

## Special Education Teacher Self Reflection Instrument

### Domain 1: IEP Development and Delivery Of Services

	<b>Does Not Meet Expectations</b>	<b>Approaches Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Reflection and Evidence</b>	<b>Goal for Professional Development</b>
<b>1a. Supervises and Ensures Delivery of IEP Services</b>	Teacher shows little attention to the service grids for special needs students. Teacher is unaware of how the teacher assistances are servicing the students in class. Teacher does not fill out the tracking sheets for the services rendered.	Teacher shows attention to the service grids for special needs students and delivers their specific services. The teacher does not ensure the delivery of service provided by the classroom assistants. Teacher does fill out the tracking sheets for the services rendered.	Teacher shows attention to the service grids for special needs students and delivers their specific services. The teacher also ensures the delivery of service provided by the classroom assistants. Teacher does fill out the tracking sheets for the services rendered and ensures that teaching assistance are up to date on their tracking sheets as well.	Teacher shows attention to the service grids for special needs students and delivers their specific services. The teacher also ensures the delivery of service provided by the classroom assistants and classroom teacher. The teacher provides extra support to teachers, assistants, and students when needed. Teacher does fill out the tracking sheets for the services rendered and ensures that teaching assistance are up to date on their tracking sheets as well.		
<b>1b. Demonstrating Knowledge of Students</b>	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in the development of the IEP and implementation of services.	Teacher demonstrated knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in the development of the IEP and the implementation of services. Teacher does not continually monitor student's participation and progress in classes.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge in the development of the IEP and implementation of services. Teacher monitors student participation and progress and uses this information when co-planning with teachers.	Teacher involves the parents and student in the development of the IEP and evaluations by conducting interviews. The teacher monitors student participation and progress and uses this information for co-planning and developing interventions with the classroom teacher.		

<p style="text-align: center;"><b>1c. Developing Appropriate IEP Goals, Accommodations, and Modifications</b></p>	<p>Teacher develops goals that represent trivial learning, are unsuitable for students, and/or they do not permit viable methods of assessment. The teacher offers accommodations and modifications that are unsuitable for students' disability and/or offers a minimal amount of ideas during team meeting.</p>	<p>Teacher develops measureable goals that are of moderate value, or suitability for students' disability, some of which permit viable methods of assessment. The teacher offers accommodations and modifications that are suitable for students' disability but does not take in consideration the classroom expectations and grade level standards.</p>	<p>Teacher develops measureable goals that are suitability for students' disability related to curriculum frameworks and standards; they reflect opportunities for integration and permit viable methods of assessment. The teacher offers accommodations and modifications that are suitable for students' disability and considers classroom expectations.</p>	<p>Teacher develops measureable goals that are suitability for students' disability related to curriculum frameworks and standards. The goals are attainable yet challenging in order to reduce the achievement gap between student and peers using viable tools to measure progress. The teacher offers thoughtful and creative ways to accommodate student in order to meet classroom expectations.</p>		
<p style="text-align: center;"><b>1d. Academic Assessments</b></p>	<p>Teacher is unaware of school assessment resources available. Teacher rarely administers the assessment in a timely manner and turns in their assessment reports late to the Special Education office. The assessment reports often lack vital information for the IEP process and demonstrate very little effort into developing a thorough evaluation. The report includes only computer generated recommendations with little thought as to the relevance to the student.</p>	<p>Teacher displays limited knowledge of school assessments available. Teacher inconsistently follows the testing deadlines. The assessment reports sometimes lack specific information about the results of the assessments and demonstrate little effort into developing a thorough evaluation. The report includes basic and vague recommendations.</p>	<p>Teacher seeks out assessment resources that are available within the school. Teacher consistently follows the testing deadlines and the assessment reports contain detailed information about the results of the assessments and curriculum based measures and demonstrates a significant amount of effort to develop a thorough evaluation. The report includes pertinent recommendations.</p>	<p>Teacher consistently utilizes many different types of assessments appropriate for the area of concern in their evaluations. The evaluation report includes previous student information and Response to Intervention to determine eligibility for special education services. The report includes thoughtful and pertinent recommendations.</p>		

