

EVALUATOR UETS-based JPAS Domains IV And V: Interview Notes

Date of Interview: _____

Notes taken during an interview should be objective, clear, concise and easily read. Notes taken should support the decision made on the UETS-based JPAS observation and interview form. Write objective descriptions of what is shown and discussed. Remember, these notes may become the information a reviewer uses to make decisions about the indicators in Domains IV and V.

50. Rules and Consequences

Teacher showed: (describe what the educator showed)

<input type="checkbox"/> Daily Schedule <input type="checkbox"/> Rules <input type="checkbox"/> How rules were presented <input type="checkbox"/> Consequences for following rules <input type="checkbox"/> Consequences for breaking rules <input type="checkbox"/> Acknowledgement	Notes:	Differentiated Management Plan	Responsibilities of students in classroom management	Classroom-based data on student behavior
		<input type="checkbox"/> Not Shown	<input type="checkbox"/> Not Shown	<input type="checkbox"/> Not Shown

51. Learning Goals

Teacher showed: (describe what the educator showed)

Subject/Class: _____ **Core Standard** activities align to:

How Goal/Objectives are shared:

Corresponding **Lesson Plans/Learning Activities:** (aligned to the core standard listed above)

Activity #1:	Activity #2:	Activity #3:
<input type="checkbox"/> Not Shown	<input type="checkbox"/> Not Shown	<input type="checkbox"/> Not Shown

Data from learning activities used to make adjustments to instruction:

Authentic Learning Experience (at least one)
 Not Shown

52. Varied Assessments

Teacher showed: (describe what the educator showed)

Subject/Class (all assessments must be from the same content area):

Assessment #1:	Assessment #2:	Assessment #3:
Type: <input type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> Not Shown	Type: <input type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> Not Shown	Type: <input type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> Not Shown

On-going adjustments to instruction such as: _____ Notes:

- Intervention Activity
- Enrichment/Acceleration Activity
- Re-teaching Activity
- Adjustments in Planning

Not Shown

Shows collaboration in targeting intervention, enrichment, or future adjustments to instructional/assessment practices based on assessments:

Common Assessment (at least one)
 Not Shown

53. Feedback

Teacher showed: (describe what the educator showed)

Feedback shown:	Feedback shown:	Feedback shown:
<input type="checkbox"/> Not Shown	<input type="checkbox"/> Not Shown	<input type="checkbox"/> Not Shown

Student reflection based on feedback on at least one example:

Not Shown

Self-assessment (at least one example) **OR** Peer Feedback (at least one example)

Not Shown

54. Assessment of Student Growth and Performance*Teacher showed: (describe what the educator showed)*

First Evaluation:	Class/Subject:	Evidence of Student Growth <input type="checkbox"/> Standard Based Goal <input type="checkbox"/> Pre- and Post-Assessment <input type="checkbox"/> Not Shown	<input type="checkbox"/> Target- Majority of Students Show Growth	Average of Scores #scores/#weeks <input type="checkbox"/> Not Shown
Second Evaluation:	Class/Subject:	Evidence of Student Growth <input type="checkbox"/> Standard Based Goal <input type="checkbox"/> Pre- and Post-Assessment <input type="checkbox"/> Not Shown	<input type="checkbox"/> Target- Majority of Students Show Growth	Average of Score # scores/#weeks <input type="checkbox"/> Not Shown
Third Evaluation:	Class/Subject:	Evidence of Student Growth <input type="checkbox"/> Standard Based Goal <input type="checkbox"/> Pre- and Post-Assessment <input type="checkbox"/> Not Shown	<input type="checkbox"/> Target- Majority of Students Show Growth	Average of Scores # scores/#weeks <input type="checkbox"/> Not Shown
Teacher-initiated communication of learner progress beyond required communication: <input type="checkbox"/> Not Shown		Evidence of collaboration with parents, colleagues, or stakeholders: <input type="checkbox"/> Not Shown		

55. Cross-disciplinary Instruction*Teacher showed: (describe what the educator showed)*

Learning Activity shown: <input type="checkbox"/> Content connections/integration <input type="checkbox"/> Not Shown	Application of content knowledge: <input type="checkbox"/> Not Shown	Evidence of collaboration for cross-disciplinary instruction: <input type="checkbox"/> Not Shown
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56. Learning Differences*Teacher showed: (describe what the educator showed)*

Varied Requirements: <input type="checkbox"/> Not Shown	Modified Activities: <input type="checkbox"/> Not Shown	Techniques, strategies, cultural responsiveness: <input type="checkbox"/> Not Shown	Contribution to school-wide culture that is sensitive to learner/cultural differences: <input type="checkbox"/> Not Shown
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57. Student -directed Learning*Teacher showed: (describe what the educator showed)*

