

FORMAL SUMMATIVE SPECIAL EDUCATION EVALUATION FORM 2

NAME: _____ **DATE:** _____

Observation Dates (List): _____

Key: U = Unsatisfactory B = Basic P = Proficient D = Distinguished				
Domain 1: Planning and Preparation	U	B	P	D
1a Demonstrating Knowledge of Content, Pedagogy, & Spec Ed Laws/Procedures				
1b Demonstrating Knowledge of Students				
1c Setting Instructional Outcomes				
1d Demonstrating Knowledge of Resources				
1e Designing Coherent Instruction (Elements may/may not apply depending on teaching assignment.)				
1f Designing Student Assessments				
Domain 2: The Classroom Environment				
2a Creating an Environment of Respect and Rapport				
2b Establishing a Culture for Learning				
2c Managing Classroom Procedures (Elements may/may not apply depending on teaching assignment.)				
2d Managing Student Behavior				
2e Organizing Physical Space				
Domain 3: Instruction				
3a Communicating Clearly and Accurately				
3b Using Questioning and Discussion Techniques during Lessons and Activities				
3c Engaging Students in Learning				
3d Using Assessments in Instruction				
3e Demonstrating Flexibility and Responsiveness				
Domain 4: Professional Responsibilities				
4a Reflecting on Teaching				
4b Maintaining Accurate Records				
4c Communicating with Families				
4d Participating in a Professional Community				
4e Growing and Developing Professionally				
4f Showing Professionalism				

Domain 1:

Domain 2:

Domain 3:

Domain 4:

(Use page 3 for additional information or comments.)

ADMINISTRATOR COMMENTS (unsatisfactory rating must include written documentation):

Parental Input Used: Yes No

STUDENT ACHIEVEMENT

Provide a description of measurable student achievement data used (25% of the evaluation):

Proficient Unsatisfactory

Overall Educator Rating: Unsatisfactory Basic Proficient Distinguished
(Combines Measurable Student Achievement and Danielson Components)

Professional Learning Plan (*must be attached*): Yes No

Evaluator's Recommendation:

Continued Employment _____

Placed on Improvement Plan _____

Recommendation of Probation _____

Recommendation for Non-renewal/Non-employment _____

Administrator's Signature _____ Date _____

Employee's Signature _____ Date _____

ADDITIONAL INFORMATION

Special Education Evaluation Rubric

Domain 1 Planning and Preparation

Domain 1a Demonstrating knowledge of Content, Pedagogy, and Special Education Laws & Procedures

Component	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the disciplines.	Teacher displays solid content knowledge and makes connection between the content and other parts of the discipline and other disciplines.	Teacher displays extensive knowledge with 3 evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher’s plans and practices reflect understanding of prerequisite relationship among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect understanding of current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.
Knowledge of Special Education Laws and Procedures	Teacher displays little knowledge and understanding of Special Education Laws and Procedures.	Teacher displays some awareness of Special Education Laws and Procedures although knowledge is incomplete or inaccurate.	Teacher demonstrates knowledge and understanding of Special Education Laws and Procedures and refers to state and district guidelines for clarity.	Teacher demonstrates extensive knowledge and understanding of Special Education Laws and Procedures and displays continuous pursuit of best practices.

Domain 1 Planning and Preparation

Domain 1b Demonstrating Knowledge of Students

Component	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical development characteristics of age group, exceptions to the patterns, and the extent to which each student <u>follows patterns</u> .
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that student’s exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that student’s exhibit.	Teacher display solid understanding of the different approaches to learning that different student’s exhibit.	Teacher uses, where appropriate, knowledge of students varied approaches to learning in instructional planning.
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students’ skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students’ skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students’ skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students’ skills and knowledge for each student, including those with special needs.

Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interest or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.
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Domain 1 Planning and Preparation
Domain 1c Setting Instructional Outcomes

Component	Unsatisfactory	Basic	Proficient	Distinguished
Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations. Conceptual understanding and importance of learning.	Not only are the goals valuable, but also the teacher can clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity	Goals are either not clear or are stated student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Teacher display solid understanding of the different approaches to learning that different student's exhibit.	Teacher uses, where appropriate, knowledge of students varied approaches to learning in instructional planning.
Suitability for Diverse Students	Goals do not address identified individual student needs as determined by evaluation or assessment	Most of the goals reflect identified individual student needs as determined by evaluation or assessment.	Goals adequately reflect identified individual student needs and determined by evaluation or assessment.	Goals proficiently take into consideration individual student needs as determined by evaluation or assessment.
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

Domain 1 Planning and Preparation
Domain 1d Demonstrating Knowledge of Resources

Component	Unsatisfactory	Basic	Proficient	Distinguished
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

Domain 1 Planning and Preparation
Domain 1e Designing Coherent Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
Learning Activities	Learning activities are not suitable to students' instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students' instructional goals. Progression of activities in the unit is uneven and only some activities reflect recent professional research.	Most of the learning activities are suitable to students' instructional goals. Progression of activities in the unit is fairly even and most activities reflect recent professional research.	Learning activities are highly relevant to the students and their instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals and some engage students in meaningful learning.	All materials and resources support the instructional goals and most engage students in meaningful learning.	All materials and resources support the instructional goals and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups ***	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied as appropriate to the different instructional goals.	Instructional groups are varied as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lessons or units structure is clear and allows for different pathways according to student's needs.

*** (Elements in this domain may or may not apply depending on teaching assignment.)

Domain 1 Planning and Preparation
Domain 1f Designing Student Assessments

Component	Unsatisfactory	Basic	Proficient	Distinguished
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with instructional goals, both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria for standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

Domain 2 The Classroom Environment
Domain 2a Creating an Environment of Respect and Rapport

Component	Unsatisfactory	Basic	Proficient	Distinguished
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the student. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for student.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual and beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

Domain 2 The Classroom Environment
Domain 2b Establishing a Culture for Learning

Component	Unsatisfactory	Basic	Proficient	Distinguished
Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communications importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high quality work is displayed.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both student and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

Domain 2 The Classroom Environment
Domain 2c Managing Classroom Procedures

Component	Unsatisfactory	Basic	Proficient	Distinguished
Organization of Instructional Groups	Students are not scheduled for instruction as specified on the IEP.	Students scheduled for instruction only part of the time that is specified on the IEP.	Students are scheduled for instructions time as specified on the IEP.	Students newly identified for Special Education and/or those who move into the school with an IEP, are scheduled for specified instruction in a timely fashion.
Management of Instructional Groups ***	Students not working with the teacher are not productively engaged in learning.	Task for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Task for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.

Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Para-Professionals	Volunteers and paraprofessionals have not clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

*** (Elements in this domain may or may not apply depending on teaching assignment.)

Domain 2 The Classroom Environment

Domain 2d Managing Student Behavior

Component	Unsatisfactory	Basic	Proficient	Distinguished
Expectations	No standard of conduct appear to have been established or student are confused as to what the standard are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventative. Students monitor their and their peers own behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior. Behavior Intervention Plan (BIP/FBA) is created but not communicated to other staff.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate. BIP/FBA created and updated annually to support student across environments.	Teacher response to misbehavior is highly effective and sensitive to students'/individual needs or student behavior is entirely appropriate. BIP/FBA is ongoing process that effectively helps student engage in multiple environments and is being monitored by case manager.

Domain 2 The Classroom Environment
Domain 2e Organizing Physical Space

Component	Unsatisfactory	Basic	Proficient	Distinguished
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly or learning is not accessible to some students.	Teacher uses physical resources adequately and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

Domain 3 Instruction
Domain 3a Communicating with Student

Component	Unsatisfactory	Basic	Proficient	Distinguished
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Teacher’s spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher’s spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students’ ages or backgrounds.	Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to students’ ages and interests.	Teacher’s spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Domain 3 Instruction
Domain 3b Using Questioning and Discussion Techniques during Lessons and Activities

Component	Unsatisfactory	Basic	Proficient	Distinguished
Quality of Questions	Teacher’s questions are virtually all of poor quality.	Teacher’s questions are a combination of low and high quality. Only some invite a response.	Most of teacher’s questions are of high quality. Adequate time is available for students to respond.	Teacher’s questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques and Activity Engagement	Interaction between teacher and student is predominately recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion or activity, with uneven results.	Classroom interaction represents true engagement with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion and activities, initiating topics, and making unsolicited contributions.
Student Participation	Only a few students participate.	Teacher attempts to engage all students but only with limited success.	Teacher successfully engages all students at individual levels of participation.	Students have a voice in determining individual engagement levels and encourage others.