<p><b>1e. Designing Coherent Instruction</b></p>	<p>Teacher does not meet with regular education teachers and classroom assistants to ensure that lesson plans include differentiation and accommodations/modifications for special needs students. Teacher makes little to no effort to go into regular education classroom to observe the special needs students in class.</p>	<p>Teacher does not consistently meet with regular education teachers and classroom assistants to ensure that lesson plans include differentiation and accommodations/modifications for special needs students. Teacher makes little effort to go into regular education classroom to observe the special needs students in class. When in the classroom, few models of co-teaching are employed regularly.</p>	<p>The teacher communicates and meets regularly with regular education teacher and classroom to ensure that lesson plans include differentiation and accommodations/modifications for special needs students. Teacher regularly goes into the classroom to observe the special needs students in class. When present in the classroom, roles are clearly defined and several methods of co-teaching are employed.</p>	<p>The teacher communicates and meets regularly with regular education teacher and classroom assistant to ensure that lesson plans include differentiation and accommodations/modifications for special needs students. When co-planning the teacher select the method of co-teaching that will best suit the nature of each lesson and audience. Teacher regularly goes into regular education classroom to observe and assist in the teaching of the special needs students in class.</p>		
	<p>The various elements of instructional design do not support the stated instructional goals or engage students in meaningful learning, and the lessons or units have no defined structure.</p>	<p>Lesson plans have recognizable structures but are inconsistent and lack evidence of long and short term planning or alignment with the state frameworks. Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not.</p>	<p>Lesson plans have a clearly defined structure, show clear evidence of long and short term planning and are aligned with the state frameworks. Most of the elements of the instructional design support the stated instructional goals and IEP goals to engage students in meaningful learning. Lessons are differentiated in terms of content, process and product, based on ongoing assessment data and knowledge of each student.</p>	<p>Teacher's lessons or units are highly coherent and have clear structure and connection to the state frameworks. All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input and responsiveness to teachable moments. The arts and technology are regularly integrated into the lesson design.</p>		

<p><b>1f. Assessing Student Learning</b></p>	<p>Teacher’s approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals and/or IEP goals. Teacher has no plans to use assessment results in designing future instruction and IEP development. The teacher does not consult with grade level team and other sped personnel about students’ progress on IEP goals to write Progress Reports.</p>	<p>Teacher’s approach to assessing student learning is partially aligned with the instructional goals and/or IEP goals. Teacher uses the assessment to plan for future instruction and IEP development. The teacher rarely consults with grade level team and other sped personnel about students’ progress on IEP goals to write Progress Reports. The teacher uses observations and sample work as only way to monitor student’s progress toward IEP goals.</p>	<p>Teacher’s approach for assessing student learning is aligned with the instructional goals and/or IEP goals. The objective is effectively communicated to students and regular education teacher. The teacher consults with grade level team and other sped personnel before reporting about students’ progress on IEP goals in the Progress Reports. They are using appropriate tools other than observation and work samples to assess student’s progress on IEP goals.</p>	<p>Teacher’s approach for assessing student learning is fully aligned with instructional goals and/or IEP goals. Students are supported in taking responsibility for monitoring their own progress in achieving the goals. Teacher uses the assessment to plan for future instruction and IEP development. The teacher consults regularly throughout the trimester with grade level team and other sped staff about students’ progress on IEP goals to write Progress Reports. The teacher has provided Teacher Assistance with appropriate tools and training to monitor IEP goals and follows up with them regarding data on a regular basis.</p>		
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**Domain 2: The learning environment**

	<b>Does Not Meet Expectations</b>	<b>Approaches Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Evidence and Documentation</b>	<b>Goal for Professional Development</b>
<p><b>2a. Creating an environment of respect and rapport</b></p>	<p>Teacher’s interactions, both between other teachers and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict.</p>	<p>Teacher’s interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.</p>	<p>Teacher’s interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.</p>	<p>Teacher has developed a respectful rapport with students and other teachers and students are guided towards caring and respectful interactions amongst themselves.</p>		

