

6. How do you plan to engage the student(s) in content? What will you do? What will the students do?

7. What difficulty do the student(s) typically experience in this area, and how do you plan to anticipate these difficulties?

8. What instructional materials or other resources, if any will you use?

9. How do you plan to assess student achievement of the goals? What procedures will you use?

10. How do you plan to use the results of the assessment?

Teacher comments pertaining to observation setting. List any items you might want to call to the attention of the Administrator.

Observational Focus:

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Observation Reflection Form

Name: _____ School: _____

Grade/Subject: _____

Observation Date: _____ Time: _____

Observation Date: _____ Time: _____

1. As I reflect on the lesson, to what extent were students productively engaged?
2. Did the students learn what I intended? Were my instructional goals met?
How do I know?
3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?
4. If I had the opportunity to teach this lesson again to this same group, what would I do differently? Why?
5. Provide several samples of student work on this assignment. This work should reflect the full range of student ability in your class and include feedback you provided to students on their papers.

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Additional comments:

Teacher's signature

Date

Administrator's signature

Date

SPECIAL EDUCATION
TEACHER EVALUATION: PERFORMANCE AREAS
CRITERIA AND DESCRIPTORS

I. Planning and Preparation/Teaching Techniques (Domain 1)

- A. Conducts a comprehensive program of assessment
 1. Assessment is congruent with instructional goals (1f)
 2. Assesses the student's skills through formal and informal techniques
 3. Assesses the appropriateness of the classroom environment for the learner
 4. Assesses the learner's behavior
- B. Utilizes appropriate planning
 1. Demonstrates knowledge of content (1a)
 2. Prescribes appropriate instructional goals/objectives
 3. Designs proper sequence of task, material, and activity
 4. Provides for individual differences, appropriate grouping, and diversity of students
 5. Prescribes appropriate behavior management procedures
 6. Writes IEP's according to student needs and in line with standards
- C. Selects and/or develops instructional materials and/or Activities
 1. Demonstrates knowledge of resources (1d)
 2. Selects materials and/or activities necessary for individualism of instruction.
 3. Modifies existing materials when necessary
 4. Creates supplemental instructional materials/activities
 5. Is knowledgeable of general and special education curriculum and the relationship between them.
- D. Provides clear and precise oral and written communication.
- E. Decisions are well considered, appropriate, and support NW BOCES policies, Procedures and directives.

II. The Classroom Environment (Domain 2)

- A. Demonstrates personal organization
- B. Creates an environment of respect and rapport
 1. Demonstrates knowledge of resources (1d)
 2. Acknowledges the rights of others to hold differing values
 3. Makes an effort to know the students as individuals/ demonstrates knowledge of the students (1b)
 4. Uses discretion in handling confidential information
 5. Respects the individual's rights
 6. Encourages relationships that are respectful, friendly, and caring of all individuals.
 7. Provides a program responsive to student's capabilities and needs.
 8. Promotes self control
 9. Provides for success, experiences and self-esteem
 10. Is a child advocate
- C. Manages time effectively
- D. Establishes a culture for learning (2b)
- E. Manages classroom procedure (2c)
- F. Organizes physical space (2e)
- G. Uses approved behavioral management techniques (2G)
- H. Creates a safe, orderly environment which focuses on the unique needs of all students.

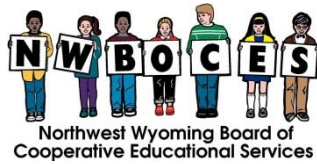
III. Instruction (Domain 3)

- A. Utilizes effective instructional organization
 - 1. Learning activities designed to be relevant to students and instructional goals (1e)
 - 2. Uses time effectively
 - 3. Reviews material to summarize or to initiate new learning
 - 4. Utilizes activities to keep the lesson moving
 - 5. Treats student's responses appropriately
 - 6. Uses feedback for (correction) reteaching (3d)
 - 7. Demonstrates flexibility and responsiveness (3e)
 - 8. Manages seatwork effectively
 - 9. Utilizes a focusing event to begin instruction
 - 10. Provides opportunity for transfer of learning
 - 11. Provides student opportunity for retention of learning
 - 12. Provides sufficient input to promote mastery of the objective
 - 13. Paces instruction appropriately
 - 14. Demonstrates concepts effectively
 - 15. Utilizes effective questioning and discussion strategies (3b)
 - 16. Matches instructional approach to student learning style
 - 17. Utilizes modeling, cueing, and prompting to facilitate the learner
- B. Communicates clearly, accurately, and effectively (3a)
 - 1. Provides clear, explicit directions
 - 2. Uses vocabulary appropriate for learner's understanding
 - 3. Presents accurate information
 - 4. Uses correct grammar
 - 5. Communicates classroom rules and behavioral techniques
- C. Engages students in learning
 - 1. Communicates learning expectations
 - 2. Presents high interest activities
 - 3. Responds positively to students requests for help
 - 4. Selects proper learning techniques and materials
 - 5. Provides student feedback
 - 6. Uses positive reinforcement to increase or maintain appropriate behavior
 - 7. Provides opportunities for active student participation in learning
 - 8. Uses correct behavior control techniques to reduce inappropriate behavior
- A. Utilizes a variety of teaching techniques
 - 1. Constructs new instructional materials
 - 2. Changes techniques as teaching, learning situation requires
 - 3. Provides concrete manipulative materials
 - 4. Coordinates materials to the needs of the learner
 - 5. Coordinates materials to the learning experiences
- B. Uses appropriate-evaluation techniques
 - 1. Selects instructional goals that relate to standards and high expectation for each student (1c)
 - 2. Uses evaluation information for assessment purposes
 - 3. Uses pre- and post test techniques
 - 4. Provides students with specific evaluative feedback
 - 5. Collects formative data to make summary judgments
 - 6. Uses appropriate evaluation activities

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- 7. Measures student progress toward objectives
 - F. Modifies task analysis, objectives, instruction or management based evaluations
 - G. Communicates evaluation results to appropriate individuals
- IV. Professional Responsibility (Domain 4)**
- A. Demonstrates positive interactions with parents/communicates with families (4c)
 - 1. Shares ideas, experiences through communication networks
 - 2. Encourages school involvement
 - 3. Is responsible and available to parents
 - 4. Solicits parental input
 - 5. Participates in parent-teacher activities
 - 6. Communicates requirements of IDEA
 - B. Demonstrates positive interaction with other professionals/show professionalism (4f)
 - 1. Shares ideas, materials and data
 - 2. Utilizes support staff appropriately
 - 3. Informs appropriate personnel of school-related matters
 - 4. Cooperates with other professionals and the administration
 - 5. Uses appropriate interaction within the referral process
 - 6. Works for effective integration of students
 - C. Demonstrates employee responsibility and professionalism.
 - 1. Reflects on teaching (4a)
 - 2. Maintain accurate records (4b)
 - 3. Develops and implements strategies for parent contact
 - 4. Responds constructively to parental concerns
 - 5. Is punctual
 - 6. Provides accurate data to the school and district as requested for management purposes
 - 7. Completes duties effectively and timely
 - 8. Supports school regulations and policies
 - D. Demonstrates a willingness to keep curriculum and instructional practices current
 - 1. Participates in curriculum development, review and/or revision
 - 2. Adapts teaching practices which are validated by research and which are adopted by the school organization
 - 3. Aligns the classroom curriculum with the school organization's curriculum guide and the state standards
 - E. Assumes responsibilities outside the classroom as they relate to school
 - 1. Contributes to the school and organization (4d)
 - 2. Grows and develops professionally (4e)
 - 3. Assumes necessary non-instructional responsibilities
 - 4. Exercises reasonable responsibility for student management throughout the entire building
 - F. Maintains accurate records and completes paper work in a timely and thorough manner.
 - G. Growing and developing professionally.
 - H. Utilizes time and resources in an efficient and effective manner.
 - I. Maintains confidentiality.
 - J. Works effectively and in a cooperative manner with fellow employees.

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Certified Staff Evaluation

Name: _____ Date: _____

Job Title: _____

<p><i>Review employee's responsibilities as noted on their job description. Reflect on employee's performance since the last evaluation. "Meets Expectations" is the target.</i></p>	<p><i>Exemplary Performance</i></p>	<p><i>Meets Expectations</i></p>	<p><i>Needs Improvement</i></p>	<p><i>Does Not Meet Expectations</i></p>
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DOMAIN I: PLANNING AND PREPARATION / TEACHING TECHNIQUES

A. Conducts a comprehensive program of assessment.				
B. Utilizes appropriate planning.				
C. Selects and/or develops instructional materials and/or activities.				
D. Provides clear and precise oral and written communication.				
E. Decisions are well considered, appropriate, and support NW BOCES policies, procedures and directives.				

Comments:

DOMAIN 2: THE CLASSROOM ENVIRONMENT

A. Demonstrates personal organization.				
B. Creates an environment of respect and rapport.				
C. Manages time effectively.				
D. Establishes a culture for learning.				
E. Manages classroom procedure.				
F. Organizes physical space.				
G. Uses approved behavioral management techniques.				
H. Creates a safe, orderly environment which focuses on the unique needs of all students.				

Comments:

<p><i>Review employee's responsibilities as noted on their job description. Reflect on employee's performance since the last evaluation. "Meets Expectations" is the target.</i></p>	<i>Exemplary Performance</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Does Not Meet Expectations</i>
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DOMAIN 3: INSTRUCTION

A. Utilizes effective instructional organization.				
B. Communicates clearly, accurately, and effectively.				
C. Engages students in learning.				
D. Utilizes a variety of teaching techniques.				

Comments:

DOMAIN 4: PROFESSIONAL RESPONSIBILITY

A. Demonstrates positive interactions with parents/communicates with families.				
B. Demonstrates positive interactions with other professionals/shows professionalism.				
C. Demonstrates employee responsibility and professionalism.				
D. Demonstrates a willingness to keep curriculum and instructional practices current.				
E. Assumes responsibilities outside the classroom as they relate to school.				
F. Maintains accurate records and completes paper work in a timely and thorough manner.				
G. Growing and developing professionally.				
H. Utilizes time and resources in an efficient and effective manner.				
I. Maintains confidentiality.				
J. Works effectively and in a cooperative manner with fellow employees.				

Comments:

<p><i>Review employee's responsibilities as noted on their job description. Reflect on employee's performance since the last evaluation. "Meets Expectations" is the target.</i></p>	<p><i>Exemplary Performance</i></p>	<p><i>Meets Expectations</i></p>	<p><i>Needs Improvement</i></p>	<p><i>Does Not Meet Expectations</i></p>
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ATTENDANCE

A. Demonstrates awareness in regards to absenteeism and its effects on departmental needs.				
B. Adheres to scheduled workday.				
C. Attends team, IEP, MDT, and other meetings, as required.				

Comments:

TRAINING

A. Attends all required job related trainings.				
B. Implements information acquired at trainings.				

Comments

Job Strengths and Superior Performance Incidents (*Examples: Performs extra duties, attends additional trainings*):

Goal Setting and/or Areas for Improvement on Corrective Action Plan, if any:

Specific Objectives to be Undertaken Prior to Next Review:

Evaluator's Comments:

Employee's Comments:

ACKNOWLEDGMENT:

I acknowledge that I have seen the above evaluation. I understand that my signature does not necessarily mean that I agree with this evaluation.

Employee's signature

Date

Administrative Director's signature

Date

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Revised 7-22-09
Revised 4-23-03
Reviewed 7-26-17