### 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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<tbody>
<tr>
<td><strong>•</strong> Demonstrates accurate knowledge of the learning and behavioral characteristics of the disabilities of the students with whom they work</td>
<td><strong>•</strong> Demonstrates understanding of functions of behavior and is knowledgeable of interventions matched to each</td>
</tr>
<tr>
<td><strong>•</strong> Effectively addresses appropriate curriculum standards based on students’ individual needs</td>
<td><strong>•</strong> Demonstrates accurate knowledge of evidence based teaching practices (reinforcement, prompting, visual schedules, antecedent based intervention, etc.)</td>
</tr>
<tr>
<td><strong>•</strong> Bases instruction on goals that reflect high expectations and are based on the students’ Individualized Education Plans (IEP)</td>
<td><strong>•</strong> Demonstrates knowledge of content curriculum and matches appropriate evidence-based practices</td>
</tr>
<tr>
<td><strong>•</strong> Understands the sensory needs of students and is knowledgeable about ways to use sensory strategies proactively</td>
<td><strong>•</strong> Understands the importance of communication and its day to day impact for students</td>
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<tr>
<td><strong>•</strong> Understands the importance of social skill development and its day to day impact for students</td>
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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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<table>
<thead>
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<tbody>
<tr>
<td><strong>•</strong> Uses student learning data to guide planning</td>
<td><strong>•</strong> Aligns instructional plans to the SOLs and school curriculum</td>
</tr>
<tr>
<td><strong>•</strong> Aligns IEP goals to instructional plans</td>
<td><strong>•</strong> Develops a classroom management plan and individual behavior plans as needed</td>
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<tr>
<td><strong>•</strong> Master schedule is used by all staff in the classroom</td>
<td><strong>•</strong> Plans instruction by embedding communication and social skill development</td>
</tr>
<tr>
<td><strong>•</strong> Staff roles and responsibilities are clearly communicated with all team members (including paraprofessionals)</td>
<td><strong>•</strong> Develops plans based on evidence-based practices</td>
</tr>
<tr>
<td><strong>•</strong> Instructional materials are organized and accessible to staff prior to instructional delivery</td>
<td><strong>•</strong> Classroom environment is clearly defined allowing students to understand boundaries</td>
</tr>
<tr>
<td><strong>•</strong> Plans for transition while encouraging self determination</td>
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</table>
3. Instructional Delivery

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

- Engages and maintains students in active learning
- Uses a variety of effective instructional strategies and resources individualized to meet students’ needs to promote independence
- Provides reinforcement for students based upon their individual needs
- Effectively uses and fades prompts to support students and to promote independence
- Implementing accommodations and modifications defined in the IEP
- Differentiates instruction to meet students’ needs
- Implements instruction based on the 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
- Implements evidence-based practices during instruction

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.

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

5. Learning Environment

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

- Arranges the classroom to maximize learning while providing a safe structured environment and considering students’ individual needs
- Maximizes instructional time and minimizes disruptions
- Establishes a climate centered around the student that promotes dignity and respect
- Uses visual supports including classroom and individual visual schedules to promote independence
- Multiple activities occur simultaneously and are supported by classroom layout
- Classroom 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.

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

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

Comments:
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  - Sustains high performance over 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  - Meets the requirements contained in 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  - 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

**Unacceptable** | The teacher consistently performs below the established standards or in a manner that is inconsistent with the school’s mission and goals. | Ineffective Performance  - Does not meet requirements contained in job description as expressed in evaluation criteria  - May result in employee not being recommended for continued employment

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### Scoring for Standard 7:

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)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXEMPLARY</th>
<th>PROFICIENT</th>
<th>DEVELOPING/NEEDS IMPROVEMENT</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Growth Percentiles</strong></td>
<td>More than 50% of students show high growth and no more than 10% show low growth</td>
<td>At least 65% of students show moderately high growth</td>
<td>No more than 50% of students show low growth</td>
<td>More than 50% of students show low growth</td>
</tr>
<tr>
<td><strong>Student Achievement Goal Setting</strong></td>
<td>Exceed Goal &gt; 50% Meet Goal &gt; 80% Did Not Meet Goal &lt; 10%</td>
<td>Exceed and/or Meet Goal &gt; 50% Did Not meet Goal &lt; 20%</td>
<td>Exceed and/or Meet Goal &gt; 50% Did Not Meet Goal = 21%-49%</td>
<td>Exceed and/or Meet Goal &lt; 50% Did Not Meet Goal &gt; 50%</td>
</tr>
<tr>
<td><strong>Other Measures</strong></td>
<td>Other indicators of student achievement/progress indicate exemplary student performance</td>
<td>Other indicators of student achievement/progress indicate consistent student performance</td>
<td>Other indicators of student achievement/progress indicate inconsistent student performance</td>
<td>Other indicators of student achievement/progress indicate overall low student performance</td>
</tr>
</tbody>
</table>