<p><b>2b. Establishing a culture for learning</b></p>	<p>The classroom does not reflect a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.</p>	<p>The classroom environment reflects only a minimal culture for learning, with only models or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”</p>	<p>The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of teacher and students, high expectations for student achievement, and student pride in work.</p>	<p>Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.</p>		
<p><b>2c. Classroom Management</b></p>	<p>Teacher does not set clear expectations when in the classroom or with pullout groups. Teacher is unaware of classroom procedures and routines. Teacher does not monitor the students’ behavior, and inappropriate response to student misbehavior. School wide signals and protocols are not used.</p>	<p>Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior in the classroom and with pullout groups, but these efforts are not always successful. Teacher is aware of classroom procedures but inconsistently uses them when in the classroom. School wide signals and protocols are used inconsistently.</p>	<p>Teacher is aware of student behavior, has established clear standards of conduct and responds to student misbehavior in ways that are appropriate and respectful of the students in both the classroom and pullout groups. The teacher is able to smoothly utilize established classroom routines and procedures for the most part, with little loss of instructional time. School wide signals and protocols are implemented consistently.</p>	<p>Teacher’s monitoring of student behavior is subtle and preventative, and teacher’s response to student misbehavior is sensitive to individual student needs. The teacher is able effortlessly utilized established classroom routines and procedures and allows students to assume considerable responsibility for their smooth functioning. School wide signals and protocols are used effectively.</p>		

<p><b>2d. Organizing physical space</b></p>	<p>Teacher fails to maintain or makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the classroom arrangement and lesson activities.</p>	<p>Teacher's classroom is clean and safe, and essential learning is accessible to all students, but classroom arrangement only partially supports the learning activities.</p>	<p>Teacher's classroom is clean and safe, and learning is accessible to all students; Teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.</p>	<p>Teacher's classroom is clean and safe, and students contribute to ensuring that the physical environment supports the learning of all students.</p>		
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**Domain 3: Instruction**

	<p><b>Does Not Meet Expectations</b></p>	<p><b>Approaches Expectations</b></p>	<p><b>Meets Expectations</b></p>	<p><b>Exceeds Expectations</b></p>	<p><b>Evidence and Documentation</b></p>	<p><b>Goal for Professional Development</b></p>
<p><b>3a. Communicating clearly and accurately</b></p>	<p>Teacher's oral and written communication contains errors or is unclear or inappropriate to students.</p>	<p>Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.</p>	<p>Teacher communicates clearly and accurately to students, both orally and in writing. Teacher occasionally uses visual assistants, physical gestures, technology or other prompts to help students process information.</p>	<p>Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Teacher consistently uses visual assistants, physical gestures, technology or other prompts to help students process information.</p>		
<p><b>3b. Using questioning and discussion techniques</b></p>	<p>Teacher makes poor use of question and discussion techniques, with low-level questions, limited student participation, and little true discussion.</p>	<p>Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.</p>	<p>Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.</p>	<p>Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.</p>		

<p align="center"><b>3c. Engaging students in learning</b></p>	<p>Students are not all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representation of content, or lack of lesson structure.</p>	<p>Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.</p>	<p>Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representation of content, and suitable structure and pacing of the lesson.</p>	<p>Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.</p>		
<p align="center"><b>3c. Providing feedback to students</b></p>	<p>Teacher's feedback to students is of poor quality and is not given in a timely manner. Teacher does not meet with regular education teacher to discuss grades.</p>	<p>Teacher's feedback to students is uneven, and its timeliness is inconsistent. Feedback is given at "ending points" rather than throughout instruction, when students can make adjustment to their learning, prior to being graded. Teacher only meets with regular education teacher at academic updates and SLC times to discuss grades.</p>	<p>Teacher's feedback to students is timely and of consistently high quality. Expectations are clearly defined prior to any assignment or assessment is given so students can monitor their own learning. Feedback is sometimes only given at "ending points" rather than throughout instruction, when students can make adjustment to their learning, prior to being graded. Teacher works cooperatively with regular education teacher to grade students on assignments, projects, and assessments. Teacher will discuss issues about grades as they arise.</p>	<p>Teacher's feedback to students is timely and of consistently high quality. Students make use of the feedback in their learning. Feedback is given throughout instruction, when students can make adjustment to their learning, prior to being graded. Expectations prior to any assignment or assessment are clearly defined so students can monitor their own learning. Teacher encourages self-reflection and helps students build metacognitive skills. Teacher discusses with regular education teacher the criteria for grades and works cooperatively to grade students. Teacher keeps an open communication with regular education teacher about classroom grades.</p>		

<p><b>3e. Demonstrating flexibility and responsiveness</b></p>	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.</p>	<p>Teacher demonstrates moderate openness and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.</p>	<p>Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.</p>	<p>Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.</p>		
<p><b>3f. Student Achievement</b></p>	<p>Few students meet or exceed grade level performance goals or make adequate progress to close the gap between their performance and grade level expectations. Students are not achieving the goals outlined in their IEP.</p>	<p>Some students meet or exceed grade level performance goals or make adequate progress to close the gap between their performance and grade level expectations. Most of the students achieve the goals outlined in their IEP.</p>	<p>All students meet grade level performance goals or make adequate progress to close the gap between their performance and grade level expectations. Students achieve the goals outlined in their IEP.</p>	<p>All students meet or exceed the grade level performance goals and/or IEP goals.</p>		

