

## Evaluation Team Leader Observation Form

Name \_\_\_\_\_

ETL's Assignment: \_\_\_\_\_

Academic Year: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

An observer will determine if the standards are met by the ETL, and if the indicators do not meet (D), meet (M), or exceed (E) expectations, are not observable (NO), or are not applicable (NA). Non-observable indicators will be discussed at the pre and post observation conferences. An ETL may be required to submit evidence for non-observable indicators as may be necessary.

All non-observable indicators that would potentially lead to a *Does Not Meet* (D) in a principle must be indicated at the 2<sup>nd</sup> post observation conference.

**\*\*Indicates standards that are not observable during team meeting observations; these will be discussed at the pre- observation conference. ETL's may be requested to submit evidence for these indicators as may be necessary.**

<b>Standards of ETL Performance</b>					
D = Does not meet expectations      M = Meets expectations      E = Exceeds expectations NA = Not applicable to this therapist      NO = Not observable during observation	D	M	E	NA	NO
<b>Principle I. Currency In Special Education:</b>					
<i>The ETL is up to date regarding current practices in Special Education</i>					
1. Demonstrates a working knowledge of current practices in Special Education regulations					
2. Demonstrates a working knowledge of District policies					
3. Demonstrates a working knowledge of District procedures					
<b>Principle II. Effective Planning of Special Education process</b>					
<i>The ETL effectively implements the special education process</i>					
4. Manages the referral database					
5. Demonstrates the ability to use all state mandated forms to correspond with all aspects of the evaluation process.					
6. Effectively prioritizes multiple job responsibilities					
7. Identifies relevant variables in complex interpersonal situations					
8. Makes use of appropriate supports and/or interventions to address student needs					
<b>Principle III. Effective Management of Special Education Process</b>					
<i>The ETL demonstrates ability to effectively manage the special education process</i>					
9. Effectively manage their assigned caseloads					
10. Contribute to a respectful and positive school culture					
11. Create a respectful, positive, and inclusive meeting environment					
12. Engage parents in conferences and meetings that are productive and support the ongoing educational needs of students; and constantly communicate parental rights in the conference.					
13. Maintain appropriate standards of behavior, mutual respect, and safety					
<b>Principle IV. Effective Communication</b>					
<i>The ETL is able to establish a rapport and communicate effectively</i>					
14. Provide consultation services as needed to school staff, parents, guardians, students, and/or community agencies					

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NA = Not applicable to this therapist		NO = Not observable during observation		<b>D</b>	<b>M</b>
				<b>E</b>	<b>NA</b>
				<b>NO</b>	
<b>Standards of ETL Performance</b>					
D = Does not meet expectations		M = Meets expectations		E = Exceeds expectations	
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				<b>E</b>	<b>NA</b>
				<b>NO</b>	
15.	Maintains open lines of communication with building administrators and special education supervisors				
16.	Demonstrate current knowledge of resources within the school district and the community				
17.	Make use of technology to support efficient task completion				
18.	Maintain required records and reports that are complete and accurate				
19.	Regularly updates required databases.				
<b>Principle V. Promotion of High Standards and Expectations for Student Achievement</b>					
<i>The ETL promotes high standards and expectations for students</i>					
20.	Guides the team in determining the least restrictive environment				
21.	Guides the team to develop measurable goals				
22.	Guides the team to develop benchmarks related to the goals				
23.	Generates an IEP that reflects high standards and expectations for the student				
24.	Assist the Principal and the Executive Officer of Special Education in monitoring the implementation of the IEP in accordance with 603CMR Section 28 regulations process and assist the building administration with the monitoring of the implementation of the IEPs.				
<b>Principle VI. Promotion of Equity and Appreciation of Diversity</b>					
<i>The ETL promotes equity and appreciation of diversity.</i>					
25.	Is knowledgeable regarding opportunities to include all students in the full range of academic programs, activities, and extra-curricular activities.				
26.	Demonstrates sensitivity to differences in abilities, modes of contribution, social and cultural backgrounds.				
27.	Is knowledgeable of educational and organizational strategies that are effective in meeting the needs of a diverse student body.**				
28.	Functions effectively in a multi-lingual, multi-cultural and economically diverse school district.				
<b>Principle VII. Fulfillment of Professional Responsibilities</b>					
<i>The ETL fulfills professional responsibility.</i>					
29.	is constructive and cooperative with parents and colleagues.				
30.	Maintains professional boundaries with parents.**				
31.	Maintains professional boundaries with colleagues.**				
32.	Participates in school activities. **				
33.	Is a reflective and continuous learner. **				
34.	Uses available resources to analyze, expand, and refine professional knowledge and skills; resources can include professional organizations, academic course work; school-based staff, administrative and community resources, and other colleagues.**				
35.	Participates in activities that demonstrate a commitment to the educational needs of all students				
36.	Seeks out information in order to grow and improve as a professional.**				
37.	Is receptive to suggestions for growth and improvement.**				

D = Does not meet expectations

*Must have an accompanying explanation and recommendation for improvement*

M = Meets expectations

E = Exceeds expectations

NA = Not applicable to this therapist

NO = Not observable indicates standards that are not observable during observations. ETLs may provide evaluator with evidence of meeting these expectations should s/he be requested to do so. At the time of the post observation conference, the NO shall be determined to be a "D", "M", or "E".

\*\* Indicates standards that are not observable during observations; the ETL may provide evaluator with evidence of meeting these expectations should s/he be requested to do so.

*Observable and/or measurable data to support any "D" determination for an indicator:*

*Recommendations for improvement for an indicator – must be observable and/or measurable:*

*Description of how improvement for an indicator will be measured:*

*A Professional Improvement Plan is attached to this observation form when a Evaluation Team Leader does not meet one of the above principles.*

\_\_\_\_\_  
Observer's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
ETL's signature

\_\_\_\_\_  
Date

*The ETL's signature does not necessarily indicate agreement with the contents of the Observation Report. The ETL has the right to make a written statement within 15 school days after the post-observation conference; said statement shall become a part of the Final Evaluation Report. The ETL shall be provided with a copy of the observation form at the post observation meeting.*