Travis Unified School District

Certificated Special Education Teacher Evaluation Instrument SUMMATIVE

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year:_____

Grade/Subject Area:_____ Site/Location:_____

Unit Member Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help professional educators realize their potential by implementing an assessment process which will:

- **Inform, instruct, and improve the practices of the special education teacher.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Evaluation Guidelines:
For Permanent unit members:
12.4.4.9 After the final observation, the evaluator shall complete the Summative Form and make a final evaluation recommendation.
12.4.4.10 The Summative evaluation shall be completed no later than 30 days prior to the last calendar day of the school year.
For Probationary/Intern/Temporary unit members:
12.4.5.10 The Summative evaluation shall be completed no later than March 10th.

Circle unit member's two (2) focus standards below:

ADAPTED FROM THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (FOR SPECIAL EDUCATION TEACHERS)	
Final Rating on Standard 1:	STANDARD I – Engaging and Supporting All Students in Learning
Meets/Exceeds | Needs Improvement | Does Not Meet	Comments:
* Using knowledge of students to engage them in learning	
* Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	
* Connecting subject matter to meaningful, real-life contexts	
* Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	
* Promoting critical thinking through inquiry, problem solving, and reflection	
* Monitoring student learning and adjusting instruction while teaching	
Final Rating on Standard 2:	STANDARD II – Creating and Maintaining Effective Environment for Student Learning
Meets/ Exceeds | Needs Improvement | Does Not Meet	Comments:
* Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	
*Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	

*Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe *Creating a rigorous learning environment with high expectations and appropriate support for all students *Developing, communicating, and maintaining high standards for individual and group behavior *Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn *Using instructional time to optimize learning	
Final Rating on Standard 3: Meets/Exceeds | Needs Improvement | Does Not Meet *Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks *Applying knowledge of student development and proficiencies to ensure student understanding of subject matter *Organizing curriculum to facilitate student understanding of the subject matter *Utilizing instructional strategies that are appropriate to the subject matter *Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students *Addressing the needs of English learners and students with special needs to provide equitable access to the content	STANDARD III – Understanding and Organizing Subject Matter for Student Learning Comments:
Final Rating on Standard 4: Meets/Exceeds | Needs Improvement | Does Not Meet *Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction *Establishing and articulating goals for student learning *Developing and sequencing long-term and short-term instructional plans to support student learning *Planning instruction that incorporates appropriate strategies to meet the learning needs of all students *Adapting instructional plans and curricular materials to meet the assessed learning needs of all students *Working with others to develop IEPs that are legally compliant and accurately reflect the needs of students, including developing goals that are appropriate and measurable	STANDARD IV – Planning Instruction & Designing Learning Experiences for all Students Comments:
Final Rating on Standard 5: Meets/Exceeds | Needs Improvement | Does Not Meet *Applying knowledge of the purposes, characteristics, and uses of different types of assessments *Collecting and analyzing assessment data from a variety of sources to inform instruction *Reviewing data, both individually and with colleagues, to monitor student learning *Using assessment data to establish learning goals and to plan, differentiate, and modify instruction *Involving all students in self-assessment, goal setting, and monitoring progress *Using available technologies to assist in assessment, analysis, and communication of student learning *Providing input to team members at IEP meetings *Using assessment information to share timely and comprehensible feedback with students and their families	STANDARD V – Assessing Student Learning Comments:
Final Rating on Standard 6: Meets/Exceeds | Needs Improvement | Does Not Meet *Reflecting on teaching practice in support of student learning *Establishing professional goals and engaging in continuous and purposeful *professional growth and development	STANDARD VI – Developing as a Professional Educator Comments:

*Collaborating with colleagues and the broader professional community to support teacher and student learning	
*Working with families to support student learning	
*Managing professional responsibilities to maintain motivation and commitment to all students	
*Demonstrating professional responsibility, integrity, and ethical conduct	
*Compliance to mandated IEP timelines	
*Writing legally defensible reports that are understandable to staff and parents and completed for IEP meetings	

Attach additional pages if needed for additional comments.

Additional Comments – Evaluator	Additional Comments – Unit Member

OVERALL RATING:

☐	Satisfactory	Two or more "Meets/Exceeds" and no more than one "Does not Meet"
☐	Needs Improvement	Fewer than two "Meets/Exceed" or two "Does not Meet" (Improvement Plan Required)
☐	Unsatisfactory	Three or more "Does not Meet" (Improvement Plan Required)

(If Unsatisfactory or Needs Improvement is selected, Evaluator must attach evidence of support offered or given to teacher during evaluation period. For Permanent unit members, before an overall rating of "Unsatisfactory" or "Needs Improvement" is given on the Summative evaluation, documented remediation and support is required no later than the one-hundred twenty-fifth (125th) TUSD school calendar workday.)

RECOMMENDATION (Check all that apply)

Probationary 1, Temps, Interns		**Probationary 2**		**Permanent**	
☐	Continue Probationary Status	☐	Non-reemployment (or non-reelect)	☐	Continue Permanent Status; Next Evaluation Year: _____
☐	Develop Improvement Plan	☐	Move to Permanent Status	☐	Develop Improvement Plan
☐	Non-reemployment (or non-reelect)				

Evaluator's Signature Date Unit Member's Signature Date

(Unit member's signature does not necessarily indicate agreement.)

____Additional comments by evaluator are attached

____Additional comments by unit member are attached