Whole-class learning experience: <i>Students have done one of the following:</i> <input type="checkbox"/> Plan goals, timelines or priorities <input type="checkbox"/> Determine materials to use <input type="checkbox"/> Identify process needed <input type="checkbox"/> Produce a unique product <input type="checkbox"/> Not Shown	Individualized learning experience based on learner needs: <input type="checkbox"/> Not Shown	Evidence of data to determine individualized learning experiences: <input type="checkbox"/> Not Shown
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58. Technology and Resources*Teacher showed: (describe what the educator showed)*

Teacher use of technology: <input type="checkbox"/> Not Shown	Process for selecting/evaluating technology resources: <input type="checkbox"/> Not Shown	Student use of technology: <input type="checkbox"/> Enhances student engagement in higher-level content <input type="checkbox"/> Students critically analyze info <input type="checkbox"/> Not Shown
	Multiple opportunities for students to use technology: <input type="checkbox"/> Not Shown	

59. Plans for Substitutes*Teacher showed: (describe what the educator showed)*

Activities for unplanned absence: <input type="checkbox"/> Not Shown	Management Information (at least two): <input type="checkbox"/> Not Shown
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60. Reflection and Continuous Growth*Teacher showed: (describe what the educator showed)*

Professional Learning Activity: <input type="checkbox"/> Not Shown	Application of Professional Learning: <input type="checkbox"/> Not Shown	Evidence of data on effectiveness of new strategies: <input type="checkbox"/> Not Shown	Evidence of collaboration to apply and evaluate new instructional practices: <input type="checkbox"/> Not Shown
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61. Communication*Teacher showed: (describe what the educator showed)*

Positive Communication: <input type="checkbox"/> Not Shown	Communication about possible problems: <input type="checkbox"/> Not Shown	Family/Colleague Collaboration and Stakeholder Feedback <input type="checkbox"/> Not Shown	District/Community Collaboration: <input type="checkbox"/> Not Shown
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62. Collaboration*Teacher showed: (describe what the educator showed)*

Cooperation with colleagues: <input type="checkbox"/> Not Shown	Active participation in collaborative decision-making: <input type="checkbox"/> Not Shown	Leadership role in development of a shared productive educational culture throughout the school: <input type="checkbox"/> Not Shown
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63. Administrative Requests**Resolves complaints:** *(Check appropriate box)*

- Teacher responded to all written requests to resolve complaints.
- Administrator presented a record of failure to respond to written administrative request to resolve complaints.
- Teacher did not receive any written requests to resolve complaints.

Describe what was presented here:

64. Compliance*This indicator requires administrative documentation in order to mark a "no".***Is present for required meetings/duties**

- Yes, Teacher has been present for required meetings and/or duties over the past year.
- No, Administrator presents a record of a pattern of unexcused absences for meetings and/or duties over the past year regarding the teacher.

Describe what was presented here:

Professional and ethical behavior

- Yes, There is no written record showing the teacher is out of compliance.
- No, Administrator presents a record of the teacher out of compliance related to professional and ethical behavior regarding the teacher such as:
 - Testing ethics
 - Student-teacher relationships
 - Confidentiality
 - Professional demeanor
 - Professional appearance
 - Inappropriate use of technology
 - Punctuality
 - Support of school goals

Describe what was presented here:

UETS-based JPAS Supplemental Indicators for Special Education Teachers

65. IEP Meeting Checklist

Teacher showed evidence of Administrator attending three IEP meetings

Administration IEP Checklist form(s)-Completed by an Administrator

- Not Shown _____ Date _____ Date _____ Date

NOTES:

66. Evaluation/Re-evaluation and Eligibility

Teacher showed evidence of compliance review form

Documentation of JPAS Compliance File Review Form-Completed by Teacher Specialist

- Met all JPAS requirements with no need for corrections or training and evidence
- Corrections completed within 15 days Training and Evidence completed within 15 days
- Corrections not completed within 15 days Training and Evidence not completed within 15 days

NOTES:

67. Develops IEP for Identified Student

Teacher showed evidence of compliance review form

Documentation of JPAS Compliance File Review Form-Completed by Teacher Specialist

- Met all JPAS requirements with no need for corrections or training and evidence
- Corrections completed within 15 days Training and Evidence completed within 15 days
- Corrections not completed within 15 days Training and Evidence not completed within 15 days

NOTES:

68. Postsecondary Transition Plan

Teacher showed evidence of compliance review form

Documentation of JPAS Compliance File Review Form-Completed by Teacher Specialist

- N/A
- Met all JPAS requirements with no need for corrections or training and evidence
- Corrections completed within 15 days Training and Evidence completed within 15 days
- Corrections not completed within 15 days Training and Evidence not completed within 15 days

NOTES: