

University of Washington
 Experimental Education Unit
 Head Teacher (Project DATA) Evaluation

Staff Member's Name: _____

Year: _____

Rating Scale

1 Needs Improvement	2 Poor	3 Average	4 Good	5 Excellent	NA Not Applicable
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ATTENDANCE

1. Attends staff and school meetings

1 2 3 4 5

2. Attends staff trainings

1 2 3 4 5

3. Attends school events (i.e., Open House, Family Socials, College of Education Events, etc.)

1 2 3 4 5

4. Attends regularly scheduled work hours.

1 2 3 4 5

INTERDISCIPLINARY SKILLS

Families

1. Develops and maintains positive relationship with families

1 2 3 4 5

2. Maintains communication with family on a regular basis

1 2 3 4 5

3. Accepts feedback from family members

1 2 3 4 5

4. Encourages active participation of family members in the school, classroom and on the educational team.

1 2 3 4 5

Graduate Students

1. Develops and maintains positive relationship with graduate students and interns

1 2 3 4 5

2. Identifies clear and appropriate expectations for graduate students and interns

1 2 3 4 5

3. Provides appropriate training and feedback for graduate students and interns

1 2 3 4 5

4. Provides opportunity for graduate students and interns to learn and practice new skills

1 2 3 4 5

Staff

1. Develops and maintains positive relationships with staff

1 2 3 4 5

2. Provides appropriate training and feedback for staff including individual observation

1 2 3 4 5

3. Accepts feedback from staff

1 2 3 4 5

4. Collaborates with other Head Teachers and/or Assistant Teachers to facilitate team coordination

1 2 3 4 5

5. Maintains regular meetings on a weekly basis with team and/or individual team members

1 2 3 4 5

6. Helps facilitate appropriate division of tasks and responsibilities among team members

1 2 3 4 5

7. Coordinates with individuals within the EEU as appropriate (i.e., classroom teachers, nurse, social worker, etc.)

1 2 3 4 5

8. Coordinates with individuals outside the EEU as appropriate (i.e., consultant, private therapist, etc.)

1 2 3 4 5

9. Promotes transdisciplinary model of service delivery (i.e., Professionals share responsibilities and function as a unit, sharing their discipline-specific information and skills).

1 2 3 4 5

TEACHING RESPONSIBILITY

Administrative

1. Completes paperwork in a thorough and timely manner

1 2 3 4 5

2. Documents family contact and/or ensures that staff document family contact

1 2 3 4 5

3. Maintains team and/or individual staff member meeting notes

1 2 3 4 5

Planning

1. Provides support and supervision to staff in developing and adhering to functional schedules for individual children or small groups

1 2 3 4 5

2. Provides support and supervision to staff in developing and providing appropriate activities and materials for functional and pre-academic or academic goals

1 2 3 4 5

3. Provides support and supervision to staff in developing and/or implementing appropriate adaptations and modifications to curriculum and activities to meet individual student needs in conjunction with research

1 2 3 4 5

4. Develops appropriate instructional programs based on student needs and Individual Education Programs (IEP's), Individual Family Service Plans (IFSP's), Skills Probe, and/or family concerns

1 2 3 4 5

5. Ensures that staff members develop appropriate short term (bi-weekly) and long term (at least quarterly) plans for individual students or small groups

1 2 3 4 5

6. Ensures that staff members develop and maintain appropriate substitute plans that includes safety information about students

1 2 3 4 5

Data

1. Conducts and/or ensures that adequate and appropriate assessments are conducted by staff as needed including maintenance and generalization checks

1 2 3 4 5

2. Ensures that staff members collect and document appropriate data on student progress daily

1 2 3 4 5

3. Reviews data and/or reviews data with staff members in order to evaluate effectiveness of instruction and make instructional decisions regularly

1 2 3 4 5

Behavior

1. Provides supervision and support to staff members in the use of appropriate positive behavior support strategies on an individual and group basis within the classroom

1 2 3 4 5

2. Assists staff members in identifying the need for and implementing appropriate behavior management strategies

1 2 3 4 5

Families

1. Provides suggestions, materials and/or programs for home and community as needed

1 2 3 4 5

2. Conducts home visits, center visits, and/or visits to community sites (including possible transition placements) as needed and/or supervises staff members in conducting visits

1 2 3 4 5

3. Provides information and support to families around significant events (i.e., IEP's, IFSP's, transitions, evaluations, intake, significant family events, etc.)

1 2 3 4 5

4. Provides access to and/or information about community activities

1 2 3 4 5

5. Finds additional services (ITP Project DATA only) and information about outside agencies to help address family priorities and concerns

1 2 3 4 5

Diversity

1. Provides an environment that is inclusive in terms of cultural pluralism

1 2 3 4 5

2. Ensures activities promote appreciation for diversity

1 2 3 4 5

3. Helps develop a community that accepts and understands difference

1 2 3 4 5

Professional Development

1. Continues professional growth by reading literature, attending trainings and conferences, etc.

1 2 3 4 5

2. Contributes to professional development by participating and/or facilitating school training sessions

1 2 3 4 5

3. Works cooperatively with research personnel to implement and conduct studies that add to the field and identify best practice in Early Intervention

1 2 3 4 5

Staff Member's Signature

Date

Principal's Signature

Date

Assistant Principal's Signature

Date

Goals

1.	
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2. _____

3. _____

4. _____

5. _____