Evaluators may request documentation from teachers when a standard is not observed during an announced or unannounced observation. The examples below will provide ideas that may be helpful when needing further documentation. **This is not a comprehensive list of examples and should not be used as a checklist.**

Documentation may also need to be supplemented with conversation, discussion, and/or annotations to clarify the teacher’s practice and process.

**Teachers of adapted curriculum**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples of Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Professional Knowledge</strong></td>
<td>➢ Summary of a plan for integrating instruction</td>
</tr>
<tr>
<td></td>
<td>➢ Class profile</td>
</tr>
<tr>
<td></td>
<td>➢ Annotated list of instructional activities for a unit</td>
</tr>
<tr>
<td></td>
<td>➢ Annotated photographs of teacher-made displays used in instruction</td>
</tr>
<tr>
<td></td>
<td>➢ Annotated samples or photographs of instructional materials created by the teacher</td>
</tr>
<tr>
<td></td>
<td>➢ Lesson/intervention plan (including goals and objectives, activities, resources, and assessment measures)</td>
</tr>
</tbody>
</table>

**Ask for**

- Student learning profiles
- Integrated curriculum units for Multi-Grade and/or Multi-Subject classes**
- IEP goals that are standards based and supports that connect the learner to grade level standards
- Verbally able to articulate learning of the students and/or provide annotated list of instructional activities that are based on the students’ individual learning profiles
- Evidence of scaffolding towards achievement of grade level standards
- Evidence of transactional supports to encourage student independence

**Look for**

- Evidence of specialized instruction to address IEP goals that progress the student towards mastery of grade level standards.
- Evidence of specialized instruction to address IEP goals and provide access to grade level standards. **
- Evidence of scaffolding to facilitate participation in and/or provide access to grade level standards.
- Evidence of IEP implementation.
- Educational practices that demonstrate mastery of content and its delivery by engaging all students in academic, behavioral and social/emotional learning experiences.
- Establishes learning targets for content-related skills and self-management/self-advocacy.
- Presents information in ways that actively engage the students in the material that they are learning and in ways that students can understand, remember and apply.
- Evidence of transactional supports to facilitate and foster independence.
- Use of assistive technology to facilitate participation and mastery of learning targets.
- Flexible groupings used to provide specially designed instruction.
## 2. Instructional Planning

<table>
<thead>
<tr>
<th>Ask for</th>
<th>Look for</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course Syllabus</td>
<td>• Evidence of specialized instruction added to the lesson and/or unit plan.</td>
</tr>
<tr>
<td>• Lesson Plan</td>
<td>• Evidence of specially designed instruction that aligns with IEP and advances student towards learning</td>
</tr>
<tr>
<td>• Intervention Plan</td>
<td>• Evidence of integration of content standards and/or grade level standards**</td>
</tr>
<tr>
<td>• Team/Department Meeting Minutes</td>
<td>• Scaffolding instruction towards grade level expectations</td>
</tr>
<tr>
<td>• Substitute Lesson Plan</td>
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</tr>
</tbody>
</table>

### Ask for

- Specialized instruction added to the lesson and/or unit plan or written as a separate plan aligned to the lesson or unit plan.
- Integrated curriculum unit plans and/or integrated curriculum lesson plans **
- Instructional plan includes IEP goals and/or objectives as well as learning targets for students.
- Unit or lesson planning with general education teachers i.e. macro and micro planning logs
- Data notebooks

### Look for

- Evidence of specialized instruction added to the lesson and/or unit plan.
- Evidence of specially designed instruction that aligns with IEP and advances student towards learning target.
- Evidence of integration of content standards and/or grade level standards**
- Scaffolding instruction towards grade level expectations

## 3. Instructional Strategies

<table>
<thead>
<tr>
<th>Ask for</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Learning Profiles and Behavior Intervention Plan</td>
<td></td>
</tr>
<tr>
<td>• Macro and Micro planning logs</td>
<td></td>
</tr>
<tr>
<td>• Evidence of transactional supports to encourage student independence and support transitions</td>
<td></td>
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<tr>
<td>• Evidence of strategic instruction and metacognitive strategies</td>
<td></td>
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<tr>
<td>• Formative assessments</td>
<td></td>
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<tr>
<td>• Learning targets</td>
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</tr>
</tbody>
</table>

### Ask for

- Learning Profiles and Behavior Intervention Plan
- Macro and Micro planning logs
- Evidence of transactional supports to encourage student independence and support transitions
- Evidence of strategic instruction and metacognitive strategies
- Formative assessments
- Learning targets