**Domain 4: Professional Responsibility**

	<b>Does Not Meet Expectations</b>	<b>Approaches Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Evidence and Documentation</b>	<b>Goal for Professional Development</b>
<p><b>4a. Maintaining Accurate Records</b></p>	<p>Teacher has no system for maintaining accurate records, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining accurate records is rudimentary or inconsistently utilized.</p>	<p>Teacher maintains accurate, up to date records of students' IEP, Classroom Summary, academic testing, Progress Reports, response to intervention, family communications, and personal professional development.</p>	<p>Teacher maintains accurate, up to date records of students' IEP, Classroom Summary, academic testing, Progress Reports, response to intervention, family communications, and personal professional development. Teachers utilize the school's technology and support students and families in maintaining and accessing information regarding their status.</p>		

<p style="text-align: center;"><b>4b. Partnering with Families</b></p>	<p>Teacher provides little or no information to families and makes limited attempts to engage them in the instructional program. Teacher makes little to no attempt to work cooperatively with the family to address academic issues.</p>	<p>Teacher responds to parent communications within 24 hours and makes an effort to engage them in the instructional program. Teacher makes an attempt to work cooperatively with the family to address academic issues as they arise or on parents request.</p>	<p>Teacher communicates frequently with families and successfully engages them in the instructional program. All communications are returned within 24 hours. Contact log shows evidence of personal contact with every family, for positive reasons as well as for problem solving purposes. Teacher makes an attempt and at times initiates a partnership with family to work cooperatively on academic issues as they arise.</p>	<p>Teacher communicates frequently with families and successfully engages them in the instructional program. All communications are returned within 24 hours. Contact log shows evidence of personal contact with every family, for positive reasons as well as for problem solving purposes. Teacher initiates a partnership with family to work cooperatively on academic issues through the academic year.</p>		
<p style="text-align: center;"><b>4c. Contributing to the School</b></p>	<p>Teacher's relationships with colleagues are negative or self-serving. Teacher rarely participates in school projects or events. Teacher does not attend grade level and academy meetings.</p>	<p>Teacher's relationships with colleagues are cordial. Teacher participates in school projects or events when specifically requested. Teacher does not regularly attend grade level and academy meetings.</p>	<p>Teacher participates actively in school projects and maintains positive, collaborative relationships with colleagues. Teacher regularly attends grade level and academy meetings.</p>	<p>Teacher makes a substantial contribution to school events and projects, assuming leadership with colleagues. Teacher attends grade level and academy meetings and is an active participant.</p>		

<p><b>4d. Growing and Developing Professionally</b></p>	<p>Teacher rarely participates in professional development activities, even when such activities are clearly needed for the development of teaching skills.</p>	<p>Teacher's participation in professional development activities is limited to those that are convenient or required.</p>	<p>Teacher participates actively in professional development and peer observation activities. Teacher applies new knowledge and strategies within the classroom and contributes to the profession.</p>	<p>Teacher makes a substantial contribution to the profession through such activities as peer observations, action research and mentoring new teachers. Teacher actively pursues professional development and serves as an advocate for charter schools by disseminating best practices throughout the educational community.</p>		
<p><b>4e. Showing Professionalism and Reliability</b></p>	<p>Teacher's attendance, punctuality, attitude, awareness and follow through are inconsistent.</p>	<p>Teacher is present and punctual for school, meetings and events but is inconsistent in attitude, awareness and follows through.</p>	<p>Teacher is present, on time and prepared for school, meetings, events and duties. Teacher understands and follows all school wide procedures and protocols. Teacher follows established ground rules for meetings and actively participates in the decision-making processes, collaborative planning and professional development opportunities. Teacher checks email, voicemail, mailbox and calendar regularly to ensure that s/he is well informed of school news and is able to meet all deadlines. Teacher is supportive of and respectful to others and dedicated to the mission of the school.</p>	<p>Teacher leads by example. Teacher is well informed, 100% reliable, supportive of and respectful to others and dedicated to the mission of the school.</p>		