

Massac Unit #1 SD - Formal Special Education Teacher Evaluation Form

(Charlotte Danielson 2013)

Teacher: _____ Date: _____

Lesson Observed: _____ Time Observed: _____

Evaluator: _____

Domain 1: Planning and Preparation

<i>Component</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1a: Demonstrating knowledge of Content</i>	Teacher's plan makes content errors or displays little understanding of students' background knowledge.	Teacher's plan displays basic content knowledge but does not anticipate students' misconceptions.	Teacher's plan displays solid content knowledge that reflects best practices and anticipates some students' misconceptions.	Teacher's plan displays solid content knowledge that reflects best practices and anticipates students' misconceptions.
<i>Evidence</i>				
<i>Score:</i>	<input type="checkbox"/> 0	<input type="checkbox"/> 0.33	<input type="checkbox"/> 0.67	<input type="checkbox"/> 1
<i>1b: Demonstrating knowledge of Students</i>	Teacher's plan displays minimal knowledge of developmental levels, learning styles, abilities, disabilities, behaviors, interests, and/or cultural heritage.	Teacher's plan displays basic knowledge of student differences but displays this for the class as a whole.	Teacher's plan displays understanding of individual student differences and provides some differentiation.	Teacher's plan displays a thorough understanding of student differences, and planning reflects differentiated activities to address individual student needs.
<i>Evidence</i>				
<i>Score:</i>	<input type="checkbox"/> 0	<input type="checkbox"/> 0.66	<input type="checkbox"/> 1.34	<input type="checkbox"/> 2

<i>1c: Learning Targets</i>	Learning targets are not evident.	Learning targets are unclear and/or not connected to standards.	Learning targets are clear, measurable, and connected to standards.	Learning targets are clear, measurable, connected to standards, and address individual needs of the students.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<i>1d: Resources and Technology</i>	Resources are unsuitable and do not engage students academically.	Resources are somewhat suitable and moderately engage students academically.	Resources are suitable to instructional goals and engage students academically.	Resources are suitable to instructional goals and engage students academically. Students use resources to enhance their learning.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 0.33	<input type="checkbox"/> 0.67	<input type="checkbox"/> 1

<i>1e: Assessment of/for Learning</i>	Assessment methods are unclear, are not aligned with goals or standards, and/or are not used in planning.	Assessment methods are unclear, assess some goals, and/or are used for the class as a whole.	Assessment methods are clear, assess most goals, and results are used to plan for individuals and groups.	Assessment methods (rubrics, percentages, grades) are clear, are communicated with students, are aligned with goals, and help students progress towards standards
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Domain 2: The Learning Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2a: Creating an environment of respect and rapport</i>	Teacher interactions are negative or inappropriate. Students display disrespect for the teacher, the classroom, and/or classmates.	Teacher interactions are generally appropriate with occasional inconsistencies. Students exhibit minimal respect for the teacher, classroom, and/or classmates.	Teacher interactions are appropriate. Teacher maintains appropriate boundaries and rapport. Students display respect for the teacher, classroom, and classmates.	Teacher interactions display genuine caring and respect for students as individuals. Teacher builds relationships and fosters community within the classroom.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6

<i>2b: Establishing a culture for Learning</i>	Teacher conveys negative attitude towards content, and/or suggests content is mandated or unimportant. Students demonstrate little or no effort and/or do not complete work.	Teacher communicates importance of content with little conviction. Students demonstrate minimal effort and/or complete low quality work.	Teacher communicates importance of content. Students demonstrate satisfactory effort and complete quality work.	Teacher communicates importance of content with enthusiasm. Students exhibit genuine effort and complete high quality work.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.7	<input type="checkbox"/> 4
<i>2c: Establishing clear Classroom Procedures</i>	Procedures and transitions are inefficient, and students are generally off task.	Procedures and/or transitions are somewhat efficient, and some students are off task.	Procedures and transitions are efficient, and students are on task.	Procedures and transitions are smooth and systematic. Students are responsible and self-directed.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.7	<input type="checkbox"/> 4
<i>2d: Establishing and maintaining norms of behavior for students</i>	Expectations are unclear and not enforced. The teacher is unaware of behaviors. Behaviors are ineffectively and/or disrespectfully addressed.	Expectations are unclear and inconsistently enforced. The teacher is aware of some behaviors. Behaviors are ineffectively addressed.	Expectations are clear, consistent, and effectively enforced. The teacher is aware of most behaviors. Behaviors are addressed respectfully and appropriately.	Expectations are clear, consistent, and effectively enforced. The teacher is aware of behaviors. Behaviors are addressed proactively and respectfully. Students are self-monitored.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.7	<input type="checkbox"/> 4