### Look for

- Use of positive behavior supports practices, multi-sensory instruction, flexible grouping models and assistive technology
- Metacognitive learning strategies i.e. Thinking Maps, 40 Reading Comprehension Strategies
- Evidence of IEP modifications and accommodations
- Evidence of specially designed instruction
- Evidence of transactional supports to encourage independence and support transitions
- Instruction to use supports and scaffolds (foster independence)
- Frequent check of student understanding
- Model think alouds and ask students to think aloud
- Assignments restructured or reformatted to facilitate independence and demonstrate what the student knows and can do
- Independent learning target e.g. I do, we do, you do
- Use of augmentative and alternative communication devices **
- Use of graphic supported text **
## 4. Differentiated Instruction

- Summary of consultation with appropriate staff members regarding special needs of individual students
- Samples of extension or remediation activities
- Video or annotated photographs of class working on differentiated activities
- Video of teacher instructing various groups at different levels of challenge

### Ask for

- Macro and Micro planning logs
- Use of formative assessments to plan for differentiated and specially designed instruction
- Use of Learning Profiles to plan for differentiated and specially designed instruction
- Use of assistive technology to support participation and progress towards mastery of learning target
- Use of flexible grouping models
- Evidence of learning experiences that demonstrate knowledge of content related to grade level standards and/or IEP goals developmental levels of individual students

### Look for

- Use of assistive technology to support participation and progress towards mastery of learning target
- Use of flexible grouping models
- Specially designed instruction i.e. adapting the: content, methodology, or delivery of instruction to address the unique needs of the student that result from the student’s disability and to ensure access of the student to the general curriculum.
- Meta-cognitive strategies, transactional supports and multi-sensory instruction
- Differentiation of process, product and content to meet the academic, developmental and functional needs of the student.
- Errorless learning **

## 5. Assessment Strategies

- Copy of teacher-made tests and other assessment measures
- Copy of scoring rubric used for a student project
- Summary explaining grading procedures

### Ask for

- Adherence to Tier 4 Documentation (green files) and Progress Monitoring Rubrics
- Adherence to Tier 4 Assessment Program Guidelines and Documentation
- Behavioral Intervention Data
- Data collection to report progress on goals and objectives
- Program notebook for Discrete Trial Instruction **

### Look for

- Variety of methods to assess learning and inform instruction
- Individual learning targets based on academic, developmental and functional level of students
- Standard based assessments adapted to align with the student’s IEP accommodations
- Explicit strategy instruction, controlled practice, and opportunities for generalization
- Use of data sheets, specifically when one teaches and one observes
### 6. Assessment Uses

- Brief report describing your record-keeping system and how it is used to monitor student academic progress
- Photocopies or photographs of student work with written comments
- Samples of educational reports, progress reports, or letters prepared for parents or students

#### Ask for

- IEP progress reports with supporting evidence in the green folder
- Adherence to Tier 4 Documentation (green files) and Progress Monitoring Rubrics
- Adherence to Tier 4 Assessment Program Guidelines and Documentation
- Data for Behavior Intervention
- Grading practices that inform knowledge of content and progress on IEP goals
- Assessments used to develop Transition Service Plans

#### Look for

- Data collection related to IEP goals and objectives
- Varied opportunities for students to demonstrate what they know and can do
- Assessments restructured or reformatted to facilitate independence and demonstrate what the student knows and can do
- Accommodations provided align with routine classroom instruction and are indicated in the student’s IEP
- Supports and scaffolds provided, as needed, and teaching students to internalize and independently use strategies to replace supports and scaffolds through direct instruction
- Generalize strategies across curriculum content areas and environments
- Implements a carefully planned sequence of instructional practices to move students from dependence on scaffolds and supports to implementation of self-regulated strategies
- Work samples with commentary
- Student conferences
- GAA portfolio development **

### 7. Positive Learning Environment

- List of classroom rules with a brief explanation of the procedures used to develop and reinforce them
- Diagram of the classroom with identifying comments
- Schedule of daily classroom routines
- Explanation of behavior management philosophy and procedures

#### Ask for

- Classroom system of behavior support to create a setting that is predictable, consistent, positive and promotes student independent behavior (reduce prompts)
- Continuum of scientifically based behavior and academic interventions and supports
- Hierarchy of consequences for problem behavior
- Use of data to make decisions and solve problems, especially for students who have behavior goals
- Functional Behavior Assessments, Behavior Intervention Plans and/or Learning Profiles
<table>
<thead>
<tr>
<th>Look for</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Classroom system of positive behavioral supports practices that create a setting that is predictable, consistent, positive and promotes student independent behavior (reduce prompts)</td>
<td></td>
</tr>
<tr>
<td>• Arrangement of the environment to prevent the development and occurrence of problem behavior</td>
<td></td>
</tr>
<tr>
<td>• Direct instruction in social skills, self-management and self-regulation</td>
<td></td>
</tr>
<tr>
<td>• Use of transactional supports to respond to the student's needs and interests, modify and adapt the environment, and provide tools to enhance learning (e.g., visual supports i.e. visual schedules, picture communication **, and sensory supports).</td>
<td></td>
</tr>
<tr>
<td>• Interactive visual schedule and self-monitoring tools</td>
<td></td>
</tr>
<tr>
<td>• Implementation of evidence-based behavioral practices with fidelity and accountability</td>
<td></td>
</tr>
<tr>
<td>• Evidence of data collection to inform progress on behavior goals</td>
<td></td>
</tr>
<tr>
<td>• Monitoring student performance &amp; progress continuously</td>
<td></td>
</tr>
<tr>
<td>• Evidence of a predictable routines and choice</td>
<td></td>
</tr>
<tr>
<td>• Absence of threat; no sarcasm or put-downs</td>
<td></td>
</tr>
<tr>
<td>• Use of assistive technology to facilitate independence and provide access to grade level standards</td>
<td></td>
</tr>
<tr>
<td>• Implementation of individually designed behavior plans</td>
<td></td>
</tr>
<tr>
<td>• Scaffolding of expectations to address developmental and functional needs of student (gradual release of supports to facilitate independence)</td>
<td></td>
</tr>
<tr>
<td><strong>8. Academically Challenging Environment</strong></td>
<td><img src="image1" alt="Samples of materials used to challenge students" /> <img src="image2" alt="Samples of materials used to encourage creative and critical thinking" /> <img src="image3" alt="Video of lesson with students problem-solving" /> <img src="image4" alt="challenging problems" /></td>
</tr>
<tr>
<td>Ask for</td>
<td></td>
</tr>
<tr>
<td>• Student learning targets</td>
<td></td>
</tr>
<tr>
<td>• Integrated Unit Plans provide access to grade level standards**</td>
<td></td>
</tr>
<tr>
<td><strong>9. Professionalism</strong></td>
<td><img src="image5" alt="Documentation of presentations given" /> <img src="image6" alt="Certificates or other documentation from professional development activities completed (e.g., workshops, conferences, official transcripts from courses, etc.)" /> <img src="image7" alt="Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc." /> <img src="image8" alt="Reflection on personal goals" /></td>
</tr>
</tbody>
</table>
# Teacher Keys Effectiveness System

## Guide for Evaluating Special Education Teachers

### Marietta City Schools

<table>
<thead>
<tr>
<th>Ask for</th>
<th>Look for</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence demonstrating adherence to timelines and compliance with IEP mandates</td>
<td>• Evidence of specially designed instruction to address the unique needs of the student that result from the student’s disability and to ensure access of the student to the general curriculum</td>
</tr>
<tr>
<td>• Activities related to serving as the DSS School Contract</td>
<td>• Adherence to due process procedures and district requirements</td>
</tr>
<tr>
<td>• Activities related to serving as a representative on the DSS Leadership Team</td>
<td>• Observation at IEP meetings</td>
</tr>
<tr>
<td>• Notebook of professional learning activities</td>
<td>10. Communication</td>
</tr>
<tr>
<td>• Macro and Micro Planning logs with General Education Teacher</td>
<td>➢ Samples of communication with students explaining</td>
</tr>
<tr>
<td>• IEP documents e.g. IEP, Progress Reports re: goals and objectives, Transition Service Plans and/or Behavior Intervention Plans</td>
<td>➢ expectations</td>
</tr>
<tr>
<td>• Gathers data to prepare for IEP meetings and redetermination discussion</td>
<td>➢ Parent communication log</td>
</tr>
<tr>
<td>• Attendance at GAA trainings and adherence to timeline dates re: GAA portfolios**</td>
<td>➢ Sample of email concerning student progress</td>
</tr>
<tr>
<td>• Notebook of professional learning activities</td>
<td>➢ Sample of introductory letter to parents/guardians</td>
</tr>
<tr>
<td>• Macro and Micro Planning logs with General Education Teacher</td>
<td>➢ Sample of communication with peers</td>
</tr>
</tbody>
</table>

### Ask for

- IEP documents, reports of progress on goals and objectives, Transition Service Plans and/or Behavior Intervention Plans
- Orchestrates or delivers professional development activity to address department or school needs and sharing of resources with stakeholders
- Communicating results of CRCT-M and GAA with parents
- Communicates information about disability, resources or relevant activities to parents e.g. Transition Fair, Parent Mentor
- Communication with general education teacher on disabilities and accommodations of students

### Look for

- Verbal communication during IEP meetings
- Facilitates the IEP process during IEP meeting i.e. test participation, placement options, progress on goals/objectives
- Facilitates discussion to determine continued eligibility
- Actively participates in eligibility determination
- Leads professional development activities or redelivers guidance from DSS
- Mentors professional development teacher
- Communication during team meetings that demonstrate advocacy for students with disabilities