

Therapeutic Specialists Evaluation

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Evaluator: Self-Evaluation

School: WRHS

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Grade: 9

Shared: NO

Curriculum, Planning, and Assessment

Standard I: Curriculum, Planning and Assessment

The teacher promotes the learning and growth of all students through designing coherent instruction and authentic and meaningful student assessments, analyzing, student performance and growth, and continuously refining learning objectives.

Shaded areas denote items that will be evaluated through products of practice shared in the Collection of Evidence. Non-shaded areas will be evaluated through classroom observation. Artifacts for formative indicators must be submitted prior to December 21st and artifacts for summative artifacts must be submitted by the 163rd day of school.

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to: therapy logs, progress reports.

Formative Indicators

Assessments

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.	Collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Collects most of the important information on which to base treatment plans or reports are accurate but lacking in clarity and not always appropriate to the audience.	Neglects to collect important information on which to base treatment plans and/or reports are inaccurate or not appropriate to the audience.

Summative Indicators

Analysis

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Develops an effective data-management system for monitoring student progress and works with colleagues to analyze and document assessment data, draw conclusions, and use these conclusions to drive therapeutic changes.	Develops an effective data-management system for monitoring student progress and analyzes data from assessments, draws conclusions, and uses these conclusions to drive therapeutic changes.	Develops a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.

Goals

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Is instrumental in the development and implementation of the goals for the therapy program that are highly appropriate to the situation in the school and to the age of the students.	Goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Goals for the therapy program are unclear or nonexistent, or they are inappropriate to either the situation or the age of the students.

Standards

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Plan is consistent, highly coherent and preventative and serves to support students individually, within the broader educational /vocational goals.	Plan is coherent and preventative and serves to support student individually, with in the broader educational/vocational goals.	Plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the broader educational/vocational goals.	Plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.

Lessons

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Designs and ensures delivery to all students a data driven, developmentally appropriate curriculum creatively utilizing technology and other materials and instructional strategies to engage all students.	Designs and delivers a data driven, developmentally appropriate curriculum utilizing technology and other materials and instructional strategies to engage students.	Designs and intermittently delivers a developmentally appropriate curriculum	Does not deliver a developmentally appropriate curriculum.

Knowledge

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Demonstrates a high level of expertise in therapeutic area and in understanding child/adolescent development and how students learn.	Knows the therapeutic area well and has a good grasp of child/adolescent development and how students learn.	Is somewhat familiar with the therapeutic area and/or somewhat familiar with ways students develop and learn.	Has little familiarity with the therapeutic area or how students learn.

Checks for Understanding

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Uses a variety of on-going effective methods to check for understanding, identify misconceptions, and adjusts therapy accordingly.	Often uses formative assessments to check for understanding and adjusts therapy accordingly.	Occasionally checks for understanding during instruction and/or does not adjust therapy.	Rarely checks for understanding or uses only summative assessment.

Teaching All Students/Instruction

Standard II: Teaching All Students/Instruction

The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, and creates a safe and effective classroom environment.

Shaded areas denote items that will be evaluated through products of practice shared in the Collection of Evidence. Non-shaded areas will be evaluated through classroom observation. Artifacts for formative indicators must be submitted prior to December 21st and artifacts for summative artifacts must be submitted by the 163rd day of school.

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Differentiation: examples of various activities, lessons or assignments, literature circle book election, curriculum maps

High Expectations: student work samples with teacher feedback, rubrics, assessments, lesson plans, objectives, one-on-one student reader/writer conference notes, writing folders, differentiated assignments, parent communications, extra help session records, course recommendations, syllabi

Artifacts: IEPs, therapeutic tasks.

Formative Indicators

Differentiation			
Exemplary	Proficient	Needs Improvement	Unsatisfactory
Regularly differentiates in multiple modalities including instructional methods, interests, learning styles and products.	Regularly differentiates in some modalities including instructional methods, interests, learning styles and products.	Differentiates in minimal modalities including instructional methods, interests, learning styles and products.	May differentiate in minimal modalities, but has a limited understanding of differentiation.

Summative Indicators

High Expectations			
Exemplary	Proficient	Needs Improvement	Unsatisfactory
Proactively provides services that support high and practical expectations for educational and therapeutic success of students.	Consistently provides services that support high and practical expectations for educational and therapeutic success of students.	Inconsistently provides services that support high and practical expectations for educational and therapeutic success of students.	Rarely provides services that support high and practical expectations for educational and therapeutic success of students.

Engagement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Students are highly engaged in work in which they are active learners and problem-solvers.	Most students are engaged in work in which they are active learners.	Attempts to get students actively involved but many are disengaged.	Little or no student engagement in the student learning process.

Instructional Methods

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Uses innovative and effective therapeutic strategies, available materials, and practices.	Uses effective therapeutic strategies, available materials, and practices.	Uses a limited range of therapeutic strategies, available materials, and practices with mixed success.	Uses only one or two therapeutic strategies and types of available materials.

Classroom Management

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Establishes highly effective routines and a discipline repertoire. Prevents or effectively and appropriately manages issues.	Uses effective routines and discipline strategies to either prevent or appropriately manage most issues.	Inconsistently uses routines and/or discipline strategies to either prevent or effectively manage issues.	Ineffective or absence of routines and/or discipline strategies to either prevent or effectively manage issues.

Learning Environment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently provides a safe and collaborative learning environment of mutual respect where students feel valued as members of the school community and are willing risk takers.	Provides a safe and collaborative learning environment where students feel safe and valued as members of the school community.	Inconsistently provides a safe and collaborative learning environment.	Fails to provide a safe and collaborative learning environment.

Instructional Implementation

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently incorporates effective questions, clear explanations, models thought processes, and relevant examples to promote independent learning and drive student learning towards essential questions/knowledge.	Often incorporates effective questions, clear explanations, models thought processes, and relevant examples to drive student learning towards essential questions/knowledge.	Occasionally incorporates effective questions, clear explanations, models thought processes, and relevant examples to drive student learning towards essential questions/knowledge.	Rarely incorporates effective questions, clear explanations, models thought processes, and uses relevant examples to drive student learning towards essential questions/knowledge.

Advocate/ Support

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Understands the diverse needs of students, promotes the available learning supports, adheres to specialized plans/interventions, and actively encourages all students' academic growth.	Understands the diverse needs of students, is familiar with available learning supports, adheres to specialized plans/interventions, and encourages most students' academic growth.	May struggle with understanding the diverse needs of students, is unfamiliar with learning supports, does not consistently adhere to specialized plans/interventions, or may not appropriately encourage all student's academic growth.	Does not understand the diverse needs of students, does not adhere to specialized plans/interventions, and does not appropriately encourage all students' academic growth.

Family and Community Engagement (All WREA)

Standard III: Family and Community Engagement

The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members and organizations.

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Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Outreach/Communication: emails, phone logs, newsletters, websites, parent meeting logs, progress reports, surveys

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Outreach/Communication: emails, phone logs, newsletters, websites, parent meeting logs, progress reports, surveys

Formative/Summative Indicators

Outreach / Communication

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Communicates respectfully with parents and maintains contact using alternative modes of communication when at first unsuccessful in making contact.	Communicates respectfully with parents and maintains contact throughout the year using multiple modes of communication.	Tries to communicate respectfully with parents and makes contact using limited modes of communication.	Is disrespectful to parents or makes little or no contact with parents.

Responsiveness

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Always responds promptly and effectively to parent concerns.	Usually responds promptly to parent concerns.	Inconsistently responds promptly or effectively to parent concerns.	Does not respond to parent concerns or is unprofessional in dealing with the concerns.

Professional Culture (All WREA)

Standard IV: Professional Culture

The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

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Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Reflection: reflective notes in plan books or on assignments, samples of lesson improvements, examples of products from collaboration (conversations may be sufficient if outcomes can be articulated)

Growth: professional development opportunities, professional readings, professional affiliations, graduate programs or classes, workshops, teacher mentors, focus groups

Summative Indicators

Growth

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Continually consults with colleagues and is an up-to-date resource in their field of expertise.	Seeks out effective ideas from colleagues, workshops, and other sources and makes an attempt to implement the ideas.	Can occasionally be persuaded to try out new practices.	Is not open to ideas for improving practices.

Collaboration

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Actively seeks out opportunities to collaborate with colleagues and other professionals to improve their practices.	Collaborates regularly with colleagues to, share ideas, and review student progress.	Meets occasionally with colleagues to share ideas.	Rarely interacts with colleagues to share ideas.

Respectful Relationships

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently fosters a positive, mutually respectful school environment and regularly demonstrates fairness to others.	Usually fosters a positive, mutually respectful school environment and demonstrates fairness to others.	Inconsistently fosters a positive, mutually respectful school environment or demonstrates a lack of fairness toward others.	Does not promote a positive, mutually respectful school environment or demonstrate fairness toward others.

Evaluator Signature

- no signature -

Educator Response

Educator may indicate response to content of this form.

Educator Signature

Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report.

- no signature -