Domain 3 Instruction
Domain 3c Engaging Students in Learning

Component	Unsatisfactory	Basic	Proficient	Distinguished
Representation of Content	Representation of content is inappropriate and unclear or uses poor example and analogies.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and full appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productively and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Instructional Materials and Resources	Instructional material and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional material and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional groups are productive and fully appropriate the student s or to the instructional goals of a lesson.	Instructional material and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.
Structure and Pacing	The lesson has no clearly defined structure or the pacing of the lesson is too slow or rushed or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lessons' structure is highly coherent allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

Domain 3 Instruction
Domain 3d Using Assessments in Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality. Some elements of high quality are present and others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

Domain 3 Instruction
Domain 3e Demonstrating Flexibility and Responsiveness

Component	Unsatisfactory	Basic	Proficient	Distinguished
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to Students	Teacher ignores or brushes aside students' questions or interest.	Teacher attempts to accommodate students' questions or interests. The effects of the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interest.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for student who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies, and soliciting additional resources from the school.

Domain 4 Professional Responsibilities
Domain 4a Reflecting on Teaching

Component	Unsatisfactory	Basic	Proficient	Distinguished
Accuracy	Teacher does not know if a lesson was effective, or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness, and the extent to which it achieved its goals, and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness, and the extent to which it achieved its goals, citing many specific examples from the lesson, and weighing the relative strength of each.
Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestion of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, successes of different approaches.

Domain 4 Professional Responsibilities
Domain 4b Maintaining Accurate Records

Component	Unsatisfactory	Basic	Proficient	Distinguished
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.

Special Education Compliance Records	Teacher’s required special education records are in disarray, resulting in errors and confusion.	Teacher’s required special education records are adequate, but they require frequent monitoring to avoid errors.	Teacher’s required special education records are accurate and current.	Teacher’s required special education records follow district guidelines for completion. The records are accurate, current, and reflect a continuous effort to keep in compliance.
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Domain 4 Professional Responsibilities
Domain 4c Communicating with Families

Component	Unsatisfactory	Basic	Proficient	Distinguished
Information about the Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in the school’s activities for parent communication but offers little additional information.	Teacher provides frequent information to parents as appropriate, about the instructional program.	Teacher provides frequent information to parents as appropriate, about the instructional program. Students participate in preparing materials for their families
Information about Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school’s required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parent about students’ progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parent frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families or guardians in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families or guardians in the instructional program.	Teacher’s efforts to engage families or guardians in the instructional program are frequent and successful.	Teacher’s efforts to engage families or guardians in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

Domain 4 Professional Responsibilities
Domain 4d Participating in a Professional Community

Component	Unsatisfactory	Basic	Proficient	Distinguished
Relationships with Colleagues	Teacher’s relationship with colleagues is negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects or special education MDT process.	Teacher participates in school and district projects and training when specifically asked.	Teacher volunteers to participate in school and district projects and trainings making a substantial contribution.	Teacher volunteers to participate in school & district projects & trainings making a substantial contribution, and assumes a leadership role in a major school or district project.

Domain 4 Professional Responsibilities
Domain 4e Growing and Developing Professionally

Component	Unsatisfactory	Basic	Proficient	Distinguished
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

Domain 4 Professional Responsibilities
Domain 4f Showing Professionalism

Component	Unsatisfactory	Basic	Proficient	Distinguished
Service to Students	Teacher is not alert to students' needs.	Teacher attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved are honored in the school.
Confidentiality	Teacher persistently discusses confidential student information inappropriately.	Teacher occasionally discusses confidential student information inappropriately.	Teacher maintains confidentiality of student information.	Teacher maintains highest professional standard regarding student confidential information.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited through genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.
Supervision Collaboration Training	Teacher does not collaborate, supervise, or train school or contracted personnel for which he/she is responsible.	Teacher occasionally collaborates, supervises, or trains school or contracted personnel for which he/she is responsible.	Teacher will actively collaborate, supervise, or train school or contracted personnel for which he/she is responsible.	Teacher maintains role of guiding educational processes while collaborating, supervising, or training school or contracted personnel for which he/she is responsible.

ADOPTED: September 20, 2011
 Revised: January 23, 2017

Revised: August 20, 2012
 December 8, 2018

Reviewed: October 6, 2014
 Reviewed: May 15, 2018