

NCDPI EL Support Team Appraisal Tool for Professional Growth and Development

Trainer Name: _____

Year: _____

The NCDPI EL Support Team Appraisal tool is a multifunctional tool designed for:

- self-reflection
- SMART goal setting
- training observations
- year-end appraisal
- team membership application

Pages 2-4: Appraisal Rubric - The appraisal rubric is divided into two sections: Training Skills and Professionalism. The items on the rubric are used for self-evaluation, reflection and year-end appraisal. Team members should strive to perform in the good to excellent range for all indicators on the rubric.

Page 5: Assessment Table – The table provides a place for trainer self-evaluation and comments for the beginning and end of the training year. It also provides a place for supervisor year-end ratings and comment.

Page 6: Additional Skills Rubric – The skills listed in this rubric are crucial to the trainer tool kit but may not be observable in every training session. These skills are drawn best practices and research and are identified to focus the trainers on their SMART Goals.

Page 7: SMART Goals Worksheet – At the beginning of the year, trainers establish 2 to 3 SMART Goals from the Additional Skills Rubric. These goals are worked on throughout the year and reflected upon by the trainer and supervisor at the end of the year.

Page 8: End of Year Reflection Questions and Intent to Continue – This section is used at year-end for reflection and to indicate intent to continue with the team. A statement of reason should be included with the intent.

Pages 9-10: Training Observation Form – A new form can be used for each training observation. Ratings come from the rubric on pages 2-4 of this document.

The information collected in this document will be used as part of the overall evaluation of the team member and as part of the decision in determining ongoing team membership.

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Competency Area 1: Presentation Skills *					
Competency	Excellent Rating 4	Good Rating 3	Fair Rating 2	Needs Additional Training Rating 1	Not Applicable
1.1 Professional Appearance	Trainer consistently dresses appropriately for the work setting.	Trainer dresses appropriately for the work setting.	Trainer dresses somewhat inappropriately for the work setting.	Trainer dresses inappropriately for the work setting.	
1.2 Agenda	Trainer shares and adheres to a written/virtual copy of the agenda	Trainer adheres to and shares the agenda verbally.	Trainer verbally shares but does not follow the agenda.	Trainer does not share agenda.	
1.3 DPI Materials	Trainer uses DPI materials with fidelity (uses materials provided, follows basic agenda, supports content standards, etc.) while incorporating his or her expertise and personal presentation style.	Trainer uses mostly DPI materials (uses materials provided, follows basic agenda, supports content standards, etc.) while incorporating his or her expertise and personal presentation style.	Trainer uses some DPI materials but mostly incorporates his or her own materials, expertise and/or personal presentation style.	Trainer prepares uses only his or her own materials and incorporates his or her expertise and personal presentation style.	
1.4 Organization	Trainer is well prepared for the session and has all workshop materials ready and organized.	Trainer exhibits adequate organization and preparation.	Trainer shows little organization and preparation.	Trainer is not organized or prepared.	
1.5 Technology Integration	Trainer demonstrates effective use of a variety of teaching tools including, but not limited to multimedia aids. Strong backup plan in place in case of technical difficulties.	Trainer demonstrates an acceptable use of multimedia aids or other teaching tools. Backup plan in place in case of technical difficulties.	Trainer demonstrates a fair use of multimedia aids or other teaching tools; some glitches; misses opportunities to support visual learners. Weak backup plan in place in case of technical difficulties.	Trainer demonstrates little to no use of multimedia aids or aids distracts from the content. No backup plan for technical difficulties.	
1.6 Activities and Supplemental Materials	Trainer uses creative assignments, hands-on activities and instructional materials in clear alignment with objectives to support the delivery of session content.	Trainer uses assignments, activities, and materials that are relevant mostly aligned to course objectives.	Trainer uses assignments, activities, and materials that are occasionally relevant and somewhat aligned to course objectives.	Trainer uses assignments, activities, and materials that are not aligned or relevant to course objectives, or none are provided.	
1.7 Pacing	Trainer presents information and activities at a pace comfortable for all participants.	Trainer presents information and activities at a pace comfortable for most participants.	Trainer presents information at a pace comfortable for some participants.	Trainer presents information at a pace comfortable for few or none of the participants.	
1.8 Adaptability	Trainer consistently adjusts delivery based on cues and questions from participants to assure understanding of topics and objectives in a seamless manner.	Trainer adequately adjusts lessons to meet the level and needs of participants, making adjustments as needed.	Trainer does not consistently recognize when to adapt lesson plans or how to adjust for different learning styles.	Trainer does not adapt lessons to meet the level and needs of participants.	

