

## Teacher Checklist Folder for a UETS-based JPAS Interview

*Use this checklist to help prepare for the interview you will have with your evaluator after your second observation. You can store any evidence for the indicators in this folder or electronically. The notes box is provided for you to make notes on what you will show for evidence for each indicator. Refer to the UETS-based JPAS Domains IV and V document for the decision rules for each indicator. Evidence shown must be from the current school year only.*

Key:		
(M.E.) = Minimally Effective	(E.) = Effective	(H.E.) = Highly Effective

<p><b>Indicator 50 – Rules and Consequences</b>          Do you have a daily schedule? Rules? Consequences (+ and -)? Acknowledgement? How do you share the rules with your students? Do you differentiate your management for specific students or reasons? What roles/responsibilities do students play in your classroom management, routines, and procedures? Do you have data for tracking and adjusting student behavior to make changes to the learning environment?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Daily Schedule (M.E.)</li> <li><input type="checkbox"/> Rules (M.E.)</li> <li><input type="checkbox"/> How rules were presented to students (M.E.)</li> <li><input type="checkbox"/> Consequences for following rules (M.E.)</li> <li><input type="checkbox"/> Consequences for breaking rules (M.E.)</li> <li><input type="checkbox"/> Acknowledgement (M.E.)</li> <li><input type="checkbox"/> Differentiated Management Plan (E.)</li> <li><input type="checkbox"/> Responsibilities of students in classroom management (E.)</li> <li><input type="checkbox"/> Classroom-based data on student behavior (H.E.)</li> </ul>	<p><b>Notes:</b></p>
<p><b>Indicator 51 – Learning Goals</b>          Can you show three activities addressing the same core standard in your curriculum? How do you share goals and objectives with students? Do you have data from these activities used to make adjustments in instruction? Are any of these activities an authentic learning experience?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1 lesson plan/activity (M.E.)</li> <li><input type="checkbox"/> Goal and objectives shared (M.E.)</li> <li><input type="checkbox"/> 3 lesson plans/activities (E.)</li> <li><input type="checkbox"/> Use of data (H.E.)</li> <li><input type="checkbox"/> 1 authentic learning experience (H.E.)</li> </ul>	<p><b>Notes:</b></p>
<p><b>Indicator 52 – Varied Assessments</b>          Can you show three ways you assess students in one content area that are a combination of formative and summative assessments? How do you use these assessments to make on-going adjustments to instruction? Are any of these assessments a common assessment? Do you have evidence of collaboration with colleagues for the purpose of targeting intervention, enrichment, or adjustments to future instructional/assessment practices based on assessment results?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3 assessments from one content area (M.E.)</li> <li><input type="checkbox"/> Combination of Formative and Summative (E.)</li> <li><input type="checkbox"/> On-going adjustments to instruction (E.)</li> <li><input type="checkbox"/> Common Assessment (H.E.)</li> <li><input type="checkbox"/> Collaboration using assessment results for intervention/enrichment (H.E.)</li> </ul>	<p><b>Notes:</b></p>

