.	<input type="checkbox"/>	<input type="checkbox"/>	

		Meets Standards	
		Yes	No
<b>DOMAIN III - HUMAN RELATIONSHIPS.</b> Equitable treatment of others when implementing work methods and tasks is an important element of establishing and maintaining positive interpersonal relationships.			
<b>III.A Interpersonal Relations.</b> Courtesy and respect for others are evident and the total work environment is free of sarcasm, ridicule, and derogatory/humiliating references.		<input type="checkbox"/>	<input type="checkbox"/>
<b>III.B Equity.</b> Contributions of others are valued and are characterized by fairness and impartiality.		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN IV - PROFESSIONAL PRACTICE.</b> Screening learners' speech and hearing is important to identify educational services and to arrange learning environments for learners with speech and/or learning difficulties. Results of screening are frequently used to recommend more diagnostic evaluations by other professionals and to develop, coordinate and implement planned therapy.			
<b>IV.A Screening: Speech and Language.</b> The speech and language screening process consists of brief, informal assessments, and/or classroom observations of learners' speech and language comprehension and/or production completed in a time efficient manner. (IV.A.1, IV.A.2, IV.A.3)		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.B Screening for Hearing.</b> Screening learners for hearing assists in the identification of hearing disorders. It is an important part of making decisions about the educational services needed by learners. (IV.B.1, IV.B.2, IV.B.3, IV.B.4)		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.C Evaluation and Recommendations.</b> The purpose of the evaluation process is to measure, assess, and diagnose speech and language disorders. (IV.C.1, IV.C.2, IV.C.3, IV.C.4)		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.D Coordinating Therapy.</b> The process of coordinating therapy includes determining which learners should be scheduled together and selecting appropriate times for each learner to conform with the school's master schedule and individual teacher's schedules. Coordinating therapy is an ongoing process which requires considerable planning, cooperation, and flexibility on the part of all concerned. (IV.D.1)		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.E Therapy.</b> Developing and implementing therapy plans based upon evaluation results in concert with the Multidisciplinary Team, and providing therapy in accordance with professional practices and techniques, are important elements of the Speech-Language Pathologist's role in enhancing learning. (IV.E.1, IV.E.2, IV.E.3)		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN V - PROFESSIONAL GROWTH.</b>			
<b>V.A Professional Reflection and Self Assessment.</b> Self Assessment includes examining information from both formal and informal sources. <i>Appropriate</i> professional reflection and self assessment imply consideration of personal and work environment factors.		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN VI - CONTRIBUTION TO SCHOOL IMPROVEMENT.</b> All teachers and support personnel are expected to contribute to the accomplishment of overall school and/or district improvement goals and objectives. Individual work with colleagues should be consistent with and enhance implementation of the school and/or district improvement plan.		<input type="checkbox"/>	<input type="checkbox"/>
<b>Post Observation Meeting Date:</b>	<b>Employee Signature:</b>		
	<b>Evaluator Signature:</b>		