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1.9 Respect	Trainer communicates with participants in a respectful and supportive manner, as well as encourages respect and support among participants	Trainer communicates with participants in a mostly respectful and supportive manner; trainer alludes to need for respect and support among participants.	Trainer communicates with participants in a somewhat respectful and supportive manner; trainer does not address need for respect and support among participants.	Trainer does not communicate with participants in a respectful and supportive manner; trainer does not intervene in disrespectful behavior among participants	
1.10 Facilitation	Trainer uses various forms of questioning and other techniques to stimulate participant involvement.	Trainer uses some forms of questioning and other techniques to stimulate participant involvement.	Trainer does not ask open-ended questions or use other techniques to prompt discussion.	Trainer lacks the ability to facilitate discussion; loses leadership position with the group.	
1.11 Ongoing Feedback	Trainer excels at giving feedback that is not only useful and appropriate, but motivates participants.	Trainer recognizes and acts on opportunities to give feedback that is useful and appropriate.	Trainer occasionally gives feedback that is useful and appropriate.	Trainer fails to give feedback to participants and/or does so inappropriately.	
1.12 Methods	Trainer excels at consistently implementing a variety of instructional methods.	Trainer implements a variety of instructional methods.	Trainer implements few of instructional methods.	Trainer fails to implement a variety of instructional methods.	
1.13 Directions	Trainer consistently gives clear and coherent directions.	Trainer usually gives clear and coherent directions.	Trainer sometimes gives vague and confusing directions.	Trainer gives unclear and incoherent directions.	
1.14 Knowledge: Subject	Trainer demonstrates extensive knowledge about the subject matter.	Trainer demonstrates a broad knowledge about subject matter.	Trainer demonstrates basic knowledge about subject matter.	Trainer lacks knowledge about subject matter.	
1.15 Knowledge: Professional	Trainer integrates relevant and recent developments in the field to a high degree with materials being presented	Trainer integrates relevant and recent developments in the field to a moderate degree with materials being presented	Trainer integrates relevant and recent developments in the field to a low degree with materials being presented	Trainer does not integrate relevant and recent developments in the field with materials being presented	
1.16 Eye Contact	Trainer makes eye contact with all participants.	Trainer makes eye contact with most participants.	Trainer makes little eye contact with participants.	Trainer makes no eye contact with participants.	
1.17 Listening Skills	Trainer understands and appropriately-responds to questions and comments; exhibits exceptional listening skills and is always open to new ideas.	Trainer listens to participants' views/questions and responds in a polite and professional manner.	Trainer does not listen consistently to participants' comments, questions, or concerns or responds inappropriately.	Trainer does not listen well or respond appropriately.	
1.18 Speaking	Trainer expresses thoughts clearly, articulately and coherently, avoiding ambiguity.	Trainer usually expresses thoughts clearly, articulately, and coherently, avoiding ambiguity.	Trainer usually does not express ideas clearly and articulately.	Trainer uses improper language, tone, and/or manner of speaking.	
1.19 Enthusiasm	Trainer consistently exhibits enthusiasm for training content and for learning.	Trainer usually exhibits enthusiasm for training content and for learning.	Trainer sometimes exhibits enthusiasm for training content and for learning.	Trainer does not exhibit enthusiasm for training content and for learning.	
1.20 Participant Evaluation	Trainer receives positive evaluations from participants.	Trainer receives positive evaluations from most participants.	Trainer receives positive evaluations from some participants.	Trainer receives mostly negative evaluations from participants.	

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Competency Area 2: Professionalism					
Competency	Excellent Rating 4	Good Rating 3	Fair Rating 2	Needs Additional Training Rating 1	Not Applicable
2.1 Communication with LEA/Charter	Trainer consistently communicates clearly with LEA/Charter personnel and follows ELL support team procedures, before, during, and after services are rendered.	Trainer adequately communicates with LEA/Charter personnel and follows ELL Support Team procedures, before, during, and after services are rendered.	Trainer occasionally communicates with LEA/Charter personnel and/or sometimes follows ELL Support Team procedures, before, during, and after services are rendered.	Trainer fails to communicate with LEA/Charter personnel and/or does not follow ELL Support Team procedures, before, during, and after services are rendered.	
2.2 Communication with Team Facilitator	Trainer consistently communicates clearly with Team Facilitator and follows ELL Support Team procedures, before, during, and after services are rendered.	Trainer adequately communicates with Team Facilitator and follows ELL support team procedures, before, during, and after services are rendered.	Trainer occasionally communicates with Team Facilitator and/or sometimes follows ELL support team procedures, before, during, and after services are rendered.	Trainer fails to communicate with Team Facilitator and/or does not follow ELL support team procedures, before, during, and after services are rendered.	
2.3 Communication with SEA Team Leadership	Trainer appropriately communicates with SEA Team Leadership, per ELL Support Team procedures, or as needed.	Trainer adequately communicates with SEA Team Leadership, per ELL Support Team procedures, or as needed.	Trainer sometimes appropriately communicates with SEA Team Leadership.	Trainer does not appropriately communicate with SEA Team Leadership.	
2.4 Punctuality	Trainer excels at being respectful of other people's time and meeting work deadlines.	Trainer is adequately respectful of other people's time and meeting work deadlines.	Trainer is not consistently respectful of other people's time and meeting work deadlines.	Trainer is disrespectful of other's time and fails at meeting work deadlines.	
2.5 Flexibility	Trainer consistently maintains a flexible attitude and adjusts based on the needs of the assignment/client within ELL Support Team guidelines.	Trainer is able to adequately adjust based on the needs of the assignment/client within ELL Support Team guidelines.	Trainer does not consistently recognize when to be flexible and when to adjust based on the needs of the assignment/client or does not follow ELL Support Team guidelines.	Trainer is not flexible and fails to adjust based on the needs of the assignment/client or does not follow ELL Support Team guidelines.	
2.6 The Face of DPI	Trainer consistently demonstrates the professionalism, demeanor, flexibility, attitude, etc. necessary to positively represent NCDPI in the field.	Trainer adequately demonstrates the professionalism, demeanor, flexibility, attitude, etc. necessary to positively represent NCDPI in the field.	Trainer inconsistently demonstrates the professionalism, demeanor, flexibility, attitude, etc. necessary to positively represent NCDPI in the field.	Trainer rarely demonstrates the professionalism, demeanor, flexibility, attitude, etc. necessary to positively represent NCDPI in the field.	
2.7 Participation	Trainer consistently participates in monthly webinars, responds to call for trainers and applies to trainings.	Trainer adequately participates in monthly webinars, responds to call for trainers, and applies to trainings.	Trainer inconsistently participates in monthly webinars, responds to call for trainers, and/or applies to trainings.	Trainer rarely participates in monthly webinars, responds to call for trainers, and/or applies to trainings.	
2.8 Expectations	Trainer consistently meets expectations for roles and responsibilities.	Trainer adequately meets expectations for roles and responsibilities.	Trainer inconsistently meets expectations for roles and responsibilities.	Trainer rarely meets expectations for roles and responsibilities.	

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Indicator	Trainer Self Evaluation Ratings Beginning of year/End of year		Trainer Self Evaluation Comments	Supervisor Ratings (End of year)	Supervisor Comments
1.1					
1.2					
1.3					
1.4					
1.5					
1.6					
1.7					
1.8					
1.9					
1.10					
1.11					
1.12					
1.13					
1.14					
1.15					
1.16					
1.17					
1.18					
1.19					
1.20					
2.1					
2.2					
2.3					
2.4					
2.5					
2.6					
2.7					
2.8					