<p><b>Indicator 53 - Feedback</b></p> <p>Can you show three student work samples with descriptive teacher feedback? For at least one work sample, did students have an opportunity to reflect on their results? Did students have the opportunity to self-assess or receive peer feedback on at least one of the work samples?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Non-descriptive feedback on each work sample (M.E.)</li> <li><input type="checkbox"/> Descriptive feedback on each work sample (E.)</li> <li><input type="checkbox"/> 1 opportunity for student reflection (E.)</li> <li><input type="checkbox"/> 1 opportunity for self-assessment or peer feedback (H.E.)</li> </ul>	<p><b>Notes:</b></p>
<p><b>Indicator 54 - Assessment of Student Growth and Performance</b></p> <p>Can you show your scores/grade book/Skyward? (Elementary – two subject areas, Secondary – each class preparation type.) Are there other methods you use to communicate learner progress to students and/or parents during grading periods beyond the required methods? Do you have evidence of collaboration with parents, colleagues, or other stakeholders to improve student performance?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of student growth OR average of 1 or more assessments per week (M.E.)</li> <li><input type="checkbox"/> Evidence of student growth (E.)</li> <li><input type="checkbox"/> Average of 1 or more assessments per week (E.)</li> <li><input type="checkbox"/> Teacher-initiated home/school communication (H.E.)</li> <li><input type="checkbox"/> Collaboration with parents, colleagues, or other stakeholders (H.E.)</li> </ul>	<p><b>Notes:</b></p>
<p><b>Indicator 55 - Cross Disciplinary Instruction</b></p> <p>Can you show a learning activity that makes content connections or applies content knowledge from another content area? Do you collaborate with colleagues to design cross-disciplinary learning activities?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning activity with connections to other content (M.E.)</li> <li><input type="checkbox"/> Learning activity with application of content knowledge across disciplines (E.)</li> <li><input type="checkbox"/> Evidence of collaboration with colleagues to develop cross-disciplinary instruction (H.E.)</li> </ul>	<p><b>Notes:</b></p>
<p><b>Indicator 56 - Learning Differences</b></p> <p>How have you varied the requirements for a student/students? How have you changed an activity for a student/students? What kinds of things do you do to meet developmental, cultural, or linguistic needs of students? How do you contribute to a school-wide culture that respects learner differences/cultural and linguistic diversity?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An assignment with varied performance requirements (M.E.)</li> <li><input type="checkbox"/> An assignment that has been modified (M.E.)</li> <li><input type="checkbox"/> Evidence of techniques, strategies, or cultural responsiveness for a range of student needs (E.)</li> <li><input type="checkbox"/> Contributes to a school-wide culture sensitive to learner differences/cultural and linguistic diversity (H.E.)</li> </ul>	<p><b>Notes:</b></p>
<p><b>Indicator 57 - Student-directed Learning</b></p> <p>Do you have a document or product showing student involvement/choices in a learning activity? Do you have evidence of student involvement/choices in a learning activity that is individualized for students based on needs? What data did you use to determine individualized learning experiences?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole class learning experiences (M.E.) <ul style="list-style-type: none"> <li><input type="checkbox"/> Students plan goals, timelines, or priorities</li> <li><input type="checkbox"/> Students determine materials to use</li> <li><input type="checkbox"/> Students identify process needed</li> <li><input type="checkbox"/> Students produce a unique product</li> </ul> </li> <li><input type="checkbox"/> Individualized learning experiences (E.)</li> <li><input type="checkbox"/> Use of data to determine individualized learning experiences (H.E.)</li> </ul>	<p><b>Notes:</b></p>

<p><b>Indicator 58 - Technology and Resources</b>          What technology do you use in your classroom? How do you choose what technology/resources to use? What opportunities do students have to use multiple technologies and sources of information? How does the use of technology help to engage students in higher-level content? How do students critically analyze information?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of various media and technology (M.E.)</li> <li><input type="checkbox"/> Evaluation of technology/resources (E.)</li> <li><input type="checkbox"/> Student use of multiple technologies/resources (E.)</li> <li><input type="checkbox"/> Use of technology to engage students in higher-level content/skill development (H.E.)</li> <li><input type="checkbox"/> Ability for learners to critically analyze information (H.E.)</li> </ul>	<p><b>Notes:</b></p>
<p><b>Indicator 59 – Plans for Substitutes</b>          Do you have a substitute plan for an unplanned day of absence? Where do you keep it? What learning activities are planned? What management information is included?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has substitute plans for one day with appropriate learning activities (Yes/No)</li> <li><input type="checkbox"/> Has at least two pieces of management information for the substitute (Yes/No)</li> </ul>	<p><b>Notes:</b></p>
<p><b>Indicator 60 - Reflection/Continuous Growth</b>          What professional learning activity have you participated in during the past year? What ideas/strategies are you using in your classroom from this learning activity? Can you show data collected to see the effectiveness of the new strategies on student learning? Have you collaborated with colleagues to evaluate the new practices?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participation in Professional Learning Activity in the past year (M.E.)</li> <li><input type="checkbox"/> Demonstrates use of new learning (M.E.)</li> <li><input type="checkbox"/> Data collection on effectiveness of new strategy (E.)</li> <li><input type="checkbox"/> Evidence of collaboration with colleagues to apply and evaluate new strategy (H.E.)</li> </ul>	<p><b>Notes:</b></p>
<p><b>Indicator 61 – Communication</b>          Can you show at least one communication with a parent about a student’s positive performance? For a problem? A series of communications with parents or colleagues for a specific student’s needs? With others beyond school-level?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication with parent regarding positive performance (M.E.)</li> <li><input type="checkbox"/> Communication with parent regarding possible problem (M.E.)</li> <li><input type="checkbox"/> Collaborates with families or colleagues, focusing on individual learner growth and development (E.)</li> <li><input type="checkbox"/> Uses feedback from stakeholders to promote student learning (E.)</li> <li><input type="checkbox"/> Collaborates with district personnel or community resources (H.E.)</li> </ul>	<p><b>Notes:</b></p>
<p><b>Indicator 62 – Collaboration</b>          What evidence can you share about working with colleagues? Can you describe the type of collaborative activities you have participated in and what role you have played in the decision-making process? Have you had the opportunity to assume a leadership role in a school-wide initiative?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains professional relationships with colleagues (M.E.)</li> <li><input type="checkbox"/> Participates in collaborative decision-making and accepts responsibility for success of all learners (E.)</li> <li><input type="checkbox"/> Assuming a leadership role in development of a shared productive educational culture throughout the school (H.E.)</li> </ul>	<p><b>Notes:</b></p>

