

Northwest Arctic Borough School District
Special Education Teacher
Formal Observation

Educator Name: _____

Subjects: _____ Grade Level(s): _____

Administrator Name: _____

Formal Observation Date(s):	Informal Observation Date(s) - (10 min/observation)
Pre-Observation:	Date Observed:
Observation (30 min):	Date Observed:
Post-Observation:	Date Observed:

Teaching Standards: 2,3,4,5,6 Planning and preparation including knowledge of students, needs, cultural characteristics, content, how to teach content, and assessment of content. Cultural Standards: A. Incorporate local ways of knowing. B. Link teaching to everyday lives. D. Work closely with parents

Domain 1: Planning and Preparation

Component 1b: *Demonstrating Knowledge of Students*

<u>Elements</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Child Development				
Learning Process				
Special Needs				
Student Skills, Knowledge and Proficiency				
Interests and Cultural Heritage				
Component 1b Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component 1c: *Setting Instructional Outcomes*

<u>Elements</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Value, Sequence, Cultural Connection, Alignment to Content				
Clarity				
Balance				
Suitability for Diverse Learners				
Component 1c Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component 1e: *Designing Coherent Instruction*

<u>Elements</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Learning Activities				
Instructional Materials and Resources				
Instructional Groups				
Lesson and Unit Structure				
Component 1e Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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A2: Utilize elders' expertise in multiple ways in their teaching.

<u>Elements</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Elders' expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B1: Regularly engage students in appropriate projects and experiential learning activities in the surrounding environment.

<u>Elements</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Experiential learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D1: Promote extensive community and parental interaction and involvement in their children's education.

<u>Elements</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Community and parental interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2: Involve Elders, parents and local leaders in all aspects of instructional planning and implementation.

<u>Elements</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Involve Elders, parents and local leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 1: Final Rating	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Planning and Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence for Component Elements:

Teaching Standards: 3,6 Application of knowledge of students, individual and cultural characteristics, maintaining positive learning environment.

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

<u>Elements</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Interactions with Students				
Student interactions with students				
Inclusion of local experience / environment				
Component 2a Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component 2c: Managing Classroom Procedures

<u>Elements</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Instructional Groups				
Transitions				
Materials and Supplies				
Non-instructional Duties				
Supervision of Volunteers and Paraprofessionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Component 2c Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Component 2d: <i>Managing Student Behavior</i>				
<u>Elements</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Expectations				
Monitoring Behavior				
Response to Behavior and Misbehavior				
Component 2d Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 2: Final Rating				
	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
The Classroom Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence for Component Elements:				
Teaching Standards: 2,4,5,6 Application of knowledge of students, teaching of content, use of assessment for learning, engages students and their participation. Cultural Standards: A. Incorporate local ways of knowing.				
Domain 3: Instruction				
Component 3a: <i>Communicating with Students</i>				
<u>Elements</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Expectations for Learning				
Directions and Procedures				
Explanations of Content				
Use of Oral and Written Language				
Component 3a Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Component 3c: <i>Engaging Students in Learning</i>				
<u>Elements</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Activities and Assignments				
Student Groups				
Instructional Materials and Resources link to local seasonal knowledge and activities				
Structure and Pacing				
Component 3c Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Component 3d: <i>Using Assessment in Instruction</i>				
<u>Elements</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Assessment Criteria				
Monitoring of Student Learning				
Feedback to Students				
Student Self-assessment and Monitoring				
Component 3d Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<i>A4: Provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills.</i>				
<u>Elements</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Observation				
Hands-on demonstration				
Cultural Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 3: Final Rating	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence for Component Elements:				
Teaching Standards: 7,8 Partners with parents, families, and community and contributes to teaching profession. Cultural Standards: C. Participate in community.				
Domain 4: Professional Responsibilities				
<i>Component 4b: Maintaining Accurate Records</i>				
<u>Elements</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Performance on assignments/objectives/programs				
About Individual Students accommodations/other				
Engagement of Families in Instructional Program				
Following district procedures for meetings, evaluations, IEPs				
Providing quality and accurate special education records (ESERs, IEPs, evaluations)				
Meeting required timelines				
Component 4b Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Component 4c: Communicating with Families</i>				
<u>Elements</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
About Instructional Program/Evaluations & IEPs				
About Individual Students and progress				
Engagement of Families in Instructional Program/IEPs				
Written drafts provided to families with sufficient time to review and make changes and additions				
Component 4c Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Component 4f: Showing Professionalism</i>				
<u>Elements</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Integrity/Ethical Conduct				
Service to Students				
Advocacy				
Decision-making				
Compliance with School / District Regulation				
Component 4f Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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C3: Maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community.

Elements	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Appropriate use of the cultural and professional expertise				
Cultural Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 4: Final Rating	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Professional Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence for Component Elements:

Special Education Teacher

OVERALL RATING CALCULATION WORKSHEET

Professional Performance Domains

Professional Performance Domains	One	Two	Three	Four	Total	% of total possible points	Total Points Possible	Overall Rating Points
						Total/16		
Rating							X 80	

Rating Values	
Unsatisfactory =	1
Basic =	2
Proficient =	3
Exemplary =	4

Student Learning Domain

		Total/4		
Rating			X 20	
Overall Total				

Overall Rating Determination

If all individual domains are Proficient or Higher use the following chart to determine overall rating.			If one or more individual domain(s) is Basic or below, use the following chart to determine overall rating.	
Overall Total	Overall Rating		Overall Total	Overall Rating
> 80	Exemplary		>= 50	Basic
75 to 80	Proficient		< 50	Unsatisfactory
Overall Rating				

LEVEL OF SUPPORT

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Plan of Improvement

One or more standard(s) rates as unsatisfactory

District Support

or
(Plan for Professional Growth)

Two or more standards rated as basic and no standard rates as unsatisfactory

Professional Focus

At least seven standards rated proficient or above & no standard rated as unsatisfactory

Evaluation Alternative

Two or more standards rated exemplary with the remaining standards rated as proficient

Note: *The signature of the evaluator and teacher verifies that the summative report and level of support determination has been reviewed and that the proper process has been followed.*

Teacher Comments:

The teacher's signature indicates that the evaluation has been completed and discussed. I understand that I have the right to a written rebuttal (at any time) with any derogatory material placed in the teacher's personnel file. I also understand that my signature below does not necessarily mean that I agree with the evaluation, but does indicate that I acknowledge that I received this evaluation document.

Administrator/Evaluator's Signature

Date

Teacher's Signature

Date

I recommend that this teacher be retained and offered a contract for the _____ school year.

Further observations and evaluations will be needed before determination of retention for the _____ school year.

I do not recommend retention of this teacher for the _____ school year.

Administrator's Signature

Date