

# TEACHER EVALUATION

## Professional Responsibilities

	Unsatisfactory	Needs Improvement	Progressing	Meets Expectations	Exceeds Expectations	N/A or N/O
1	IEPs, paperwork and progress reports are inaccurate, deadlines aren't met and they do not align with the student's identified needs.	IEPs, paperwork and progress reports are missing components and some are inaccurate or deadlines aren't met and/or are not aligned with the student's identified needs.	IEPs, paperwork and progress reports have most components and most are accurate and deadlines are met and align with student needs.	Components of the IEPs, paperwork and progress reports are consistently present, accurate, on time, clearly written and are aligned with the student's identified needs.		N/A N/O
2	IEP meetings are disorganized and the content is not presented clearly.	IEP meetings need more structure and/or the content lacks some clarity.	IEP meetings are conducted in an effective and efficient manner although the content lacks some clarity.	IEP meetings are conducted in a positive, effective and efficient manner.	IEP meetings are conducted in a positive, effective, and efficient manner, facilitating ongoing communication, participation and problem solving from all team members resulting in a positive outcome for the student.	N/A N/O
3	Paras have not been instructed in how to engage students in an effective manner.	More effective instruction for paras on how to engage students in a consistent, effective, and productive manner needs to be provided.	Some minor areas need to be addressed with paras on how to engage students in a consistent, effective, and productive manner.	Has sufficiently instructed paras how to engage students in a consistent, effective, and productive manner.	Has provided initial instruction, modeling as well as ongoing monitoring for paras resulting in para engagement with students that is consistent, effective, and productive in nature.	N/A N/O
4	Documented breaches of confidentiality have occurred.	Adequate procedures are not followed to assure that confidential matters are handled professionally and in accordance with legal requirements.	Minor procedural errors occur that compromise the professional and legal requirements associated with confidentiality.	Handles confidential matters professionally and in accordance with legal requirements.	Not only personally handles confidential matters professionally and in accordance with legal requirements, but educates other staff of its importance.	N/A N/O
5	Has not contributed to required professional responsibilities.	Only contributes to required professional responsibilities if specifically directed.	Will contribute to required professional responsibilities or participate in activities if encouraged to do so.	Successfully contributes to required professional responsibilities including MTSS if applicable.	Makes significant and innovative contributions to required professional responsibilities including MTSS.	N/A N/O

# TEACHER EVALUATION

## Relationships

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Progressing</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>N/A or N/O</b>
1	Is argumentative and resistant to change. Does not acknowledge personal opportunities for improvement.	Is defensive, and requires extensive guidance to implement suggested improvements.	Listens and accepts feedback over time and/or through a variety of communication attempts will acknowledge opportunities for improvement.	Openly seeks feedback from qualified professionals and readily engages in suggested opportunities for improvement.	Helps design a system for consistent feedback and independently initiates professional growth activities on an ongoing basis.	<div style="border: 1px solid black; padding: 2px; display: inline-block;">N/A</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">N/O</div>
2	Does not communicate and work with parents in a manner that fosters positive and productive relationships.	Rarely communicates and works with parents in a manner that fosters positive and productive relationships.	Usually communicates and works with parents in a manner that fosters positive and productive relationships.	Communicates and works with parents in a manner that fosters positive and productive relationships.	Understands parent's unique culture and/or perspective to foster positive and productive relationships.	<div style="border: 1px solid black; padding: 2px; display: inline-block;">N/A</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">N/O</div>
3	Does not communicate and work with students in a manner that fosters positive and productive relationships.	Rarely communicates and works with students in a manner that fosters positive and productive relationships.	Usually communicates and works with students in a manner that fosters positive and productive relationships.	Communicates and works with students in a manner that fosters positive and productive relationships.	Understands student's unique culture and/or perspective to foster positive and productive relationships.	<div style="border: 1px solid black; padding: 2px; display: inline-block;">N/A</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">N/O</div>
4	Does not communicate and work with colleagues in a manner that fosters positive and productive relationships.	Rarely communicates and works with colleagues in a manner that fosters positive and productive relationships.	Usually communicates and works with colleagues in a manner that fosters positive and productive relationships.	Communicates and works with colleagues in a manner that fosters positive and productive relationships.	Understands the unique perspectives and philosophies of people they work with and responds in a manner that is sensitive to varying views.	<div style="border: 1px solid black; padding: 2px; display: inline-block;">N/A</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">N/O</div>
5	Does not communicate and work with administration in a manner that fosters positive and productive relationships.	Rarely communicates and works with administration in a manner that fosters positive and productive relationships.	Usually communicates and works with administration in a manner that fosters positive and productive relationships.	Communicates and works with administrators in a manner that fosters positive and productive relationships.	Understands the unique perspectives and philosophies of administrators and responds in a manner that is sensitive to varying views.	<div style="border: 1px solid black; padding: 2px; display: inline-block;">N/A</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">N/O</div>

# TEACHER EVALUATION

## Planning and Preparation

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Progressing</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>N/A or N/O</b>
1	Lacks the specificity to direct individualized activities, the plans cannot be implemented by others without verbal instruction and they are usually not done in advance.	Lesson plans are deficient in one or two of the target criteria and don't meet building requirements.	Lesson plans are individualized and can generally be implemented by others, are done ahead of time and meet building requirements.	Lesson plans 1) reflect student's individual needs, 2) can be implemented by others and 3) are prepared ahead of time 4) meet building requirements.		<div style="border: 1px solid black; padding: 2px; display: inline-block;">N/A</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">N/O</div>
2	Learning activities are randomly assigned and the link to the goal cannot be articulated.	Some learning activities are linked to the goals but are not implemented consistently.	Most learning activities are linked to the goals and are implemented consistently.	Learning activities are clearly linked to the student's IEP goals and are implemented consistently.	All learning activities are uniquely designed to insure progress on the goals. These activities are implemented consistently and refined in an ongoing manner.	<div style="border: 1px solid black; padding: 2px; display: inline-block;">N/A</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">N/O</div>
3	Lack of prior planning frequently results in the absence of critical materials and downtime during activities.	Materials are inconsistently available and the link of these materials to the activity and goals is not clearly articulated.	Materials are consistently available and the link of these materials to the activity and goals is clearly articulated most of the time.	Materials and resources support the goals and are readily available for all class sessions.	Resources are consistently used in novel and creative ways to enhance the educational experience for all students throughout the day.	<div style="border: 1px solid black; padding: 2px; display: inline-block;">N/A</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">N/O</div>
4	The use of data are not evident in any short-term or long-term planning for the student.	Data are inconsistently available and do not consistently guide short-term or long-term planning for the student.	Data are readily available but do not consistently guide short-term or long-term planning for the student.	Data are readily available and are consistently used to guide short-term and long-term planning for the student.	Data are analyzed to proactively design instruction, to implement scientifically based practices, and communicate outcomes.	<div style="border: 1px solid black; padding: 2px; display: inline-block;">N/A</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">N/O</div>

# TEACHER EVALUATION

## Classroom Environment

	Unsatisfactory	Needs Improvement	Progressing	Meets Expectations	Exceeds Expectations	N/A or N/O
1	Has arranged the classroom in a way that inhibits or interferes with student learning.	as arranged the classroom in a way that is conducive to learning for some students, but still inhibits or interferes with the learning of others.	Has arranged the classroom in a manner that creates a productive learning environment for most students.	Has arranged the classroom in a manner that creates a productive learning environment for all students.	Has arranged the classroom in a creative way to meet the individual needs of students and produces an environment that enhances each student's learning.	N/A N/O
2	Does not maintain a safe environment or supervision for students and potential hazards or dangers are often present in responsible settings.	Maintains a safe environment and adequate supervision for students some of the time or in selected settings.	Maintains a safe environment and supervision for students most of the time in all settings.	Maintains a safe environment and supervision for students at all times and in all settings responsible.	Maintains a safe_ nurturing environment and supervision for students at all times, in all settings and positively influences the culture of the building.	N/A N/O
3	Does not organize tasks and the students are not academically engaged during their service time.	Its disorganized but produces tasks that keep students engaged some of their service time, although not clearly related to student goals.	Organizes tasks, some of which are goal-oriented so that students are academically engaged most of their service time.	Creates goal-oriented tasks so that students are academically engaged throughout their service time.	Organizes creative, goal-oriented tasks so that students are academically engaged during their service time and consistently meet or exceed selected goals.	N/A N/O
4	Frequently seeks to reassign students to more restrictive placements than required without participating in any problem solving strategies.	Does not advocate for LRE for students and frequently suggests more restrictive placements before all strategies are exhausted in their classroom.	Advocates for LRE for some of their students but needs to learn more strategies to make the LRE successful.	Advocates for LRE for their students and shares general LRE information and strategies with other IEP team members..	Advocates for LRE for their students and empowers students to self-advocate for their LRE and shares creative strategies with other IEP team members that help students remain in the LRE.	N/A N/O
5	Has not established expectations or address student behaviors for student conduct causing frequent disruptions in the class.	Has not established expectations for student conduct. Addresses student behaviors but has not made expectations clear to students as evidenced by very few students carrying out teacher expectations resulting in infrequent positive outcomes.	Has established expectations for student conduct and addresses student behaviors, attempts to make them clear to students as evidenced by some students carrying out teacher expectations resulting in positive outcomes.	Establishes clear expectations for student conduct, quickly addresses student behaviors as evidenced by most students complying with expectations resulting in positive outcomes.	Establishes and communicates clear expectations for student conduct as well as involves students in the development, implementation and regulation of supports to obtain compliance from diverse groups of students through the use of multiple behavioral supports.	N/A N/O
6	Fosters student dependency.	Does not often encourage students to be independent learners.	Encourages students to be independent learners in some situations throughout instructional time.	Encourages students to be independent learners throughout all instructional time.	Encourages students to be independent learners and creates unique situations to enable them to demonstrate their independence through instructional time.	N/A N/O
7	Is disrespectful of student efforts frequently throughout the day.	Is occasionally disrespectful of some student efforts during some activities.	Is respectful to student efforts during activities, but does not always display positive reactions.	Is respectful of all student efforts and responds positively to those efforts during all activities.	Is respectful to all students during all activities and encourages them to be respectful and accepting of others.	N/A N/O

