Amphitheater Specialist Evaluation

Professional Groups: *Teachers of the Hearing Impaired,*
Teachers of the Vision Impaired,
Orientation & Mobility Specialist

Name of Specialist _____ School _____ Date: _____

Rating Scale:

4 – A specialist at Level 4 exceeds the best practices of Level 3 through innovation, flexibility, and creativity for an indicator. The specialist at Level 4 is recognized as a leader in this area and could be called upon to model skills/competencies or assist in the development of this skill with colleagues.

3 – A specialist at Level 3 demonstrates appropriate best practice for an indicator, engages and guides students, differentiates practice and monitors the results. A specialist at this level is student-centered and focuses on the skills and strategies which result in increased student progress. The Level 3 specialist demonstrates mastery of this indicator.

2 – A specialist at Level 2 demonstrates strategies for an indicator but does not yet monitor its effectiveness on student learning. A specialist at this level is progressing toward applying effective practices leading to the accomplishment of the indicator, but needs some assistance in mastering the skills necessary to positively effect student progress.

1 – A specialist at Level 1 may demonstrate a strategy for an indicator but it is incorrect or ineffective. A specialist at this level must improve his/her understanding and application of strategies for this indicator to correct or avoid negative effects on student progress.

Domain 1:	Indicators	Rating 1	Rating 2	Rating 3	Rating 4
Designing and Planning Instruction	1.1 Establishes appropriate goals and objectives aligned to State Standards. • Long-term planning is in place driven by IEP goals and objectives				
	1.2 Makes instructional planning decisions based on qualitative and quantitative assessment data.				
	1.3 Activities and lessons are: • Aligned with standards/IEP • Related to the identified objective • Sequenced from basic to complex • Built on prior student knowledge, promote higher order thinking and are relevant				

		Rating 1	Rating 2	Rating 3	Rating 4
	1.4 Adapts instructional opportunities for diverse learners • Includes a variety of materials, methods and resources • Includes learning experiences for students which address a variety of cognitive levels • Plans accommodations or modifications for individual student success				
	1.5 Teacher is prepared: • Daily planning evident • Materials prepared and accessible				
	1.6 Engages in on-going reflection to promote student achievement.				
Domain 2:	**Indicators**	Rating 1	Rating 2	Rating 3	Rating 4
Assessing and Analyzing Student Learning	2.1 Uses a variety of formative and summative assessments to drive instruction.				
	2.2 Assessments are aligned with state standards, IEP goals and instruction.				
	2.3 Assessments have clear, measurable criteria				
	2.4 Feedback from students is regularly used to monitor and adjust instruction.				
Domain 3:	**Indicators**	Rating 1	Rating 2	Rating 3	Rating 4
Creating and Sustaining the Learning Environment	3.1 Creates an environment based on respect and effective relationships with students.				
	3.2 Establishes and maintains classroom procedures and rules.				
	3.3 Responses to student behavior are appropriate and consistent.				
	3.4 Encourages the student to demonstrate self-discipline and responsibility to self and others.				
	3.5 Creates a classroom culture that promotes the development of intrinsic motivation to learn.				
	3.6 Strategies are in place for effective transitions.				
Domain 4:	**Indicators**	Rating 1	Rating 2	Rating 3	Rating 4
Implementing and Adjusting Instruction	4.1 Demonstrates knowledge of the subject matter.				
	4.2 Clearly communicates objectives and state standards to students.				
	4.3 Provides clear written and/or oral communication to students.				
	4.4 Instructional pace maximizes time for student work, student reflection, and lesson closure.				

	4.5 Uses research-based classroom strategies.				
	4.6 Promotes student engagement and student questions addressing needs of all learners.				
	4.7 Encourages critical thinking, creative thinking and problem solving.				
	4.8 Uses effective questioning and discussion techniques.				
	4.9 Provides on-going feedback to students during instruction.				
	4.10 Demonstrates flexibility and responsiveness based on student needs.				
	4.11 Models the skills, concepts, attributes, or thinking processes to be learned.				
Domain 5:	**Indicators**	Rating 1	Rating 2	Rating 3	Rating 4
Professional Responsibilities	5.1 Supports school and district vision, mission, beliefs and policies while abiding by the ethics of the profession.				
	5.2 Collaborates, plans, supports and interacts with colleagues in a professional manner.				
	5.3 Reviews and evaluates overall performance and responds to employer feedback in order to plan for and engage in high-quality professional development.				
	5.4 Performs non-instructional duties • Maintains accurate, confidential and timely student records • Participates in required meetings • Is punctual • Maintains a professional day Completes assigned tasks by established deadlines				
	5.5 Communicates student achievement and progress to students, their parents, and others as appropriate.				
Domain 6	**Indicators**	Rating 1	Rating 2	Rating 3	Rating 4
Equipment	6.1 Management: • Checks equipment function with each visit • Promotes student troubleshooting skills • Conducts staff in-service on equipment use • Follows through with appropriate personnel for equipment needs and maintenance				
	6.2 Consultation: • Addresses inquiries regarding equipment issues including: requests, malfunction, or effectiveness. • Communicates student accommodations and needs to staff.				

Evaluator Comments:

Employee Comments:

Evaluator Signature: _____   **Date: _____**

Employee Signature: _____   **Date: _____**

EMPLOYMENT RECOMMENDATION
(To be initialed by PRINCIPAL at final evaluation of the year)

        _____I RECOMMEND that this employee be offered a contract for the ensuing year.

        _____I RECOMMEND this employee for continuing status. (Use for third year probationary

    specialists only.)

        _____NOT APPLICABLE (specify reason):_____

        _____I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date:_____

Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.

Copies to: Human Resources – School – Employee