<i>2e: Organizing physical space</i>	The classroom arrangement is unsafe, unsuitable for movement or instruction, and/or impedes supervision.	The classroom arrangement is safe but limits the effectiveness of movement, instruction, or supervision.	The classroom arrangement is safe and effectively enhances movement, instruction, and supervision.	The classroom is safely and skillfully arranged to meet the needs of all students. Movement, instruction, and supervision are maximized.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 0.33	<input type="checkbox"/> 0.67	<input type="checkbox"/> 1

Domain 3: Instruction

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3a: Communicating with Students</i>	Directions and procedures are confusing, vague, or excessively detailed. Verbal/written communication contains multiple errors and/or is inappropriate for students.	Directions and procedures are clarified after confusion. Verbal/written communication contains some errors and/or is inappropriate for students.	Directions and procedures are clear and contain appropriate details. Verbal/written communication is accurate and appropriate for students.	Directions and procedures are clear and anticipate student misunderstanding. Verbal/written communication is intentional and enhances the instruction.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.7	<input type="checkbox"/> 4
<i>3b: Communication of Learning Targets</i>	Teacher does not communicate learning targets.	Teacher communicates learning targets, but students cannot articulate targets.	Teacher states and posts learning targets. Students demonstrate understanding of targets.	Teacher uses several methods of communicating learning targets throughout the lesson, and revisited to conclude the lesson.

Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.7	<input type="checkbox"/> 4
<i>3c: Using Questioning and Discussion Techniques</i>	Questioning skills are ineffective and result in basic recall. Few students are engaged.	Questioning skills are somewhat effective and promote some discussion. Some students are engaged.	Questioning skills are of high quality and generate meaningful discussion. Most students are engaged.	Questioning skills are of high quality, promote meaningful discussion, and elicit student reflection. Students are challenged, engaged, and formulate questions.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.7	<input type="checkbox"/> 4
<i>3d: Engaging Students in Learning</i>	Teacher fails to engage students. Students are inactive.	Teacher engages some students with limited strategies. Students are minimally engaged.	Teacher engages most students with multiple strategies. Students are actively engaged through most of the lesson.	Teacher engages all students with multiple strategies. Students are actively engaged throughout the lesson.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 1.64	<input type="checkbox"/> 3.36	<input type="checkbox"/> 5
<i>3e: Feedback</i>	Feedback is not evident.	Feedback is ineffective and does not help students progress.	Feedback is timely, specific, and helps students progress.	Feedback is constructive, timely, specific, and helps students progress. Students apply feedback in their learning.

Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 1.64	<input type="checkbox"/> 3.36	<input type="checkbox"/> 5

<i>3f: Pacing and Flexibility</i>	Pacing is too slow or rushed. Teacher adheres rigidly to a plan.	Pacing is inconsistent. Teacher attempts to adjust lesson but is limited in strategies.	Pacing is monitored and adjusted. Teacher modifies the lesson as needed.	Pacing is appropriate. Teacher monitors and adjusts, seizes the moment to enhance learning, and shows persistence with individual students.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 0.66	<input type="checkbox"/> 1.34	<input type="checkbox"/> 2

<i>3g: Instructional Organization</i>	Learning activities are unsuitable, unorganized, unsupported by materials, and/or partially connect to standards.	Some learning activities are suitable, organized, supported by materials, and/or connected to standards.	Learning activities are suitable, connected to standards, supported by appropriate materials, and organized.	Learning activities are connected to standards, highly organized, and allow for student choice.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 0.66	<input type="checkbox"/> 1.34	<input type="checkbox"/> 2

Domain 4: Professionalism

<i>Component</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4a: Reflecting on practice</i>	Teacher is unable to articulate the effectiveness of teaching and learning and does not make suggestions for improvement.	Teacher has a generally accurate impression of teaching and learning and makes limited suggestions for improvement.	Teacher clearly articulates teaching and learning effectiveness and describes future adjustments.	Teacher thoughtfully articulates teaching and learning effectiveness with multiple examples for improvement.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 0.33	<input type="checkbox"/> 0.67	<input type="checkbox"/> 1
<i>4b: Records</i>	Teacher's records are inconsistent and inaccurate. Teacher lacks record keeping skills.	Teacher's records are inconsistent.	Teacher's records are accurate and timely.	Teacher's records are accurate, timely, and comprehensive
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 0.33	<input type="checkbox"/> 0.67	<input type="checkbox"/> 1
<i>4c: Communication with Families</i>	Teacher fails to communicate and/or is unprofessional.	Teacher communication is minimal, inconsistent, and does not foster relationships.	Teacher communicates information and fosters positive relationships.	Teacher communicates information to elicit parent engagement in student learning. Communication fosters positive relationships and is proactive.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 0.33	<input type="checkbox"/> 0.67	<input type="checkbox"/> 1

<i>4d: Participating in a professional community</i>	Teacher is negative, uninvolved, and/or does not collaborate.	Teacher is cordial, participates when asked, and attempts to collaborate.	Teacher is supportive, cooperative, readily volunteers services in the building or district, and collaborates.	Teacher shows initiative, is recognized as a positive leader in the building or district, and facilitates collaboration.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 0.33	<input type="checkbox"/> 0.67	<input type="checkbox"/> 1

<i>4e: Professional Development</i>	Teacher makes little effort to engage in professional development and/or does not apply professional development.	Teacher participates in limited professional development and/or attempts to apply professional development.	Teacher seeks professional development and applies professional development.	Teacher creates specific professional growth goals, applies professional development, and shares knowledge.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 0.66	<input type="checkbox"/> 1.34	<input type="checkbox"/> 2

<i>4f: Showing professionalism, including integrity and confidentiality</i>	Teacher lacks professionalism. (e.g. promptness, demeanor, language, flexibility, confidentiality, etc.)	Teacher demonstrates limited professionalism. (e.g. promptness, demeanor, language, flexibility, confidentiality, etc.)	Teacher is professional. (e.g. promptness, demeanor, language, flexibility, confidentiality, etc.)	Teacher is highly professional and exceeds expectations. (e.g. promptness, demeanor, language, flexibility, confidentiality, etc.)
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 0.33	<input type="checkbox"/> 0.67	<input type="checkbox"/> 1

Domain 5: Special Education Services

<i>Component</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>5a: Data Collection and Evaluation Reports</i>	Teacher fails to collect appropriate data and/or writes inaccurate evaluation reports.	Teacher collects data but writes inaccurate evaluation reports.	Teacher collects appropriate data and writes accurate evaluation reports.	Teacher collects appropriate data, writes an accurate and comprehensive evaluation report that results in an effective IEP.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<i>5b: Individual Education Plan</i>	Teacher lacks the ability to develop, implement, and monitor an IEP in accordance with the due process rules/regulations and/or demonstrates errors.	Teacher demonstrates a limited ability to develop, implement, and monitor an IEP in accordance with the due process rules/regulations.	Teacher develops, implements, and monitors an IEP in accordance with the due process rules/regulations. Teacher advocates for students.	Teacher develops, implements, and monitors an IEP in accordance with the due process rules/regulations and shares expertise with the team. Teacher effectively advocates for students.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 0.66	<input type="checkbox"/> 1.34	<input type="checkbox"/> 2

<i>5c: Special Education Meetings</i>	Special education meetings are poorly coordinated, disorganized and/or do not provide a professional atmosphere.	Special education meetings are inconsistently coordinated and/or organized. Teacher facilitates a professional atmosphere.	Special education meetings are consistently coordinated, organized and facilitated in a manner that provides a professional atmosphere.	Special education meetings are well coordinated, organized and facilitated in a manner that allows for highly productive communication among the team.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 0.66	<input type="checkbox"/> 1.34	<input type="checkbox"/> 2
<i>5d: Composure</i>	Teacher does not cope well during unpredictable situations and/or lacks plans.	Teacher anticipates some unpredictable situations, remains calm, and makes rational decisions. Basic plans/procedures are in place.	Teacher anticipates unpredictable situations, remains calm, and makes rational decisions. Sound plans/procedures are communicated in advance.	Teacher displays leadership during unpredictable situations, reflects and makes adjustments, and empowers students to self-regulate.
Evidence				
Score:	<input type="checkbox"/> 0	<input type="checkbox"/> 0.33	<input type="checkbox"/> 0.67	<input type="checkbox"/> 1