**M-DCPS PROFESSIONAL ASSESSMENT AND COMPREHENSIVE EVALUATION SYSTEM (PACES)**

**Observation Form for Annual Evaluation - STAFFING SPECIALISTS**

<b>Name:</b>		<b>Observation Date:</b>	
<b>School/Location:</b>		<b>Follow-up Observation Date:</b>	
		<b>Time of Observation: From _____ To _____</b>	
<b>PACES Domains and Components</b>			<b>Meets Standards Yes No</b>
<b>DOMAIN I - PREPARATION AND PLANNING.</b> The PLAN includes developing work goals and objectives that are aligned with and that enhance learner academic progress, the effective use of resources, consideration of appropriate sequences of work activity, allocation of time for implementing activities and accomplishing goals and objectives, and assessment and evaluation of job performance relative to learner outcomes.			
<b>I.A Goals and/or Objectives.</b> Goals and/or objectives should identify what is to be accomplished through professional work activities <i>relative to the particular M-DCPS job description</i> . Professional work goals and objectives in the PLAN (both short and long-range) should reflect concern for academic performance outcomes for learners and/or school-wide improvement plans (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.B Sequence of Activities.</b> Activities planned should be referenced to goals and/or objectives, sequenced logically, and separated into component parts as needed. Activities in the PLAN include what the employee expects to do, as well as activities of others with whom the employee works.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.C Use of Resources.</b> Each employee uses a variety of resources to enhance the quality of job performance. Aids, materials, and human resources needed to accomplish short and long-range goals and/or objectives should be specified in the PLAN.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.D Time Allocations.</b> The PLAN should denote the time allocated for activities to accomplish each goal and/or objective.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.E Assessment and Evaluation.</b> Formal and informal assessment and evaluation procedures provide the employee and learners with ongoing information about the extent to which planned goals and objectives are being accomplished. A variety of informal and formal assessment and evaluation procedures should be planned as needed to accommodate individual differences among learners.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>DOMAIN II - MANAGEMENT.</b> Effective job performance requires the efficient use of time, coordinating activities with others, and managing resources necessary to accomplish professional tasks.			
<b>II.A Time Management.</b> Careful planning is a key to efficient time management. Prioritizing work assignment and activities is one element of the efficient use of time. It may be necessary to make adjustments in allocated time as work activities are implemented.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II.B Managing Others.</b> Coordinating and managing others (e.g., teachers and colleagues) is usually required to accomplish work objectives. Planning and coordinating tasks with others as needed are important elements of efficient and effective management.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II.C Managing Resources.</b> A wide variety of aids, materials, and human resources are used to carry out professional assignments and to implement learning tasks.	<input type="checkbox"/>	<input type="checkbox"/>	

		Meets Standards	
		Yes	No
<b>DOMAIN III - HUMAN RELATIONSHIPS.</b> Equitable treatment of others when implementing work methods and tasks is an important element of establishing and maintaining positive interpersonal relationships.			
<b>III.A Interpersonal Relations.</b> Courtesy and respect for others are evident and the total work environment is free of sarcasm, ridicule, and derogatory/humiliating references.		<input type="checkbox"/>	<input type="checkbox"/>
<b>III.B Equity.</b> Contributions of others are valued and are characterized by fairness and impartiality.		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN IV - PROFESSIONAL PRACTICE.</b> Maintaining current knowledge about federal, state, and district mandates and access to resources for learners, as well as, providing professional supports to learners, personnel, parents/guardians, and community members, are important activities included in the staffing specialist's role.			
<b>IV.A Organizing and Managing Information.</b> Organizing and managing Individual Educational Plan/Educational Plan/Section 504 team meetings with parents/guardians, school/community personnel and other professionals while giving consideration to federal, state and district compliance requirements; the needs and feelings of team members; and appropriate educational placements and/or services, in the least restrictive environment for learners, are important parts of the staffing specialist's professional activities. <p style="text-align: right;">(IV.A.1, IV.A.2, IV.A.3)</p>		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.B Providing Professional Support.</b> Professional support is provided to assist individual learners to successfully access his/her education in the least restrictive environment. <p style="text-align: right;">(IV.B.1, IV.B.2, IV.B.3)</p>		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV.C Use of Resources.</b> Resources include technology, web sites, educational journals, computers, professional development videos, books, workshops, agencies, support groups, professional organizations, and other colleagues. Maintaining accurate and updated knowledge of resources is an essential element of professional practice to meet learner needs. <p style="text-align: right;">(IV.C.1, IV.C.2)</p>		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN V - PROFESSIONAL GROWTH.</b>			
<b>V.A Professional Reflection and Self Assessment.</b> Self Assessment includes examining information from both formal and informal sources. <i>Appropriate</i> professional reflection and self assessment imply consideration of personal and work environment factors.		<input type="checkbox"/>	<input type="checkbox"/>
<b>DOMAIN VI - CONTRIBUTION TO SCHOOL IMPROVEMENT.</b> All teachers and support personnel are expected to contribute to the accomplishment of overall school improvement goals and objectives. Individual work with colleagues should be consistent with and enhance implementation of the school improvement plan.		<input type="checkbox"/>	<input type="checkbox"/>
<b>Post Observation Meeting Date:</b>	<b>Employee Signature:</b>		
	<b>Evaluator Signature:</b>		