

# NORFOLK PUBLIC SCHOOLS SUMMATIVE SPECIAL EDUCATION TEACHER EVALUATION

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ School Year: \_\_\_\_\_  
Building: \_\_\_\_\_ Assignment: \_\_\_\_\_ Evaluation Status: \_\_\_\_\_

## Summative Evaluation Directions

The purposes of the summative evaluation conference are: 1) to review and discuss the contents of the evaluation document, 2) to communicate the recommended contract status for the next school year, 3) to discuss the recommended level of administrative supervision expected for the next evaluation cycle, and 4) to establish professional goals. The supervisor has responsibility for completing the summative evaluation document and then discussing its contents with the teacher during a summative evaluation conference. The teacher is encouraged to submit a self-evaluation or other relevant portfolio information at least five days in advance of the summative evaluation conference. A summative evaluation cycle concludes with communication of the recommended contract status and the level of administrative supervision for the next evaluation cycle.

The supervisor will rate each of the four domains of teaching, which include: 1) planning and preparation, 2) the classroom environment, 3) instruction, and 4) professional responsibilities, according to which of the four performance standards best describes the teacher's performance during the evaluation cycle. Each domain will be rated with consideration given to the related competencies and elements within the domain. It is not necessary that every competency be observable at a consistently appropriate and effective level in order to receive a proficient rating. The particular job assignment will determine the appropriate role of each of the four teaching domains and how each domain will be evaluated for various certified staff members. The supervisor will collect evidence addressing each domain and will include narrative to support any areas of excellence and/or concern which do not meet district expectations. The supervisor will also write an Evaluation Summary to summarize the teacher's overall performance. Copies of all signed summative evaluation documents will be provided to the teacher, the supervisor, and the teacher's personnel file at the Central Office.

## Performance Standards

**Distinguished** - Evidence indicates that a teacher performing at this level is a master teacher who makes contributions to the field both in and outside their school. Their classrooms operate at a qualitatively different level from those of other teachers. Such classrooms consist of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning. Evidence indicates that the teacher performing at this level has a thorough conceptual understanding of, and consistently implements in various situations, each competency within the teaching domain in a highly effective and appropriate manner. This level of performance exceeds district expectations.

**Proficient** - Evidence indicates that teachers performing at this level clearly understand the concepts underlying the components and implements them well. Teachers at the proficient level thoroughly know their content, they know their students, they know the curriculum and have a broad repertoire of strategies and activities to use with students, and they can easily adjust their instruction as necessary. Teachers at this level are able to consistently and effectively implement all or almost all competencies within the domain and element appropriately and without significant errors. This level of performance fully meets district expectations.

**Basic** - Evidence indicates that teachers performing at this level appear to understand the concepts underlying the component within the teaching domain and attempt to implement its elements. Implementation, however, is sporadic, intermittent, or otherwise not entirely successful. This level of performance partially meets district expectations. With additional experience, professional development, and coaching and supervision, teachers performing at the basic level should become proficient implementing the teaching domain and components within a reasonable time period.

**Unsatisfactory** - Evidence indicates that a teacher performing at this level does not yet appear to understand, and may have some major misconceptions, of the concepts underlying the component within the teaching domain. Implementation does not regularly accomplish the basic educational purpose. This level of performance does not meet district expectations, and will require specific plans and assistance for improved performance within a reasonable time period.

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## Evaluation Summary

### Domain 1: Planning and Preparation

Unsatisfactory       Basic       Proficient       Distinguished

### Domain 2: The Classroom Environment

Unsatisfactory       Basic       Proficient       Distinguished

### Domain 3: Instruction

Unsatisfactory       Basic       Proficient       Distinguished

### Domain 4: Professional Responsibilities

Unsatisfactory       Basic       Proficient       Distinguished

## Supervisor Comments and Professional Goals

Supervisor Summary Comments:

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Performance Goal for Tenured Teachers:

Classroom Observation Dates:

Recommend Contract Status  
(Do not complete for first semester probationary evaluation.)

- Initial Evaluation      Reemploy for a second or third semester with a one-semester evaluation cycle
- Professional Evaluation      Reemploy for next school year with a three-year evaluation cycle
- Assistance Evaluation      Reemploy for next school year with a one-year evaluation cycle
- Improvement Evaluation      Reemploy for next school year with a written Professional Improvement plan which requires a one-year or less evaluation cycle.
- Nonrenewal

The Contract Recommendation and level of Administrative Evaluation as referenced herein, is not a guarantee of continued employment for a specific term and does not alter or amend the teacher's employment contract or the district's rights and remedies under Nebraska or federal law. The Contract Recommendation and Level of Administrative Supervision is a designation for administrative purposes, not a progressive discipline program or indication of entitlement to a certain type of remediation or supervision.

Supervisor's Signature \_\_\_\_\_

Conference Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Conference Date \_\_\_\_\_

NOTE: The teacher's signature indicates the review and receipt of, not necessarily agreement with, this summative evaluation. The teacher may attach additional written responses on separate paper within two weeks of the evaluation conference.

# NORFOLK PUBLIC SCHOOLS SUMMATIVE SPECIAL EDUCATION TEACHER EVALUATION

<b>Domain 1: Planning and Preparation</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
1.1: Demonstrating knowledge of learning processes	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Exemplar(s)	Provides opportunities for individual differences by: 1) responding to problems raised during lessons, 2) relating new ideas to familiar concepts, 3) providing real life applications, and 4) motivating students.			
<b>Evidence</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
1.2: Demonstrating knowledge of students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher demonstrates the importance of understanding students' background, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge of the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
Exemplar(s)	1) Correlates assessment data to goals and recommendations, interprets test results in order to identify students' strengths and weaknesses. 2) Integrates information from all pertinent sources to generate appropriate recommendations and programming needs. 3) Exhibits awareness of diversity and has sensitivity to individual students.			
<b>Evidence</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
1.3: Demonstrating knowledge of instruction / intervention	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
Exemplar(s)	Prepares activities for session based on student interest and need.			
<b>Evidence</b>				

# NORFOLK PUBLIC SCHOOLS SUMMATIVE SPECIAL EDUCATION TEACHER EVALUATION

Component	Unsatisfactory	Basic	Proficient	Distinguished
1.4: Demonstrating knowledge of resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Exemplar(s)	Demonstrates knowledge of resources in the building, district, and community to meet student educational needs.			
<b>Evidence</b>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1.5: Designing coherent instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students, and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.
Exemplar(s)	1) Implements IEP goals during instruction/intervention. 2) Communicates learning outcomes to students. 3) Writes objectives with required components. 4) Participates in determining appropriate student placement and justification for placement.			
<b>Evidence</b>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1.6: Designing student assessments	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contributions to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
Exemplar(s)	Provides interventions to teachers and students.			
<b>Evidence</b>				

# NORFOLK PUBLIC SCHOOLS SUMMATIVE SPECIAL EDUCATION TEACHER EVALUATION

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
1.7: Planning the instructional support program, integrated with the overall school program	The teacher's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	The teacher's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	The teacher's plan is well designed to support other teachers in the improvement of their instructional skills.	The teacher's plan is highly coherent, taking into account the competing demands of making presentations and consulting with other teachers, and has been developed following consultation with administrators and teachers.
<b>Evidence</b>				

Domain 1: Planning and Preparation Rating  U  B  P  D

# NORFOLK PUBLIC SCHOOLS SUMMATIVE SPECIAL EDUCATION TEACHER EVALUATION

<b>Domain 2: The Classroom Environment</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
2.1: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students’ cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students’ cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<b>Evidence</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
2.2: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher’s attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only “going through the motions.”	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance – for example, by initiating improvements to their work.
<b>Evidence</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
2.3: Managing classroom procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.
Exemplar(s)	1) Collaborates and communicates individual behavior needs on a regular basis. 2) Communicates and problem solves with appropriate sources to plan interventions that promote desirable behavior. 3) Effectively manages classroom behavior.			
<b>Evidence</b>				

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Component	Unsatisfactory	Basic	Proficient	Distinguished
2.4: Managing student behavior	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<b>Evidence</b>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2.5: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
<b>Evidence</b>				

Domain 2: The Environment     U    B    P    D

# NORFOLK PUBLIC SCHOOLS SUMMATIVE SPECIAL EDUCATION TEACHER EVALUATION

<b>Domain 3: Instruction</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
3.1: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.
Exemplar(s)	1) Manages crisis issues professionally. 2) Regularly engages students with a positive, respectful, and professional demeanor.			
<b>Evidence</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
3.2: Using questioning and discussion techniques	The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<b>Evidence</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
3.3: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Exemplar(s)	1) Monitors, charts, and tracks student progress. 2) Completes quarterly documentation. 3) Informs staff, parents, and students about student progress. 4) Provides feedback to students.			
<b>Evidence</b>				

# NORFOLK PUBLIC SCHOOLS SUMMATIVE SPECIAL EDUCATION TEACHER EVALUATION

Component	Unsatisfactory	Basic	Proficient	Distinguished
3.4: Using assessment in instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources.
Exemplar(s)	1) Records assessment data on IEP/MDT. 2) Administers formal tests and/or state assessments. 3) Provides Student Assistance Teams with consultation. 4) Follows SPED law requirements. 5) Assesses students' educational needs on an ongoing basis.			
<b>Evidence</b>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3.5: Demonstrating flexibility and responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
Exemplar(s)	Assesses the learning environment and materials making appropriate changes for student success.			
<b>Evidence</b>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3.6 Assessment results reflect student learning	Student assessment results do not reflect student learning at an appropriate rate and level. Students are not maintaining adequate levels of learning and knowledge.	Student assessment results occasionally reflect student learning at an appropriate rate and level. Students are maintaining minimal levels on assessments with little growth.	Student assessment results are showing consistent growth with scores exceeding expected levels of growth.	Student assessment results are showing high levels of growth. Students are far exceeding expected levels of growth.
Exemplar(s)	All assessment results reviewed in relation to student ability.			
<b>Evidence</b>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3.7: Collaborating with teachers in the design of instructional units and lessons	The teacher declines to collaborate with classroom teachers in the design of instructional lessons and units.	The teacher collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	The teacher initiates collaboration with classroom teachers in the design of instructional lessons and units.	The teacher initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<b>Evidence</b>				

Domain 3: Instruction     U     B     P     D

# NORFOLK PUBLIC SCHOOLS SUMMATIVE SPECIAL EDUCATION TEACHER EVALUATION

<b>Domain 4: Professional Responsibilities</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
4.1: Reflecting on teaching	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
<b>Evidence</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
4.2: Maintaining accurate records	The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion	The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.
Exemplar(s)	1) Participates in ILCD process and other state reviews as necessary. 2) Completes IEPs/MDTs, progress reports, transitions, etc. in a timely manner.			
<b>Evidence</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
4.3 Communicating with families and demonstrating professional relationships with parents, community, and agencies	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
Exemplar(s)	1) Documents parent contacts. 2) Provides resources to students and families for all education needs. 3) Parents are meaningfully involved in student's IEP/IFSP. 4) Communicates professionally and effectively in written and oral form.			
<b>Evidence</b>				

## NORFOLK PUBLIC SCHOOLS SUMMATIVE SPECIAL EDUCATION TEACHER EVALUATION

Component	Unsatisfactory	Basic	Proficient	Distinguished
4.4: Participating in a professional community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.
<b>Evidence</b>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4.5: Growing and developing professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
<b>Evidence</b>				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4.6: Showing professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and timelines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.
Exemplar(s)	Maintains a high standard of honesty, confidentiality, and integrity when interacting with colleagues and students.			
<b>Evidence</b>				

Domain 4: Professional Responsibilities  U  B  P  D