# TEACHER EVALUATION

## INSTRUCTION

	Unsatisfactory	Needs Improvement	Progressing	Meets Expectations	Exceeds Expectations	N/A or N/O
1	Does not demonstrate knowledge of the general education curriculum/extended standards or align any activities to them.	Few selected activities are logically linked to the general education curriculum/extended standards.	Demonstrates an understanding of the general education curriculum/extended standards and most of the activities are aligned.	Aligns activities with the general education curriculum/extended standards to the extent possible.	Aligns activities with the general education curriculum/extended standards to the extent possible and assists other educators in aligning theirs.	N/A N/O
2	The teacher frequently miscommunicates key elements of directions or procedures so that students are lost and require clarification in order to complete assignments.	Directions and procedures are inconsistently communicated and are at times inappropriate for students.	Directions and procedures are clearly communicated and are frequently appropriate for the students but still require prompting for clarification.	Directions and procedures are clearly communicated and appropriate for students.	Directions and procedures are clearly communicated using multimodal strategies to ensure student comprehension.	N/A N/O
3	Uses a single instructional strategy and does not adjust appropriately when students do not progress in the curriculum.	Uses a few instructional strategies that are sometimes appropriate but they are inconsistently effective for the identified needs of the student.	Uses a few instructional strategies that are sometimes appropriate that are effective for the identified needs of most students.	Uses a variety of instructional strategies that are appropriate and effective for the identified needs of the students.	Uses a variety of innovative instructional strategies that are appropriate and effective for the identified needs of students and shares these strategies with other teachers.	N/A N/O
4	Ignores many questions and/or student interests. Teacher provides limited positive feedback during classroom instruction and it does not enhance student learning.	Teacher provides student feedback infrequently, inconsistently, and is occasionally negative during classroom instruction.	Teacher provides positive student feedback but it is used inconsistently to enhance learning during classroom instruction.	The feedback provided by the teacher enhances learning and is specific, consistent, and positive during classroom instruction.	Teacher's student feedback is used to enhance learning and is specific, consistent, and positive. Students are also encouraged and instructed to be self-reflective.	N/A N/O
5	Rigidly adheres to instructional plan even when poor student outcomes have been demonstrated by the data.	Adjusts instruction infrequently with minimal impact on student learning in some instructional activities throughout the day.	Adjusts instruction frequently when prompted to do so to enhance student learning in most instructional activities throughout the day.	Adjusts instruction frequently and spontaneously to enhance student learning in instructional activities throughout the day.	Adjusts instruction frequently and spontaneously and can demonstrate how these changes in instruction have positively effected student outcomes.	N/A N/O
6	Provides group instruction with no evidence of individualized adaptations for the students working at different curricular levels at the same time.	Provides inconsistent group instruction with minimal adaptations to multiple students working at different curricular levels at the same time.	Provides group instruction with minimal adaptations to meet the individual needs of the students working at different curricular levels at the same time.	Provides effective group instruction to multiple students working at different curricular levels at the same time.	Provides effective group instruction to multiple students working at different curricular levels at the same time using a variety of research validated instructional strategies in multiple content areas.	N/A N/O
7	Transition times are handled ineffectively, causing confusion and frustration for students.	Transition times are not effective so significant instructional time is lost.	Transition times are effective so that students move between activities with some instructional time lost.	Coordinates transition times effectively so that students move between activities with minimal instructional time lost.	Embeds problem-solving tasks during transitions to help develop skills for students who need assistance with transitions.	N/A N/O
8	No evidence that instructional levels are specifically selected based on student achievement.	Teaches to the instructional level of some students and/or progresses to more complex content based on the lesson plan rather than evidence of student mastery.	Teaches to the instructional level of the student and is beginning to progress to more complex content based on evidence of student mastery of the content.	Teaches to the instructional level of the student and progresses to more complex content based on evidence of student mastery of the content.	Uses efficient, effective, and frequent individual assessment data to determine instructional level for all students in all content areas.	N/A N/O
9	Does not readily communicate high expectations for any students or demonstrate confidence in student abilities through challenging assignments.	Does not set high expectations for selected students and/or inconsistently attempts new instructional strategies and at times reduces the rigor of the assignment.	Sets high expectations for all students but inconsistently uses instructional strategies to achieve high standards and at times, reduces the rigor of the assignment.	Sets high expectations for all students and consistently attempts new instructional strategies rather than reducing the rigor of the assignment.	High expectations are demonstrated in learning activities. Students can demonstrate or articulate the expectations and strive to achieve them.	N/A N/O