

Tulare County Office of Education
Early Childhood Special Education Teacher (ECSE) Certificated Teacher Performance Evaluation

Teacher: _____ SSI# _____ Location: _____ Date: _____
 Status: ___ Permanent; ___ Probationary I; ___ Intern; ___ Temporary

Rating: For permanent teacher: Use "U": not meeting the teaching/TCOE standards; "S" for Satisfactory performance, meeting the teaching/TCOE standards; **For Probationary Employees:** Use "E": emerging, developing skills or knowledge; "U" or "S".

TPE 1	Understanding and Organizing Subject Matter Knowledge for Student Learning	U	E	S
1.1	Demonstrates knowledge of early development in organization and sequencing of intervention activities.			
1.2	Demonstrates ability to provide organized and developmentally appropriate instruction that uses the coaching consultative method with families.			
1.3	Demonstrates the ability to identify learning opportunities and select strategies based on family concerns, priorities, and resources, including consideration for culture, language and education.			
TPE 2	Assessing Student Learning			
2.1	Uses data to modify or expand intervention strategies and activities to achieve meaningful outcomes.			
2.2	Evaluates intervention efforts through anecdotal records, assessments, and other data on an on-going basis.			
2.3	Demonstrates ability to complete a formal assessment of the child's skills whenever needed.			
TPE 3	Interpretation and Use of Assessments			
3.1	Demonstrates ability to elicit family concerns and priorities related to child development.			
3.2	Uses non-biased, non-discriminatory assessment practices appropriate to young children with disabilities (e.g., observation, family interview, play-based, eco assessments) including those for ELL.			
3.3	Interprets/explains assessment information accurately in ways that are meaningful/understandable to family			
3.4	Produces an accurate, organized and well written assessment report.			
3.5	Demonstrates ability to develop appropriate outcomes for an IFSP based on family concerns and priorities.			
TPE 4-7	Engaging and Supporting Students in Learning			
TPE 4	Making Content Accessible:			
4.2	Uses appropriate techniques to engage students based on specific special needs (e.g., positioning, volume control, communication, etc.)			
4.1	Demonstrates ability to implement developmentally appropriate activities in various natural environments.			
TPE 5	Student Engagement:			
5.1	Uses strategies to motivate infant and toddler to actively participate.			
5.2	Demonstrates ability to maintain child's attention and uses understandable language to communicate.			
5.3	Demonstrates imagination and creativity in learning activities.			
5.4	Utilizes varied and animated intonation to engage children's attention and support communication.			
5.5	Uses children's cultural, social and linguistic backgrounds, interests and developmental needs in activities.			
5.6	Provides clear beginning and ending to all activities and clear transitions between activities.			
TPE 6	Developmentally Appropriate Teaching Practices			
6.1	Uses parent-coaching as a means of encouraging and teaching parents to be the primary provider.			
6.2	Engages in positive reciprocal interactions with child to facilitate and support communication development.			
6.3	Incorporates the child's interests in developing instructional activities.			
6.4	Uses practical in-home objects and assistive technology (switches, pictures, icons, and other systems so all have access to information and communication.			
TPE 7	Teaching English Learners			
7.1	Implements strategies to support language development of very young learners.			
7.2	Draws on children's cultural, social and linguistic backgrounds, interests and developmental learning needs in planning and implementing intervention activities.			
TPE 8-9	Planning Instruction and Designing Learning Experiences for All Students			
TPE 8	Learning About Students			
8.1	Knows child's strengths, preferences, interests, and motivators based on observations, interactions and information gathered from families of children assigned to caseload.			
TPE 9	Instructional Planning			
9.1	Designs and carries out individualized interventions based on assessments and child's needs.			
9.2	Utilizes the natural environments, family routines for planning and implementing learning opportunities.			
9.3	Develops plans that identify the skills to be learned, the strategies used for instruction and provides to early start instructional assistants.			
9.4	Uses a variety of instructional strategies and resources (e.g., visual supports, picture communications, task analysis, peer modeling, demonstration, prompting, adaptations, and natural objects.)			

TPE 10-11	Creating and Maintaining an Effective Environment for Students			
TPE 10	Instructional Time			
10.1	Uses time effectively to plan activities, complete documents in timely manner, and conduct meetings.			
10.2	Meets with families per schedules in order to implement the services.			
10.3	Facilitates family involvement in using strategies in the natural environment.			
10.4	Consistent with provision of activities for students to improve.			
TPE 11	Social Environments			
11.1	Assures goals are embedded in routine communication and play among children.			
11.2	Implements positive behavioral support strategies to assist child participation in a variety of settings.			
11.2	Facilitates the development of appropriate behaviors and social responses within the home instruction.			
11.3	Uses modeling, coaching and other strategies to enhance interactions between child, families, and providers in the social setting.			
11.4	Seeks out community resource opportunities for instructional opportunities as it relates to the IFSP.			
TPE 12-13	Developing as a Professional Educator			
TPE 12	Professional, Legal and Ethical Obligations			
12.1	Demonstrates motivation to work as a team with co-workers and families; model for and instruct Assistants			
12.2	Demonstrates the ability to be sensitive with all families including those of diverse cultural backgrounds.			
12.3	Maintains positive work attendance; Days Absent _____			
12.3	Follows TCOE/program policies, rules, guidelines and completes other duties as assigned.			
12.4	Maintains appropriate grooming and hygiene; follows safe work conditions and maintains safe environment.			
TPE 13	Professional Growth			
13.1	Collaborates with families, agencies, instructional assistants, providers and others in meaningful ways and maintains confidentiality.			
13.2	Uses verbal, non-verbal and written communication effectively; provides constructive input as needed.			
13.4	Ability to quickly resolve issues and offer solutions to problems within the workplace and family homes.			
13.5	Accepts change and unforeseen events in effective manner.			
13.6	Reflective of own work performance and practices; follows up on requests/suggestions from supervisor.			
13.7	Manages personal issues in a manner that doesn't interfere with professional responsibilities.			
13.8	Participates in ongoing professional growth as a lifelong learner.			

Employee is Meeting TCOE Standards for Teaching: ___yes ___no unsatisfactory ratings require specific comments in the summary.

Evaluation of Teaching Performance Summary:

Teacher Performance Expectations/Standards (TPE):

Professionalism:

Recommendations: ___Re-Employment ___Improvement Plan ___Non-Reelection [EC44929.21 (b)] ___Termination of Employment

This report has been discussed with me in conference with the supervisor. An opportunity has been extended to me to attach comments regarding the evaluation. A signature on this form does not necessarily signify agreement with the report.

Teacher Signature: _____ **Date:** _____ **Supervisor:**

_____ **Date:** _____