Travis Unified School District

Certificated Special Education Teacher Evaluation Instrument FORMATIVE - OBSERVATION

(Reference: Collective Bargaining Agreement, Article 12)

Date:

Start time:

End time:

Unit Member:_____ School Year:_____

Grade/Subject Area:_____ Site/Location:_____

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

Evaluator:_____ Title:_____

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

ADAPTED FROM THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (FOR SPECIAL EDUCATION TEACHERS)

Preliminary Rating on Standard 1:			STANDARD I – Engaging and Supporting All Students in Learning
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Observations/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			
Preliminary Rating on Standard 2:			STANDARD II – Creating and Maintaining Effective Environment for Student Learning
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Observations/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			
Preliminary Rating on Standard 3:			STANDARD III – Understanding and Organizing Subject Matter for Student Learning
Meets/ Exceeds	Needs Improvement	Does Not Meet	

			Observations/Comments:
*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			
Preliminary Rating on Standard 4:			STANDARD IV – Planning Instruction & Designing Learning Experiences for all Students
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
*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			
Preliminary Rating on Standard 5:			STANDARD V – Assessing Student Learning
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
*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			
*Using assessment information to share timely and comprehensible feedback with students and their families			
Preliminary Rating on Standard 6:			STANDARD VI – Developing as a Professional Educator
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Observations/Comments:
*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			
*Engaging local communities in support of the instructional program			
*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

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