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Additional Skills					
Competency	Excellent Rating 4	Good Rating 3	Fair Rating 2	Needs Additional Training Rating 1	Not Applicable
A.1 Academic Language Development	Trainer clearly articulates and expounds upon the construct of academic language development and its implications for practice.	Trainer articulates and expounds upon the construct of academic language development and its implications for practice.	Trainer describes the construct of academic language development in an unclear or vague manner, and/or demonstrates uncertainty.	Trainer is unable to provide an accurate description of the construct of academic language development.	
A.2 Second Language Acquisition	Trainer clearly articulates the meaning of second language acquisition and implications for practice.	Trainer articulates the meaning of second language acquisition and implications for practice.	Trainer describes the meaning of second language acquisition in an unclear or vague manner, and/or demonstrates uncertainty.	Trainer is unable to describe the meaning of second language acquisition and/or gives an inaccurate description.	
A.3 Literacy	Trainer articulates an accurate overview of literacy development among English language learners and its implications for practice.	Trainer articulates an acceptable overview of literacy development among English language learners and its implications for practice.	Trainer articulates literacy development among English language learners in an unclear or vague manner.	Trainer is unable to articulate literacy development among English language learners and/or gives an inaccurate description.	
A.4 NC Academic Standards	Trainer provides a clear description of the North Carolina Standards and their implications for the instruction of ELs.	Trainer provides a description of the North Carolina Standards and their implications for the instruction of ELs.	Trainer describes the North Carolina Standards in an unclear or vague manner, and/or demonstrates uncertainty.	Trainer is unable to describe the North Carolina Standards and/or gives an inaccurate description.	
A.5 Newcomers	Trainer provides a clear description of the demographics of newcomers, the contexts for which they may be served, and accepted instructional approaches.	Trainer provides a description of the demographics of newcomers, the contexts for which they may be served, and accepted instructional approaches.	Trainer describes working with newcomers in an unclear or vague manner, and/or demonstrates uncertainty.	Trainer is unable to describe working with newcomers and/or gives an inaccurate description.	
A.6 ESL Program Models	Trainer provides a clear, articulate description of various types of ESL program models and implications for practice.	Trainer provides a description of various types of ESL program models and implications for practice.	Trainer describes ESL program models in an unclear or vague manner, and/or demonstrates uncertainty.	Trainer is unable to describe ESL program models and/or gives an inaccurate description.	
A.7 NC EL Initiatives	Trainer demonstrates a clear understanding of the 4 NC EL initiatives (ExC-ELL, LinguaFolio, SIOP, WIDA)	Trainer demonstrates understanding of the 4 NC EL initiatives (ExC-ELL, LinguaFolio, SIOP, WIDA)	Trainer demonstrates unclear understanding of the 4 NC EL initiatives (ExC-ELL, LinguaFolio, SIOP, WIDA)	Trainer demonstrates little to no understanding of the 4 NC EL initiatives (ExC-ELL, LinguaFolio, SIOP, WIDA)	
A.8 Authentic Formative and Summative Assessment	Trainer clearly describes evidence-based methods for assessing ELLs (both summative and formative), addressing the importance of English proficiency.	Trainer adequately describes evidence-based methods for assessing ELLs (both summative and formative) addressing the importance of English proficiency.	Trainer somewhat describes evidence-based methods for assessing ELLs (both summative and formative) and does not clearly address English proficiency.	Trainer inaccurately describes evidence-based methods for assessing ELLs (both summative and formative) and does not address language proficiency.	
A.9 Data Analysis and Usage	Trainer clearly describes use of data analysis/usage at program, school, classroom, and student levels for instructional and programmatic decision-making.	Trainer adequately describes use of data analysis/usage at program, school, classroom, and student levels for instructional and programmatic decision-making.	Trainer describes data analysis/usage in an unclear or vague manner, and/or demonstrates uncertainty.	The trainer is unable to describe data analysis/usage and/or gives an inaccurate description.	

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SMART GOALS

S: Specific **M:** Measurable **A:** Attainable **R:** Relevant **T:** Time Based
Smart goals should be developed from the list of Additional Skills in A1-A9.

GOALS	Time -line	Met	Exceed- ed	Comments	
				ELL Trainer	Supervisor
1.					
2.					
3.					

Additional Comments:

End of Year Reflection Questions

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1) How have you contributed to the NCDPI ELL Support Team?

2) How have you grown in your presentation skills, knowledge about best practices for ELLs, etc.

Check one:

I would like to continue as a member of the ELL Support Team because:

I will be unable to continue as a member of the ELL Support Team because:

Training Observation Form:

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Trainer Name: _____ Training Date: _____ Topic: _____

Observer Name: _____ Observation Start time: _____ Observation end time: _____

Location: _____ Day x/y: _____ Additional Details: _____

Indicator	Supervisor Ratings	Supervisor Comments
1.1		
1.2		
1.3		
1.4		
1.5		
1.6		
1.7		
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1.19		
1.20		

Training Observation Form: (cont.)

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Trainer Name: _____ Observer Name: _____

2.1		
2.2		
2.3		
2.4		
2.5		
2.6		
2.7		
2.8		

Observer comments: See comment sheet for additional comments.
Trainer comments:
Assignments: