

# Special Education Department Teacher Summative Assessment Form

(To be completed by the teacher and administrator based on cumulative evidence)

## Special Education Department Components of Professional Practice Rubric

### Domain 5a Rubric: Demonstrating Effective Case Management Skills

Component	Standard	Target Level of Performance				Examples of Evidence
		Unsatisfactory	Basic	Proficient	Distinguished	
<b>5a.1: Paperwork</b>	Standard #5 - Accountability	Timelines are not met and correct procedures for paperwork are not consistently followed. Numerous grammatical errors are made and the content is not readily understood. Records do not reflect adequate understanding of special education process. Records are disorganized and do not maintain an adequate record of planning and decision making.	The majority of timelines are met. Procedures are generally followed. Wording in paperwork is adequate but content is not consistently clear. Records reflect a basic understanding of the Special Education process. Records are generally organized and provide basic documentation of planning and decision making.	Paperwork completed within timelines; correct procedures are followed for paperwork; Effective wording used in paperwork (i.e. grammatically correct and understandable); Maintains organized and legible records according to CSD guidelines; records accurately reflect planning and decision making.	All timelines are met unless there is a significant extenuating circumstance. Content and organization of records and paperwork reflect in-depth knowledge of students and their needs, services, progress and of the special process.	-Special Education forms -Data base print outs -Special Education student records

**Evidence: ( Briefly document evidence, if any, that supports this area)**

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<p><b>5a.2: Monitoring</b></p>	<p>Standard #2 – Professional Knowledge Standard #5 - Accountability</p>	<p>Student progress is not tracked or documented. Educator has no system for tracking time lines or other student data.</p>	<p>Student progress is documented according to the IEP but educator does not take the initiative in making adjustments, except on the required annual basis. Educator maintains a list of timelines for special education requirements but not for attendance or discipline.</p>	<p>Gauges / assesses effectiveness of IEP and facilitates identifying the need for adjustments; tracks timelines for eligibility, annual reviews, three year comprehensive evaluations, attendance, and discipline.</p>	<p>Student progress reports are directly linked to the IEP and reflect in-depth understanding of student needs and growth. Educator takes the initiative when appropriate, in suggesting adjustments to student programs. An effective system is in place for tracking all timelines and student data and teacher is responsive to data requested and / or provided by administrator.</p>	<p>-Special Education forms -Data base print outs -Special Education student records -Meeting minutes</p>
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**Evidence: ( Briefly document evidence, if any, that supports this area)**

<p><b>5a.3: Development of Evaluation Plans and IEPs</b></p>	<p>Standard #2 – Professional Knowledge Standard #3 - Collegueship</p>	<p>Educator rarely uses assessment information. IEP's do not match student needs. Meetings are disorganized and do not result in effective planning. Communication with relevant parties is rare of inappropriate. Confidentiality issues may exist.</p>	<p>IEPs and Evaluation Plans include assessment information but connections to planning are basic. Educator is unsure about student needs and does not take the initiative to learn more. Meetings results in IEPs and Evaluation Plans that meet requirements but do not reflect an in-depth understanding of the situation. Educator communicates on a regular basis and is appropriate in those interactions and confidential.</p>	<p>Uses assessment information for planning IEP programs; facilitates the development of a program that meets the student's needs and "knows the student"; Knows the learning style of the student; Organizes and facilitates effective meetings regarding student progress, and the development of evaluation plans and IEPs and the determination of eligibility for special education services; Communication with school staff, parents, families, students, service providers, is clear , accessible, effective, timely, confidential and sensitive.</p>	<p>Educator displays extensive knowledge of assessments and their use in planning and easily identifies the need for additional information. The educator's communication with relevant parties reflects a high level of professionalism and relevant parties seek out and depend upon the educator for his / her guidance and expertise.</p>	<p>-Evaluation Plans and reports -IEPs -Observation -Letters and memos to relevant parties -Contact logs -Voluntary feedback from relevant parties</p>
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**Evidence: ( Briefly document evidence, if any, that supports this area)**

Name:

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<b>Special Education Department Components of Professional Practice Rubric</b>						
<b>Domain 5b Rubric: Due Process</b>						
<b>Component</b>	<b>Standard</b>	<b>Target Level of Performance</b>				<b>Examples of Evidence</b>
		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	
<b>5b. 1: Knowledge and Implementation of Special Education Laws and Regulations</b>	Standard #2 – Professional Knowledge Standard #5 - Accountability	Educator is unaware of basic laws and regulations and does not demonstrate initiative in increasing knowledge.	Educator knows there are regulations to follow but often “forgets”. Refers to regulation handbook but may need assistance in applying regulations.	Timelines and procedures are consistent with state and federal law and regulations.	Educator independently seeks resources to stay current with laws and regulations. Is able to articulate the connections between law / regulations and timelines / procedures and therefore is effective in explaining due process to others.	-Applicable coursework -Special Education student records -Observation
Evidence: ( Briefly document evidence, if any, that supports this area)						

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<b>Special Education Components of Professional Practice Rubric</b>						
<b>Domain 5c Rubric: Testing and Assessment</b>						
<b>Component</b>	<b>Standard</b>	<b>Target Level of Performance</b>				<b>Examples of Evidence</b>
		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	
<b>5c.1 : Planning for Testing and Assessment</b>	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Does not know what measures assess what areas. Does not seek consultation regarding assessment.	Has knowledge of basic measures (intellectual, achievement) but not beyond a few examples. Knows who to ask for assistance to ensure adhering to the process.	Knows what measures assess what areas (skills, disabilities). Has knowledge of resources (personnel, consultants, staff) – adheres to due process.	Demonstrates extensive knowledge of assessments, their applications and their relationship to disabilities.	-Evaluation plans and reports -Observation reports by special educator -Applicable coursework
Evidence: ( Briefly document evidence, if any, that supports this area)						
<b>5c.2 : Administering Testing Measures</b>	Standard #2 – Professional Knowledge	Has no training or skills in any test administration AND/OR administers tests in an inappropriate environment, displays ineffective interactions with student, does not follow test protocols.	Has had workshops in specific tests administration and, with supervision, can evaluate students in a reliable way resulting in valid findings.	Follows test protocol; had training; interaction with students is effective; proper setting.	Educator has acquired in-depth training with assessment. Educator has above-average repertoire of assessments s/he can administer with a high level of expertise.	-Observation -Applicable course work -Evaluation reports by special educator -Testing protocols -Student interview
Evidence: ( Briefly document evidence, if any, that supports this area)						

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<b>5c.3 : Interpreting Data</b>	Standard #2 – Professional Knowledge Standard #5 - Accountability	Does not understand test scores / results and / or misinterprets results frequently.	Understands scores/ results but will need assistance to relate them to student performance.	Understands scores / results and how they relate to student performance.	Educator is able to explain scores and results to others and readily apply them to student performance and planning.	-Applicable coursework - Observation during the meeting -IEP's - Evaluation plans and reports.
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Evidence: ( Briefly document evidence, if any, that supports this area)

<b>5c.4 : Report Writing</b>	Standard #2 – Professional Knowledge Standard #3 - Colleagueship	Educator's reports do not demonstrate and understanding of the material.	Educator's reports provide basic information accurately but do not provide an analysis of the data in a useful way.	Reports are user friendly, grammatically correct, understandable; information is accurate and recommendations are appropriate and timely, effectively integrating all relevant information.	Educator's reports reflect in- depth analysis of findings.	-Testing reports
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Evidence: ( Briefly document evidence, if any, that supports this area)

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<b>5c.5: Communicating Results</b>	Standard #2 – Professional Knowledge Standard #3 – Colleagueship Standard #4 - Advocacy	Educator is unable to explain testing and assessment results at even the most basic level. Educator explains testing results in an insensitive manner and/or in a way that misinforms the parents and team.	Educator is able to explain basic concepts of testing results but has difficulty responding to additional questions that require more knowledge of measures; scoring or recommendations.	Educator explains testing results in a clear manner to parents and team members. Is able to respond to basic and commonly asked questions. Presents in a professional manner.	Educator demonstrates the ability to accurately explain testing results with ease and to respond knowledgably when parent and team members have questions about the testing data.	-Observation during meeting -Parent interview
<b>Evidence: ( Briefly document evidence, if any, that supports this area)</b>						

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<b>Special Education Department Components of Professional Practice Rubric</b>						
<b>Domain 5d Rubric: Supervision of Educational Assistants</b>						
<b>Component</b>	<b>Standard</b>	<b>Target Level of Performance</b>				<b>Examples of Evidence</b>
		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	
<b>5d.1: Daily Management</b>	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Educator is unaware of what assistants are doing on a daily basis. Educator is unavailable and does not provide supervision. Educator does not display respectful interactions with assistants.	Educator knows assistants’ basic schedules and assignments but may not be aware on a daily basis about their activities. Can provide basic supervision but does not provide training.	Has a thorough knowledge of schedules and assignments. Is accessible, provides interactive modeling for assistants; meets regularly for supervision / training; has respectful interactions with assistants.	Educator demonstrates skill in developing schedules and assignments for assistants. Provides professional development opportunities on a regular basis.	-Assistant schedules -Observation of supervision meetings -Assistant interviews -Memos to assistants
Evidence: ( Briefly document evidence, if any, that supports this area)						
<b>5d.2 : Annual Performance Evaluations</b>	Standard #2 – Professional Knowledge Standard #5 - Accountability	Does not participate in annual performance evaluation as requested.	Participates in annual performance evaluation but does not demonstrate an understanding of the evaluation process as requested.	Participates in annual performance evaluation as requested by administration.	Educator demonstrates knowledge of assistants’ performance and insight into strengths and areas in need of improvement. Is objective in observations and articulate in any written requirements.	-Assistant performance evaluation
Evidence: ( Briefly document evidence, if any, that supports this area)						

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<b>Special Education Department Components of Professional Practice Rubric</b>						
<b>Domain 5e Rubric: Consultation</b>						
<b>Component</b>	<b>Standard</b>	<b>Target Level of Performance</b>				<b>Examples of Evidence</b>
		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	
<b>5e.1: Obtaining Consultation</b>	Standard #2 – Professional Knowledge Standard #3 - Collegueship	Educator ignores request for consultation and / or does not follow-up for lack of knowledge or for lack of initiative. Does not independently recognize need for consultation.	Educator pursues requests for consultation but may have difficulty locating resources. Recognizes need for consultation and requests assistance in procuring.	Responsible to team requests; takes initiative to obtain needed consultation and is knowledgeable regarding resources.	Demonstrates skill in the utilization of a consultant or other resource to insure effective and efficient consultations.	-Meeting notes / minutes -Voluntary feedback from consultant -Observation of meetings -Letters / memos - Applicable courses
<b>Evidence: ( Briefly document evidence, if any, that supports this area)</b>						
<b>5e.2: Providing Consultation</b>	Standard #2 – Professional Knowledge Standard #3 – Collegueship Standard #4 - Advocacy	Does not have the knowledge or skill to provide consultation or refuses to provide such support to relevant parties.	Educator responds to requests for consultation but may not have adequate knowledge or skill to be helpful without assistance.	Responsive to team requests; recognizes need for and initiates consultation, and provides in a collegial / respectful manner.	Educator is skillful in identifying needs for consultation prior to team requests and is viewed as an expert who will make every effort to obtain support s/he may not be able to provide.	-Meeting notes / minutes -Memos / letters -Voluntary feedback from colleague
<b>Evidence: ( Briefly document evidence, if any, that supports this area)</b>						

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<b>5e.3: Collaborating</b>	Standard #2 – Professional Knowledge Standard #3 – Colleagueship	Educator does not interact with team members or resources or is ineffective in those interactions.	Educator understands the need for collaboration but may require assistance in integration of information. Communication is sincere but may be lacking depth / expertise.	Effectively integrates input and information from the team and other resources.; effectively communicates (timely, professional, and relevant.)	Educator emerges as a leader on teams working to plan for students. Readily facilitates the synthesis of data and guides teams toward collaborative decision making.	-Observations of meetings -Meeting minutes / notes -IEPs / other paperwork
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**Evidence: ( Briefly document evidence, if any, that supports this area)**

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(Special Education Department Teacher Summative Assessment Form, page 10)

<b>Special Education Department Components of Professional Practice Rubric</b>						
<b>Domain 5f Rubric: Knowledge of and Skills Specific to Qualifying Disabilities</b>						
<b>Component</b>	<b>Standard</b>	<b>Target Level of Performance</b>				<b>Examples of Evidence</b>
		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	
<b>5f.1: Services , Goals, Objectives, Accommodations</b>	Standard #2 – Professional Knowledge Standard #4 - Advocacy	IEPs do not reflect students accurately and / or are not relevant to disabilities.	IEPs are generally appropriate but there may be missing connections of disability to needs, services; progress and / or not clearly defined levels of performance.	IEP’s reflect students’ disabilities and unique education needs, levels of performance, services and anticipated progress.	IEP’s emerge as blueprints for each student, guiding mainstream teachers and specialist in providing FAPE for special education students.	-Student progress reports -Student / parent interview
Evidence: ( Briefly document evidence, if any, that supports this area)						
<b>5f.2 School Curriculum, State Standards for all Students</b>	Standard #2 – Professional Knowledge Standard #5 - Accountability	Educator is not aware of or disregards school curriculum and state standards.	Educator has knowledge curriculum and state standards and refers to appropriate documents and eligibility decisions and IEP development.	Eligibility decisions and IEPs reflect individual school curriculum and/or appropriate levels of “state standards”.	Educator ensures that the teams consider school curriculum and state standards throughout the special education process and has extensive knowledge of both.	-IEPs -Evaluations Plans and reports -Observation of meetings
Evidence: ( Briefly document evidence, if any, that supports this area)						

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<b>5f.3: Evaluation Plans and Reports</b>	Standard #2 – Professional Knowledge	Does not have an understanding of qualifying disabilities and/or their relationship to assessment measures, evaluator expertise, eligibility regulations.	Educator has some understanding of qualifying disabilities and knows how to increase that knowledge. May require significant advance preparations as each “new” disability is encountered in practice.	Has knowledge to identify when student may have a disability and need for evaluation. (Child Find); Frames and phrases questions to obtain desired information/data for evaluation plan. Demonstrates knowledge appropriate assessment tools and evaluator; Has ability to guide team through eligibility decision-making; Has ability to synthesize data/information obtained through evaluations; Demonstrates ability to make recommendations appropriate to disabilities	Educator has extensive knowledge regarding all qualifying disabilities and uses the regulations manual as a procedural guide. Has in-depth understanding of evaluation issues for qualifying disabilities and demonstrates expertise in helping teams make relevant evaluation, eligibility and recommendation decisions.	-Evaluation Plans and Reports -Observation of meetings -Applicable coursework
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Evidence: ( Briefly document evidence, if any, that supports this area)

<b>5f.4: Integrating Students, Advocating for Inclusion</b>	Standard #2 – Professional Knowledge Standard #4 - Advocacy	Educator does not consider inclusion in decision-making process. Educator does not advocate for inclusion or offer support for inclusionary practices.	Educator plans for reintegration but may allow others to make inclusion decisions.	Educator ensures that the IEP clearly states student level of inclusion. Educator advocates for inclusion, offering support and recommendations for inclusion, based on the student needs and strengths.	Educator will lead the team through and analysis of the school’s ability to serve the student in the mainstream and provide researched recommendations for inclusionary practices specific to that student.	-IEPs -Student schedules -Meeting notes/minutes -Student/parent interview -Applicable coursework
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Evidence: ( Briefly document evidence, if any, that supports this area)

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A discussion based on the teacher summative assessment took place. This form completes the summative assessment. The teacher’s signature represents that they received a copy and does not represent agreement

Teacher’s signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator’s signature: \_\_\_\_\_ Date: \_\_\_\_\_