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Autism Center for Excellence

Performance Standards and Evaluation Criteria for Special Education Teachers

1. Professional Knowledge ____

The teacher demonstrates an understanding of curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- ____ Demonstrates accurate knowledge of the learning and behavioral characteristics of the disabilities of the students with whom they work
- ____ Effectively addresses appropriate curriculum standards based on students' individual needs
- ____ Bases instruction on goals that reflect high expectations and are based on the students' Individualized Education Plans (IEP)
- ____ Understands the sensory needs of students and is knowledgeable about ways to use sensory strategies proactively

- ____ Demonstrates understanding of functions of behavior and is knowledgeable of interventions matched to each
- ____ Demonstrates accurate knowledge of evidence based teaching practices (reinforcement, prompting, visual schedules, antecedent based intervention, etc.)
- ____ Demonstrates knowledge of content curriculum and matches appropriate evidence-based practices
- ____ Understands the importance of communication and its day to day impact for students
- ____ Understands the importance of social skill development and its day to day impact for students

2. Instructional Planning ____

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- ____ Uses student learning data to guide planning
- ____ Aligns IEP goals to instructional plans
- ____ Master schedule is used by all staff in the classroom
- ____ Staff roles and responsibilities are clearly communicated with all team members (including paraprofessionals)
- ____ Instructional materials are organized and accessible to staff prior to instructional delivery

- ____ Aligns instructional plans to the SOLs and school curriculum
- ____ Develops a classroom management plan and individual behavior plans as needed
- ____ Plans instruction by embedding communication and social skill development
- ____ Develops plans based on evidence-based practices
- ____ Classroom environment is clearly defined allowing students to understand boundaries
- ____ Plans for transition while encouraging self determination

3. Instructional Delivery _____

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- _____ Engages and maintains students in active learning
- _____ Uses a variety of effective instructional strategies and resources individualized to meet students' needs to promote independence
- _____ Provides reinforcement for students based upon their individual needs
- _____ Effectively uses and fades prompts to support students and to promote independence

- _____ Implements accommodations and modifications defined in the IEP
- _____ Differentiates instruction to meet students' needs
- _____ Implements instruction based on the students' needs in the areas of communication and social skills
- _____ Instructional language is clear and concise for the individual learner
- _____ Implements classroom management and behavior intervention plans
- _____ Implements evidence-based practices during instruction

4. Assessment of and for Student Learning _____

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- _____ Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning
- _____ Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the individual student
- _____ Analyzes data to make data driven decisions

- _____ Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning
- _____ Gives constructive and frequent feedback to students on their learning
- _____ Collects data related to student's IEP goals and objectives
- _____ Uses accommodations and modifications as determined by the IEP to implement assessments

5. Learning Environment _____

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- _____ Arranges the classroom to maximize learning while providing a safe structured environment and considering students' individual needs
- _____ Maximizes instructional time and minimizes disruptions
- _____ Establishes a climate centered around the student that promotes dignity and respect

- _____ Uses visual supports including classroom and individual visual schedules to promote independence
- _____ Multiple activities occur simultaneously and are supported by classroom layout
- _____ Classroom promotes language development
- _____ Uses routines and procedures to promote a structured and predictable environment

6. Professionalism _____

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- _____ Collaborates and communicates effectively within the school community to promote inclusion and student success
- _____ Adheres to federal and state laws, school policies, and ethical guidelines
- _____ Works in a collegial and collaborative manner with administrators, related services personnel, paraprofessionals, other school personnel, and the community
- _____ Follow division and school policy on use of technology including use of personal cell phones

- _____ Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress
- _____ Demonstrates consistent mastery of standard oral and written English in all communication
- _____ Models appropriate social and communication skills with students and adults
- _____ Avoids the use of seclusion and restraint and follows all division policies and procedures
- _____ Follows division and school dress code

7. Student Academic Progress _____

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- _____ Sets specific, observable, measurable, and appropriate achievement goals for student learning progress based on baseline data and the students' IEPs
- _____ Monitors and documents the progress of each student according to their IEP within federal, state, and division timelines
- _____ Uses permanent products and graphic displays of data to assess and demonstrate student progress

- _____ Uses available goal and performance data to document and communicate student progress and develop interim learning targets
- _____ Analyzes data to determine student progress
- _____ Demonstrates ability to adapt teaching materials and strategies based on student data
- _____ Communicates student progress to the educational team including the parents/guardians of the student

Comments:

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E – Exemplary: item was observed during the observation and was judged to be performed beyond a satisfactory level

P – Proficient: item was observed during the observation and was judged to be performed at a satisfactory level

D – Developing/Needs Improvement: item was observed and was judged to be performed below a satisfactory level or was not observed where it should have been present

U – Unacceptable: item was judged to be performed unsatisfactorily or not at all or progress for students is impacted negatively by the performance of the item

Score each sub-domain as E, P, D, or U. After each sub-domain is scored, give an overall average score for each domain. For example, under **Domain 1: Professional Knowledge**, there are nine sub-domains. Each sub-domain would receive an E, P, D, or U based on the following:

CATEGORY	DESCRIPTION	DEFINITION
Exemplary	Teacher maintains performance, accomplishments, and behaviors that <u>consistently and considerably</u> surpass the established standard.	Exceptional Performance • Sustains high performance over period of time • Behaviors have strong positive impact on learners and school climate • Serves as role model to others
Proficient	The teacher meets the standard in a manner that is <u>consistent</u> with the school's mission and goals.	Effective Performance • Meets the requirements contained in job description as expressed in evaluation criteria • Behaviors have positive impact on learners and school climate • Willing to learn and apply new skills
Developing/ Needs Improvement	The teacher <u>often performs below</u> the established standard or in a manner that is inconsistent with the school's mission and goals.	Below Acceptable Performance • Requires support in meeting the standards • Results in less than quality work performance • Leads to areas for teacher improvement being jointly identified and planned between teacher and evaluator
Unacceptable	The teacher <u>consistently performs below</u> the established standards or in a manner that is inconsistent with the school's mission and goals.	Ineffective Performance • Does not meet requirements contained in job description as expressed in evaluation criteria • May result in employee not being recommended for continued employment

Score each sub-domain as E, P, D, or U. After each sub-domain is scored, give an overall average score for each domain. Under **Domain 7: Student Academic Progress**, there are seven sub-domains. Each sub-domain would receive an E, P, D, or U based on the following:

RATING ON STANDARD 7 (Student Academic Progress)	EXEMPLARY	PROFICIENT	DEVELOPING/ NEEDS IMPROVEMENT	UNACCEPTABLE
Student Growth Percentiles	More than 50% of students show high growth and no more than 10% show low growth	At least 65% of students show moderate to high growth	No more than 50% of students show low growth	More than 50% of students show low growth
Student Achievement Goal Setting	Exceed Goal > 50% Meet Goal > 40% Did Not Meet Goal < 10%	Exceed and/or Meet Goal > 80% Did not meet goal < 20%	Exceed and/or Meet Goal > 50% Did Not Meet Goal = 21%-49%	Exceed and/or Meet Goal < 50% Did Not Meet Goal > 50%
Other Measures	Other indicators of student achievement/ progress indicate exemplary student performance	Other indicators of student achievement/ progress indicate on-target student performance	Other indicators of student achievement/ progress indicate inconsistent student performance	Other indicators of student achievement/ progress indicate overall low student performance

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