

Autism Spectrum Disorder Performance Standards and Evaluation Criteria



VCU

VIRGINIA COMMONWEALTH UNIVERSITY



Autism Center for Excellence

1. Professional Knowledge _____

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

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| <ul style="list-style-type: none"> _____ Demonstrates accurate knowledge of autism spectrum disorder (ASD) and the characteristics _____ Effectively addresses appropriate curriculum standards based on students' individual needs _____ Bases instruction on goals that reflect high expectations and are based on students' Individualized Education Programs (IEP) _____ Understands the sensory needs of students with autism and is knowledgeable about ways to use sensory strategies proactively | <ul style="list-style-type: none"> _____ Demonstrates understanding of functions of behavior and is knowledgeable of interventions matched to each _____ Demonstrates accurate knowledge of evidence-based teaching practices (i.e., reinforcement, prompting, visual schedules, antecedent based intervention, etc.) _____ Demonstrates knowledge of academic and functional curriculum and matches appropriate evidence-based instructional practices _____ Understands the importance of communication and its day to day impact for students with ASD _____ Understands the importance of social skill development and its day to day impact for students with ASD |
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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.

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| <ul style="list-style-type: none"> _____ Uses student performance data to guide planning _____ Aligns IEP goals with 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 | <ul style="list-style-type: none"> _____ Aligns instructional plans to the SOLs and school curriculum _____ Develops classroom management plans and individual behavior plans as needed _____ Plans instruction by imbedding communication and social skill development _____ Develops plans utilizing evidence-based practices _____ Classroom environment is clearly defined in order to provide students boundaries _____ Plans for post-secondary transition while encouraging self determination |
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3. Instructional Delivery _____

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

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| <ul style="list-style-type: none"> _____ Engages and maintains students in active learning _____ Promotes independence by using a variety of effective instructional strategies and resources individualized to meet students' needs _____ Provides motivators for students based upon their individual needs and preferences _____ Effectively uses and fades prompts to support students and to promote independence | <ul style="list-style-type: none"> _____ Implements accommodations and modifications defined in the IEP _____ Differentiates instruction to meet students' needs _____ Implements instruction based on 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 to fidelity _____ Implements evidence-based practices during instruction to fidelity |
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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.

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| _____ Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning and student growth | _____ Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning |
| _____ Uses a variety of assessment strategies and instruments that are valid and appropriate for the instructional content and for the individual student | _____ Gives constructive and frequent feedback to students on their learning |
| _____ Analyzes data to make informed data driven decisions | _____ Collects data related to students' IEP goals and objectives |
| | _____ Uses accommodations and modifications as determined by the IEP when assessing student growth |

5. Learning Environment _____

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

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| _____ Arranges the classroom to maximize learning while providing a safe structured environment while considering students' individual needs | _____ Uses visual supports including classroom and individual visual schedules to promote independence |
| _____ Maximizes instructional time and minimizes disruptions | _____ Engages students in multiple simultaneous activities that are supported by classroom layout |
| _____ Establishes a student centered climate that promotes dignity and respect | _____ Classroom environment 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.

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| _____ Collaborates and communicates effectively within the school community to promote inclusion and student success | _____ Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress |
| _____ Adheres to federal and state laws, school policies, and ethical guidelines | _____ Demonstrates consistent mastery of standard oral and written English in all communication |
| _____ Works in a collegial and collaborative manner with administrators, related services personnel, para-professionals, other school personnel, and the community | _____ Models appropriate social and communication skills with students and adults |
| _____ Follows division and school policies on use of technology including use of personal cell phones | _____ 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.

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| _____ Sets specific, observable, measurable, and appropriate achievement goals for student learning progress based on baseline data and students' IEPs | _____ Uses available goal and performance data to document and communicate student progress and develop interim learning targets |
| _____ Monitors and documents the progress of each student according to their IEP within federal, state, and division timelines | _____ Analyzes data to determine student progress |
| _____ Uses permanent products and graphic displays of data to assess and demonstrate 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 |

SCORING FOR STANDARDS 1-6:

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 consistently and considerably surpass the established standard. | Exceptional Performance <ul style="list-style-type: none"> Sustains high performance over a 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 consistent with the school's mission and goals. | Effective Performance <ul style="list-style-type: none"> Meets the requirements contained in their 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 often performs below the established standard or in a manner that is inconsistent with the school's mission and goals. | Below Acceptable Performance <ul style="list-style-type: none"> 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. |

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 |

| Performance Level Ratings | Score Range |
|------------------------------|-------------|
| Exemplary | 35 - 40 |
| Proficient | 26 - 25 |
| Developing/Needs Improvement | 20 - 25 |
| Unacceptable | 10 - 19 |

SCORING FOR STANDARD 7:

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

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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.

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FINAL SUMMATIVE RATING WITH SCORE VALUES: