



SWCCCASE SPECIAL EDUCATION CERTIFIED TEACHER PERFORMANCE EVALUATION SYSTEM

*Opening the world through education to
children and young adults
with diverse abilities*

Name: _____

Assignment: _____

Evaluator: _____

Program: _____

Completion Date: _____

Adapted From: Enhancing Professional Practice: A Framework for Technology for Teaching by Charlotte Danielson, ASCD



SPECIAL EDUCATION CERTIFIED TEACHER PERFORMANCE STANDARDS

Four Domains of Teaching with 15 components and 41 elements

<p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none">a. Demonstrating Knowledge of Studentsb. Developing IEP Goals and Objectivesc. Demonstrating Knowledge of Resources	<p>Domain 2: The Classroom Environment</p> <ul style="list-style-type: none">a. Creating an Environment of Respect and Rapportb. Classroom Managementc. Managing Student Behaviord. Organizing Physical Space
<p>Domain 3: Instruction</p> <ul style="list-style-type: none">a. Demonstrating Knowledge of Contentb. Communicationc. Student Learningd. Assessing Student Learning	<p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none">a. Maintaining Accurate Recordsb. Communicating with Families and Teacherc. Contributing to the School and Districtd. Professional Growth

Adapted From: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, ASCD Publications, 1996

SWCCCASE

SPECIAL EDUCATION CERTIFIED TEACHER PRE-OBSERVATION PLANNING RECORD

Name: _____

Date: _____

Program/School: _____

Subject /Area: _____

<p>1. Briefly describe the students in this class, including any difficulties you anticipate. <i>(Component 1a and 1b)</i></p>	<p>2. What are your goals and objectives for students for this lesson? Why are these goals suitable for this group of students? <i>(Component 1c)</i></p>
<p>3. How do these goals support the common core standards? <i>(Component 1a and 1c)</i></p>	<p>4. How do you plan to engage students in the content? What will you do? What will the students do? <i>(Component 2b and 3a)</i></p>
<p>5. What instructional materials or other resources will you use? <i>(Component 1c)</i></p>	<p>6. How do you plan to gather data and assess student achievement of the goals? How do you plan to make use of the results of the assessment? <i>(Component 3d)</i></p>

DOMAIN 1: PLANNING AND PREPARATION
Component 1b: Developing IEP Goals and Objectives

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Individual	Goals are not individualized and represent low expectations or no conceptual understanding of the students. Goals do not reflect the importance of learning, and are not grounded in common core standards. <input type="checkbox"/>	Goals are moderately individualized in either their expectations or conceptual understanding of the student and in the importance of learning. Common core standards are minimally reflected in the goals. <input type="checkbox"/>	Goals are individualized in their level of expectations, conceptual understanding, and the importance of learning. Common core standards are embedded in the goals. <input type="checkbox"/>	Not only are the goals individualized but certified teacher can also clearly articulate how goals establish high expectations and relate to common core standards. <input type="checkbox"/>
Specific and Measurable	Goals are either not specific or reasonable. Goals do not permit viable methods of assessment. <input type="checkbox"/>	Goals are only moderately specific/measurable. Some goals do not permit viable methods of assessment. <input type="checkbox"/>	All the goals are clear, written in the form of student learning, and include viable methods of assessment. <input type="checkbox"/>	All the goals are clear, written in the form of student learning, and include viable methods of assessment, with data collection systems developed prior to implementation. <input type="checkbox"/>
Attainable	Goals are not attainable for the diversity, age, developmental level, disability, prior knowledge, or background of the student. <input type="checkbox"/>	Most of the goals are attainable for the student. <input type="checkbox"/>	All goals take into account the varying learning needs of the student and are attainable. <input type="checkbox"/>	Goals take into account the varying learning needs of the student, reflect collaboration across disciplines and are attainable. <input type="checkbox"/>
Using Present Levels of Performance (PLOP)	No PLOPs are available or present levels are determined by unsubstantiated methods of measurement. <input type="checkbox"/>	Annual PLOPs are assessed using standardized assessments only. There is no discussion regarding progress on current goals and objectives. <input type="checkbox"/>	Annual PLOPs are documented based on progress on current measureable goals and objectives. Standardized assessments may be provided. There is discussion on how these levels impact the student's performance in the learning environment. <input type="checkbox"/>	Annual PLOPs are documented in relation to measureable goals and objectives and reflect collaboration across disciplines and/or related services. Discussion is provided on how these levels impact the student's performance in the learning environment. <input type="checkbox"/>

Comments (if applicable):

DOMAIN 1: PLANNING AND PREPARATION
Component 1c: Demonstrating Knowledge of Resources

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Resources for Teaching	Certified teacher is unaware of resources available through the school, district or cooperative. <input type="checkbox"/>	Certified teacher displays limited awareness or use of resources available through the school, district or cooperative. <input type="checkbox"/>	Certified teacher is fully aware of resources available through the school, district or cooperative and makes use of them regularly. <input type="checkbox"/>	In addition to being aware of school, district or cooperative resources, certified teacher actively seeks and uses other materials to enhance instruction, for example, from professional organizations or through the community. <input type="checkbox"/>
Resources for Students and Families	Certified teacher is unaware of resources available to assist students and families who need them. <input type="checkbox"/>	Certified teacher displays limited awareness of resources available through the school, district, cooperative or community. <input type="checkbox"/>	Certified teacher is aware of resources available through the school, district, cooperative and community and knows how to gain access for students and families. <input type="checkbox"/>	In addition to being aware of school, district, cooperative and community support, certified teacher is aware of how to access additional resources available through the community and assists students and families in gaining access. <input type="checkbox"/>
Knowledge of Technical Resources and Computer Literacy	Certified Teacher rarely uses computer or other technology. Certified teacher has difficulty helping students with assistive technology devices. <input type="checkbox"/>	Certified teacher displays some computer literacy and comfort with other technology but use is limited. Certified teacher does not always feel comfortable with the assistive technology devices. <input type="checkbox"/>	Certified teacher accesses and efficiently uses computers or other technology to assist with record keeping, report writing and communication. Certified teacher is able to assist students to become more comfortable with technology. <input type="checkbox"/>	Certified teacher uses the computer regularly and efficiently for record keeping, report writing and communication, and is able to develop additional ways to use technology to improve efficiency. Certified teacher can easily help students become more proficient with computer operated assistive technology devices. <input type="checkbox"/>

Comments (if applicable):

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2a: Creating an Environment of Respect & Rapport

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Interaction with Students*	Certified teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for certified teacher. <input type="checkbox"/>	Certified teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for certified teacher. <input type="checkbox"/>	Certified teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for certified teacher. <input type="checkbox"/>	Certified teacher demonstrates genuine warmth, caring and respect for individual students. Such interactions are appropriate to developmental and cultural norms. Classroom climate fosters respectful interactions. Students exhibit respect for certified teacher. <input type="checkbox"/>
Student Interaction*	Student interactions are characterized by conflict, sarcasm, or put-downs. <input type="checkbox"/>	Certified teacher has established a climate in which students are not encouraged to demonstrate negative behavior toward one another. <input type="checkbox"/>	Certified teacher has fostered an environment which encourages students to demonstrate genuine caring for one another as individuals and as students. <input type="checkbox"/>	Certified teacher has fostered and established an environment which encourages students to demonstrate genuine caring for one another as individuals and as students. <input type="checkbox"/>

*Differences in disability must be taken into consideration.

Comments (if applicable):

DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2b: Classroom Management

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Management of Instructional Group(s)*	Students not working with the certified teacher are not productively engaged in learning. <div style="text-align: right;"><input type="checkbox"/></div>	Tasks for group work are partially organized, resulting in some off-task behavior. <div style="text-align: right;"><input type="checkbox"/></div>	Task(s) for group work are organized, and groups are managed so most students are engaged most of the time. <div style="text-align: right;"><input type="checkbox"/></div>	Group(s) working independently are productively engaged with all for productivity, and maintaining momentum. <div style="text-align: right;"><input type="checkbox"/></div>
Management of Transitions*	Much time is lost during transitions. <div style="text-align: right;"><input type="checkbox"/></div>	Transitions are sporadically efficient, resulting in some loss of instructional time. <div style="text-align: right;"><input type="checkbox"/></div>	Transitions occur smoothly, with little loss of instructional time. <div style="text-align: right;"><input type="checkbox"/></div>	Transitions are seamless, students assuming some responsibility for efficient operation. <div style="text-align: right;"><input type="checkbox"/></div>
Management and Materials and Supplies*	Materials are handled inefficiently, resulting in loss of instructional time. <div style="text-align: right;"><input type="checkbox"/></div>	Routines for handling materials and supplies function moderately well. <div style="text-align: right;"><input type="checkbox"/></div>	Routines for handling materials and supplies occur smoothly, with little loss of instructional time. <div style="text-align: right;"><input type="checkbox"/></div>	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation. <div style="text-align: right;"><input type="checkbox"/></div>
Supervision of Paraeducators**	Paraeducators have no clearly defined duties or do nothing most of the time. <div style="text-align: right;"><input type="checkbox"/></div>	Paraeducators are productively engaged during portions of class time but require frequent supervision. <div style="text-align: right;"><input type="checkbox"/></div>	Paraeducators are productively engaged during the entire class. <div style="text-align: right;"><input type="checkbox"/></div>	Paraeducators are productively and independently engaged during the entire class. <div style="text-align: right;"><input type="checkbox"/></div>

*Differences in disability must be taken into consideration.

**This element does not apply to certified teacher who do not have a paraeducator(s).

Comments (if applicable):

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2c: Managing Student Behavior

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Establishing Expectations	No standards of conduct appear to have been established and/or students are unaware of the expectations. <input type="checkbox"/>	Standards of conduct appear to have been established for most situations, and most students seem to understand them. <input type="checkbox"/>	Standards of conduct are clear to students and teacher. <input type="checkbox"/>	Standards of conduct are clear to all students and teacher and are clearly evidenced through multiple mediums. <input type="checkbox"/>
Monitoring of Student Behavior	Student behavior is not monitored, and the certified teacher is unaware of what students are doing. <input type="checkbox"/>	Certified teacher is generally aware of student behavior but may miss the behavior of some students. <input type="checkbox"/>	Monitoring by certified teacher is subtle and proactive. <input type="checkbox"/>	Certified teacher is alert to student behavior at all times and employ strategies that maintain student attention or momentum. <input type="checkbox"/>
Response to Student Behavior	Certified teacher does not respond to behavior. <input type="checkbox"/>	Certified teacher responds inconsistently to student behavior. <input type="checkbox"/>	Certified teacher responds to behavior appropriately. <input type="checkbox"/>	Certified teacher responds to behavior appropriately, respects the students' dignity and is sensitive to students' individual needs. <input type="checkbox"/>

Comments (if applicable):

DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2d: Organizing Physical Space
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ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Safety and Accessibility of the Classroom	The classroom is unsafe and/or not accessible to all students. <input type="checkbox"/>	The classroom is unsafe and/or not accessible to some students. <input type="checkbox"/>	The classroom is safe and accessible to all students. <input type="checkbox"/>	The classroom is safe and accessible to all students and students know how to navigate the environment safely. <input type="checkbox"/>

Comments (if applicable):

DOMAIN 3: INSTRUCTION

Component 3a: Demonstrating Knowledge of Content

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Knowledge of Content	Certified teacher makes content errors or does not correct content errors students make. <input type="checkbox"/>	Certified teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines. <input type="checkbox"/>	Certified teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines. <input type="checkbox"/>	Certified teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.* <input type="checkbox"/>
Knowledge of Prerequisite Relationships**	Certified teacher displays little understanding of prerequisite knowledge important for student learning of the content. <input type="checkbox"/>	Certified teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate. <input type="checkbox"/>	Certified teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts. <input type="checkbox"/>	Certified teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding. <input type="checkbox"/>

*As indicated in Professional Data Record.

** Prerequisite relationships: This is referring to a "dependent sequence," or order, that assists students' understanding, i.e., socks before shoes, place value before addition and subtraction.

Comments (if applicable):

DOMAIN 3: INSTRUCTION Component 3b: Communication
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ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Directions and Procedures	Certified teacher's directions and procedures are confusing to students or are presented at an inappropriate level. <input type="checkbox"/>	Certified teacher's directions and procedures are clarified after initial student confusion or are excessively detailed. <input type="checkbox"/>	Certified teacher's directions and procedures are clear and concise to students and contain an appropriate level of detail. <input type="checkbox"/>	Certified teacher's directions and procedures are clear and concise to students and anticipate possible student misunderstandings. <input type="checkbox"/>
Language Usage	Certified teacher's language is unclear. Language contains grammar and syntax errors. Vocabulary is inappropriate, vague, or used incorrectly. <input type="checkbox"/>	Certified teacher's language is clear. Vocabulary is correct but limited or is not appropriate to students' age/instructional level. <input type="checkbox"/>	Certified teacher's language is clear and correct. Vocabulary is appropriate to student age/instructional level. <input type="checkbox"/>	Certified teacher's language is correct and expressive, with well-chosen vocabulary that enriches the lesson and is appropriate to student age/instructional level. <input type="checkbox"/>
Feedback	Feedback to students is not provided in a timely manner or is of poor quality. <input type="checkbox"/>	Feedback to students is inconsistent in quality, timeliness and does not take into account age/instructional level. <input type="checkbox"/>	Feedback is consistently provided in a timely manner and takes into account age/instructional level. <input type="checkbox"/>	Feedback to students is consistently high quality, timely and takes into account age/instructional level. <input type="checkbox"/>

Comments (if applicable):

DOMAIN 3: INSTRUCTION

Component 3c: Student Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Activities and Assignments	Activities and assignments are inappropriate for students' age/instructional level. Students are not actively engaged. <input type="checkbox"/>	Some activities and assignments are appropriate for students' age/instructional level. Some students are engaged. <input type="checkbox"/>	All activities and assignments are appropriate to students' age/instructional level. Most students are engaged. <input type="checkbox"/>	All activities and assignments are appropriate for students' age/instructional level. All students are engaged. <input type="checkbox"/>
Research-based Instruction	Certified teacher demonstrates no knowledge of research-based instructional strategies. <input type="checkbox"/>	Certified teacher demonstrates basic pedagogical knowledge. Certified teacher does not anticipate student misconceptions. <input type="checkbox"/>	Certified teacher demonstrates best pedagogical practices. Certified teacher anticipates student misconceptions. <input type="checkbox"/>	Certified teacher continues to search for best pedagogical practices. Certified teacher anticipates student misconceptions. <input type="checkbox"/>
Instructional Materials and Resources	Instructional materials and resources are unsuitable for the students' age/instructional level. Students are not actively engaged. <input type="checkbox"/>	Some instructional materials and resources are suitable for the students' age/instructional level. Some students are engaged. <input type="checkbox"/>	All instructional materials and resources are suitable for the students' age/instructional level. Most students are engaged. <input type="checkbox"/>	All instructional materials and resources are suitable for the students' age/instructional level. All students are engaged. <input type="checkbox"/>
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is inappropriate. <input type="checkbox"/>	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inappropriate. <input type="checkbox"/>	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is appropriate. <input type="checkbox"/>	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate and adapted, if needed, for all students. <input type="checkbox"/>
Demonstrating Flexibility and Responsiveness	Certified teacher adheres to the lesson in spite of evidence of poor student understanding or lack of interest. <input type="checkbox"/>	Certified teacher makes minimal adjustments to the lessons. The flow of instruction is interrupted. <input type="checkbox"/>	Certified teacher makes adjustments to lessons. The flow of instruction is not interrupted. <input type="checkbox"/>	Certified teacher is highly responsive to students' interests and questions, making adjustments to lessons, and persists in ensuring the success of all students. <input type="checkbox"/>

Comments (if applicable):

DOMAIN 3: INSTRUCTION
Component 3d: Assessing Student Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Criteria and Standards	The certified teacher's proposed assessment does not consider the progress as per IEP goals. <input type="checkbox"/>	Assessment criteria minimally takes into account progress on IEP goals and are not clear or have not been communicated to students/teacher, if appropriate. <input type="checkbox"/>	Assessment criteria is clear, reflects progress as stated in the IEP goals and has been communicated to students/teacher. <input type="checkbox"/>	Assessment criteria is clear, reflects progress as stated in the IEP goals and has been clearly communicated to students/teacher. Students may contribute to assessment through self-monitoring or self-assessment.* <input type="checkbox"/>
Use for Planning	The assessment results only minimally affect planning for these students. <input type="checkbox"/>	Certified teacher uses assessment results to plan for lessons/activity. <input type="checkbox"/>	Certified teacher uses assessment results to plan for individuals and groups of students to work towards instructional and IEP goals. <input type="checkbox"/>	Certified teacher uses assessment results to plan for individuals and groups of students and reflects collaboration across discipline and/or related services. Students are aware of how they are meeting the established instructional and IEP goals and participate in planning the next steps, when appropriate.* <input type="checkbox"/>
Using Goals and Objectives	Progress is not documented or reported to school district and/or parent. <input type="checkbox"/>	Progress is documented but not reported to parent. <input type="checkbox"/>	Progress is documented and reported to parent. <input type="checkbox"/>	Progress towards goals is reflected in lesson plans. Data is collected and effectively reported to school district and/or parent. <input type="checkbox"/>

*Differences in disability must be taken into consideration.

Comments (if applicable):

<p>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4a: Maintaining Accurate Records</p>
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ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Data Collection	Certified teacher has no system for maintaining information on student progress, the system is in disarray, or is inaccurate. <input type="checkbox"/>	Certified teacher's system for maintaining information on student progress is rudimentary and partially effective. <input type="checkbox"/>	Certified teacher's system for maintaining information on student progress is effective, and can be easily and accurately reported to students and parents. <input type="checkbox"/>	Certified teacher's system for maintaining information on student progress is effective and can be easily and accurately reported to students and parents. Support personnel are able to access and utilize the system. <input type="checkbox"/>
Timelines*	Certified teacher does not meet deadlines. <input type="checkbox"/>	Certified teacher is often unaware of approaching deadlines and takes excessive time from instruction for task completion. Certified teacher meets some deadlines. <input type="checkbox"/>	Certified teacher meets all deadlines. <input type="checkbox"/>	Certified teacher meets all deadlines in advance of due date. <input type="checkbox"/>

*For example IEP, medical and attendance responsibilities.

Comments (if applicable):

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Communicating with Families and Teacher

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Parent Communication	Certified teacher provides no information to parents and does not respond or responds insensitively to parent concerns about students. <input type="checkbox"/>	Certified teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students. <input type="checkbox"/>	Certified teacher frequently provides information to parents on both positive and negative aspects of student information. <input type="checkbox"/>	Certified teacher frequently provides information to parents on both positive and negative aspects of student information. Response to parent concerns is handled with great sensitivity. <input type="checkbox"/>
Communication during the IEP Process	Certified teacher does not provide information in the IEP of current levels of function that apply to educational concerns. The educational relevance is unclear from the written IEP and the discussions during the IEP process. <input type="checkbox"/>	Certified teacher communicates oral and written information in the IEP process but it is unclear to IEP team members. <input type="checkbox"/>	Certified teacher communicates oral and written information effectively in the IEP process. Abbreviations and jargon are avoided or explained. <input type="checkbox"/>	Certified teacher effectively communicates oral and written information during the IEP process. Certified teacher provides the IEP team members with information regarding student performance from a variety of sources. <input type="checkbox"/>
Response to General Education Teachers and/or Other Professionals	Certified teacher fails to respond to concerns and questions of general education teachers and/or other professionals. Certified teacher does not provide information to other team members. <input type="checkbox"/>	Certified teacher responds to concerns and questions, but fails to respond promptly or to address all issues. Certified teacher only informs team members of information upon request. <input type="checkbox"/>	Certified teacher responds to concerns and questions in a timely fashion, seeking answers when not readily available. Certified teacher provides team members with appropriate information. <input type="checkbox"/>	Certified teacher anticipates concerns and questions from team members and initiates contact. <input type="checkbox"/>

Comments (if applicable):

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4c: Contributing to the School and District

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Relationships with Colleagues	Certified teacher's relationships with colleagues are negative or self-serving. <input type="checkbox"/>	Certified teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires. <input type="checkbox"/>	Support and cooperation characterize relationships with colleagues. <input type="checkbox"/>	Support and cooperation characterize relationships with colleagues. Certified teacher takes initiative in assuming leadership among the faculty. <input type="checkbox"/>
Participation in School and Cooperative Projects	Certified teacher avoids becoming involved in school and cooperative activities. <input type="checkbox"/>	Certified teacher participates in school and cooperative activities when specifically asked. <input type="checkbox"/>	Certified teacher volunteers to participate in school and cooperative activities, making a contribution. <input type="checkbox"/>	Certified teacher volunteers to participate in school and cooperative activities making a substantial contribution, and/or assumes a leadership role in a major school or cooperative activity. <input type="checkbox"/>

Comments (if applicable):

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4d: Professional Growth
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ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Enhancing Professional Knowledge and Skills	Certified teacher does not participate in professional development activities to enhance knowledge or skills. <input type="checkbox"/>	Certified teacher participates in some professional development activities to enhance knowledge and skills. <input type="checkbox"/>	Certified teacher seeks out opportunities for professional development to enhance knowledge and skills. <input type="checkbox"/>	Certified teacher seeks out opportunities for professional development and shares information with others. <input type="checkbox"/>

Comments (if applicable):

PROFESSIONALISM

Attendance/Punctuality

Number of Sick Days Used to Date: _____

Personal Days Used to Date: _____

Number of Learning Links Credits Completed to Date: _____

Professional Appearance

Professional Demeanor

RATING

Domain 1: Planning and Preparation

- a. _____ _____ _____
- b. _____ _____ _____ _____
- c. _____ _____ _____

Domain 2: The Classroom Environment

- a. _____ _____
- b. _____ _____ _____ _____
- c. _____ _____ _____
- d. _____

Domain 3: Instruction

- a. _____ _____
- b. _____ _____ _____
- c. _____ _____ _____ _____ _____
- d. _____ _____ _____

Domain 4: Professional Responsibilities

- a. _____ _____
- b. _____ _____ _____
- c. _____ _____
- d. _____

TOTALS: _____ _____ _____ _____ _____

TOTAL POINTS: _____

NUMBER OF ITEMS RATED: _____

Overall Performance Rating: _____

Excellent	3.51 – 4.0
Proficient	2.50 – 3.50
Needs Improvement	2.0 – 2.49
Unsatisfactory	1.0 – 1.99

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Professional Data Record

Please share additional information since your last evaluation.

Name: _____

Date: _____

Please record all significant accomplishments. Your comments should serve to clarify and give specific meaning to each item.

Contributions to Program, District and/or Cooperative beyond the regular assignment
(committees, co-curricular, etc.):

Academic Preparation (academic courses, workshops, conferences, etc.):

Professional Contributions:

Memberships:

Presentations:

Published Work:

Other:

Awards and Recognition:

Other:

Self Assessment

Strengths:

Areas for Professional Growth:

Employee Signature

Date