**Special Educators' Checklist for Supplemental Items for a UETS-based JPAS Interview**  
*Refer to the Decision Rules for Specialized Subgroups for the decision rules for each indicator.*

**Domain VI: Implementation of IDEA**

<p><b>Indicator 65 - IEP Meeting Checklist</b>  <u>Documentation of Administration IEP Checklist</u>          Did you have your administrator attend an IEP meeting and complete the checklist(s)?  <input type="checkbox"/> Evidence of three administrator checklists and has one or two areas marked as "NO" (M.E.)  <input type="checkbox"/> Evidence of three administrator checklists and had "YES" marked on all three (E.)  <input type="checkbox"/> Evidence of three administrator checklists and provided additional data to parents (H.E.)</p>	Notes:
<p><b>Indicator 66 - Evaluation/re-evaluation and Eligibility</b>  <u>Documentation of JPAS Compliance File Review Form-Completed by Teacher Specialist</u>          Did you have teacher specialist audit a current file? Did you complete training and show evidence of corrections within 15 school days? Did you meet the guidelines for student eligibility?  <input type="checkbox"/> Evidence of compliance by making corrections, completing training, providing evidence of corrections but did not do so within 15 school days (M.E.)  <input type="checkbox"/> Evidence of compliance by making corrections, completing training, providing evidence of corrections within 15 school days (E.)  <input type="checkbox"/> Met standard on all compliance requirements with no corrections or training needed (H.E.)</p>	Notes:
<p><b>Indicator 67 - Develop IEP for Identified Student</b>  <u>Documentation of JPAS Compliance File Review Form-Completed by Teacher Specialist</u>          Did you have a teacher specialist audit a current file? Did you complete training and show evidence of corrections within 15 school days? Did you determine PLAAFPS and Goals for a student on an IEP?  <input type="checkbox"/> Evidence of compliance by making corrections, completing training, providing evidence of corrections but did not do so within 15 school days (M.E.)  <input type="checkbox"/> Evidence of compliance by making corrections, completing training, providing evidence of corrections within 15 school days (E.)  <input type="checkbox"/> Met standard on all compliance requirements with no corrections or training needed (H.E.)</p>	Notes:
<p><b>Indicator 68 - Postsecondary Transition Plan</b>  <u>Documentation of JPAS Compliance File Review Form-Completed by Teacher Specialist</u>          Did you have a teacher specialist audit a current file? Did you complete training and show evidence of corrections within 15 school days? Did you show a clear understanding of how to develop a Postsecondary plan for a student?  <input type="checkbox"/> Evidence of compliance by making corrections, completing training, providing evidence of corrections but did not do so within 15 school days (M.E.)  <input type="checkbox"/> Evidence of compliance by making corrections, completing training, providing evidence of corrections within 15 school days (E.)  <input type="checkbox"/> Met standard on all compliance requirements with no corrections or training needed (H.E.)  <input type="checkbox"/> N/A</p>	Notes: