

TEAM Observation Guidance Documents: Cover Sheet

BACKGROUND
<p>Certain subgroups of educators, which are listed in the table below, operate in unique situations that may require additional attention to apply the TEAM evaluation model with fidelity and provide educators with meaningful feedback. As such, we have conducted numerous focus groups, with educators working in these areas, to develop additional guidance to support evaluation. The accompanying documents are meant to serve as an instructive, although not exhaustive, list of areas to which administrators should direct additional attention based on the unique instructional or service setting of the educator. These are meant to supplement, not replace, the TEAM evaluation rubric. Together, the pre-observation questions, key areas for gathering evidence, examples of evidence and artifacts, and examples of excellence present an evaluator with additional resources to use to conduct high-quality evaluations.</p>
COMPONENTS
<p>The accompanying documents for each educator group are broken down into two components.</p> <ol style="list-style-type: none"> 1. The <i>Observation Guidance</i> document provides: <ul style="list-style-type: none"> • a quick glance at some guiding questions and overarching concerns for each educator group; and • examples of pre-observation questions, key areas to focus evidence gathering, and examples of appropriate evidence/artifacts the evaluator may collect. <ul style="list-style-type: none"> ○ NOTE: Key areas for evidence are not intended to replace the indicators in the TEAM evaluation model, but rather are more detailed guidelines for evaluating indicators that educators have identified as particularly tricky to observe. 2. The <i>Observation Support</i> document provides: <ul style="list-style-type: none"> • additional context for the evaluator when considering the responsibilities of each educator, • detailed examples to illuminate some of the key indicators and areas for evidence, and • a platform for meaningful discussion between educators and evaluators around best practices. <ul style="list-style-type: none"> ○ NOTE: This can be especially useful for structuring pre-conference discussions.

Available observation guidance documents include:

GENERAL EDUCATOR RUBRIC	SCHOOL SERVICES PERSONNEL RUBRIC
<ul style="list-style-type: none"> • Alternative Educators • College, Career and Technical Educators (CCTE) • Early Childhood Educators • Pre-K Educators • Early Literacy K-3 Educators • Gifted Educators • Interventionists • Online Educators • Special Educators 	<ul style="list-style-type: none"> • School Audiologists • School Counselors • School Psychologists • School Social Workers • Speech/Language Pathologists (SLP) • Vision Specialists

TEAM Observation Guidance: Vision Specialists

PRE-OBSERVATION QUESTIONS	
<ol style="list-style-type: none"> 1. How do you ensure that vision services address the individualized IEP goals/objectives of students, and how do you do so within a heterogeneous group? How do you frame lessons within a broader scope and sequence? 2. How do you construct and manage systems to ensure that vision services are delivered in a responsive and timely manner (e.g., IEPs, evaluations, eligibility requirements, parent/teacher conferences, etc.)? 3. How do you consult, collaborate, and communicate with classroom teachers, special education teachers, and other stakeholders in delivering services and in the IEP process? 4. What are some examples of appropriate materials and activities that you use to augment planned services and what are you doing to evaluate the effectiveness of these materials and activities? 5. How do you use data to develop IEPs and document IEP progress? 	
KEY AREAS FOR EVIDENCE	
<ol style="list-style-type: none"> 1. Delivery of Services—Delivery of Professional Services <ul style="list-style-type: none"> • Vision specialist provides services to support high expectations for the educational success of all students. • Vision specialist uses a variety of materials, methods, and strategies to remove barriers to learning and promote active student participation. • Vision specialist actively assists in the development and implementation of specialized programs for students, families, and staff. 	
<ol style="list-style-type: none"> 2. Delivery of Services—Communication <ul style="list-style-type: none"> • Vision specialist utilizes a balanced mix of communication methods, including but not limited to, written, oral, electronic, etc. that is targeted to specific student/stakeholder needs. • Vision specialist consistently communicates with stakeholders about service/program goals to ensure progress towards goals and improve the delivery and impact of programs/services. • Vision specialist communicates regularly with others in professional field to ensure that he/she is up-to-date on available resources, strategies, etc. 	
<ol style="list-style-type: none"> 3. Delivery of Services—Knowledge of Students <ul style="list-style-type: none"> • Practices display deep understanding of each student’s individual needs, as demonstrated through the consistent use of differentiated strategies to meet diverse learning goals. • Vision specialist regularly incorporates student interests and cultural heritage into activities/consultations to improve the quality and impact of services provided. 	
<ol style="list-style-type: none"> 4. Environment—Environment <ul style="list-style-type: none"> • Vision specialist creates a warm and welcoming environment regardless of physical workspace. • Vision specialist has clearly established organizational structures that allow him/her to effectively and efficiently maintain caseload regardless of physical space provided (e.g., this could look like a rolling cart with clearly labeled student files, resource information, eye charts, etc.). 	
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Test data • Progress reports • Eligibility reports • Sample activities/materials and lesson plans 	<ul style="list-style-type: none"> • Disability monitoring standards reference sheet • School team records/referral documentation • Communication logs

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| <ul style="list-style-type: none"> • IEPs • Vision reports • Professional development for faculty • Parent workshop meetings | <ul style="list-style-type: none"> • RTI documentation • Data collection logs • Needs assessments and surveys |
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TEAM Observation Support: Vision Specialists

Services may look different for vision specialists because they work one-on-one with students, and as such, they must have a deeper knowledge of their students' individual needs. Vision specialists must be able to effectively facilitate communication between teachers, parents, students, and outside agencies to specifically target IEP goals.

I. ENVIRONMENT

EXAMPLE—ENVIRONMENT

Environment—Environment:

Vision specialist provides an environment conducive to learning when working individually with students on IEP goals. This includes multiple different manipulatives and resources that are easily accessible to students. The vision specialist has high expectations for all students that are clearly exhibited in verbal and non-verbal communication with teachers, students, and parents.

II. DELIVERY OF SERVICES

EXAMPLE—DELIVERY OF PROFESSIONAL SERVICES

Delivery of Services—Delivery of Professional Services:

The vision specialist collaborates with students, teachers, other school staff, and healthcare professionals regarding visual disabilities and their impact on learning. He/she monitors and participates in the state mandated vision screening program and maintains clear and concise data and records on student vision, which are used to make referrals to service providers. The vision specialist implements numerous different strategies to ensure that visually impaired students are able to access the learning environment. The vision specialist actively participates in the development of the IEP or 504 Plan for students with visual disabilities and continuously monitors its implementation to ensure that it is driving student achievement. The vision specialist provides identification, certification, and management for students with visual disabilities and also provides and maintains a list of community vision resources for parents and students.

EXAMPLE—COMMUNICATION

Delivery of Services—Communication:

The vision specialist provides timely and appropriate feedback to teachers and parents on the progress of the IEP goals, as well as consulting with relevant stakeholders to determine if proper actions have been taken to assist visually impaired students. The vision specialist presents the teacher and parent with samples of activities and/or strategies used in the individual sessions and makes recommendations to the teacher and parent on strategies that could be used in the classroom.

or at home to support the work of the specialist with the student. The vision specialist also communicates with medical personnel as needed to assist with the evaluation process.

EXAMPLE—KNOWLEDGE OF STUDENTS

Delivery of Services—Knowledge of Students:

The vision specialist provides a variety of sample activities used to target specific IEP goals of students. For example, if the IEP goal is targeted at working with a student to increase Braille fluency, the specialist may provide samples of developmentally appropriate student activities that encompass multiple learning styles. The vision specialist is able to show consistent and measurable student progress based on the progression of activities and vision services. The vision specialist is also able to clearly demonstrate how activities are monitored and adjusted as needed to meet individual student needs. The vision specialist has a clear way to evaluate if the student is making progress based on student work products.