Travis Unified School District

Certificated Special Education Teacher Evaluation Instrument

GOALS

(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 teaching and learning.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Goals and Objectives shall be developed by the 30th workday for temporary, intern, and probationary unit members and by the 45th workday for permanent unit members.

Administrators shall evaluate unit members on all six standards but will focus on two standards as indicated below.

Temporary, Intern, and Probationary One teachers will focus on Standards One and Two only.

Probationary Two teachers will focus on two standards and may choose from Standards Two, Three, Four, and Five only.

Permanent status teachers will focus on two Standards agreed upon by the teacher and evaluator. If mutual goals cannot be reached, the evaluator shall select one standard and corresponding goal and the unit member shall select one standard and corresponding goal.

ADAPTED FROM THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (FOR SPECIAL EDUCATION TEACHERS)
STANDARD I – Engaging and Supporting All Students in Learning
* 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
STANDARD II – Creating and Maintaining Effective Environment for Student Learning
* 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
STANDARD III – Understanding and Organizing Subject Matter for Student Learning
*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 IV – Planning Instruction & Designing Learning Experiences for all Students
*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 V – Assessing Student Learning
*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 VI – Developing as a Professional Educator
*Reflecting on teaching practice in support of student learning
*Establishing professional goals and engaging in continuous and purposeful professional growth and development
*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 with mandated IEP timelines
*Writing legally defensible reports that are understandable to staff and parents and completed for IEP meetings

Standard #_____
Goal:

Standard #_____

Goal:

Evaluator's Signature Date

Unit Member's Signature Date