

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			
<i>Teacher showed: (describe what the educator showed)</i>			
<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 <input type="checkbox"/> Not Shown	Notes: <input type="checkbox"/> Not Shown	Differentiated Management Plan <input type="checkbox"/> Seating Chart <input type="checkbox"/> Point System <input type="checkbox"/> Student Contract <input type="checkbox"/> Student Grouping <input type="checkbox"/> Plan Book Notation <input type="checkbox"/> Other: <input type="checkbox"/> Not Shown	Responsibilities of students in classroom management <input type="checkbox"/> Job Chart <input type="checkbox"/> Notations on Seating Chart <input type="checkbox"/> Plan Book Notation <input type="checkbox"/> Other: <input type="checkbox"/> Not Shown
51. Learning Goals			
<i>Teacher showed: (describe what the educator showed)</i>			
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: <input type="checkbox"/> Student Assignment (Quiz, Worksheet, Test, etc.) <input type="checkbox"/> Lesson Plan (Objective, Activities, Assessments Listed) <input type="checkbox"/> Activity/Student Product <input type="checkbox"/> Other: <input type="checkbox"/> Not Shown	Activity #2: <input type="checkbox"/> Student Assignment (Quiz, Worksheet, Test, etc.) <input type="checkbox"/> Lesson Plan (Objective, Activities, Assessments Listed) <input type="checkbox"/> Activity/Student Product <input type="checkbox"/> Other: <input type="checkbox"/> Not Shown	Activity #3: <input type="checkbox"/> Student Assignment (Quiz, Worksheet, Test, etc.) <input type="checkbox"/> Lesson Plan (Objective, Activities, Assessments Listed) <input type="checkbox"/> Activity/Student Product <input type="checkbox"/> Other: <input type="checkbox"/> Not Shown	
<input type="checkbox"/> Data from learning activities used to make adjustments to instruction <input type="checkbox"/> Authentic Learning Experience (at least one that applies to personal situations, future lives, or potential work) <input type="checkbox"/> Not Shown			
52. Varied Assessments			
<i>Teacher showed: (describe what the educator showed)</i>			
Subject/Class (all assessments must be from the same content area):			
Assessment #1: <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Benchmark <input type="checkbox"/> Assignment <input type="checkbox"/> Other:	Assessment #2: <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Benchmark <input type="checkbox"/> Assignment <input type="checkbox"/> Other:	Assessment #3: <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Benchmark <input type="checkbox"/> Assignment <input type="checkbox"/> Other:	
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: <ul style="list-style-type: none"> ▪ Intervention Activity ▪ Enrichment/Acceleration Activity ▪ Re-teaching Activity ▪ Adjustments in Planning <input type="checkbox"/> Not Shown			
Shows collaboration in targeting intervention, enrichment, or future adjustments to instructional/assessment practices based on assessments: <input type="checkbox"/> Common Assessment (at least one: Quiz, Test, Benchmark, etc.) <input type="checkbox"/> Not Shown			
53. Feedback			
<i>Teacher showed: (describe what the educator showed)</i>			
Feedback shown: <input type="checkbox"/> Non-descriptive <input type="checkbox"/> Descriptive Type:	<input type="checkbox"/> Not Shown	Feedback shown: <input type="checkbox"/> Non-descriptive <input type="checkbox"/> Descriptive Type:	<input type="checkbox"/> Not Shown
Student reflection based on feedback on at least one example: <input type="checkbox"/> Not Shown			
<input type="checkbox"/> Self-assessment (at least one example)		OR	
<input type="checkbox"/> Not Shown		<input type="checkbox"/> Peer Feedback (at least one example)	

60. Reflection and Continuous Growth*Teacher showed: (describe what the educator showed)***Professional Learning Activity:**

- Conference
- Workshop
- Read a Book on PD
- Other:

 Not Shown**Application of Professional Learning:**

- Created New Materials for Classroom
- Created Lesson Plan for Student Need
- Use of a New Teaching Strategy
- Behavior Log
- Other:

 Not Shown**Evidence of data on effectiveness of new strategies:**

- Pre/Post Assessment Data
- Benchmark
- Student Project
- Other:

 Not Shown**Evidence of collaboration to apply and evaluate new instructional practices:**

- PLC Notes Showing Collaboration
- Team Created Lesson Plan
- Team Created Common Assessment
- Other:

 Not Shown**61. Communication***Teacher showed: (describe what the educator showed)***Positive Communication:**

- Email
- Phone Log
- Letter Home
- Other:

 Not Shown**Communication about possible problems:**

- Email
- Phone Log
- Letter Home
- Other:

 Not Shown**Family/Colleague Collaboration and Stakeholder Feedback**

- PLC Notes Addressing Student Needs
- Stakeholder Survey
- Series of Emails
- Other:

 Not Shown**District/Community Collaboration:** Not Shown**62. Collaboration***Teacher showed: (describe what the educator showed)***Cooperation with colleagues:**

- Duty Schedule
- PLC Notes with Assignments
- Shared Materials
- Shared Lessons
- Other:

 Not Shown**Active participation in collaborative decision-making:**

- PLC Notes Showing Collaboration
- Joint Planned Activity
- Intervention/Enrichment Schedule with Other Colleagues
- Other:

 Not Shown**Leadership role in development of a shared productive educational culture throughout the school:**

- Lead Mentor
- ESL/DART/GT School Lead
- Other:

 Not Shown**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

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