

Accommodations: Teacher Self-Assessment

OSDE-SES

Component 1: Collaboration on Selection of Accommodations				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Teacher does not provide feedback prior to the selection of accommodations. Accommodations are suggested based on previous practice. 	<ul style="list-style-type: none"> Teacher provides feedback prior to the selection of accommodations, but does not seek student input on current or proposed accommodations. Accommodations are suggested based on previous practice. 	<ul style="list-style-type: none"> Teacher provides feedback prior to the selection of accommodations and seeks student input on current or proposed accommodations. Accommodations are suggested based on individual student need. 	<ul style="list-style-type: none"> Teacher provides feedback prior to the selection of accommodations and seeks student input on current or proposed accommodations. Accommodations are suggested based on individual student need. The teacher informally communicates the effectiveness of accommodations and methods of provision to other staff assigned to the student. 	<ul style="list-style-type: none"> Teacher provides feedback prior to the selection of accommodations and seeks student input on current or proposed accommodations. Accommodations are suggested based on individual student need. The teacher <i>actively</i> communicates the effectiveness of accommodations and methods of provision to other staff assigned to the student.
Comments/Documentation:				
Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.				

Accommodations: Teacher Self-Assessment

OSDE-SES

Component 2: Provision of Accommodations				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Accommodations are not provided to students. 	<ul style="list-style-type: none"> Students are provided accommodations based on previous practice or availability of resources. 	<ul style="list-style-type: none"> Students are provided most of the accommodations as identified on the IEP. Teacher does not provide accommodations that are unfamiliar. 	<ul style="list-style-type: none"> Students are provided accommodations as identified on the IEP. Teacher seeks support or resources for accommodations that are unfamiliar. 	<ul style="list-style-type: none"> Students are provided accommodations as identified on the IEP. Teacher seeks support or resources for accommodations that are unfamiliar. <i>Communication occurs between teachers to monitor the effectiveness of accommodations and methods of provision.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.

August 20, 2014



Accommodations: Teacher Self-Assessment

Component 3: Instruction/ Assessment Alignment				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Assessment accommodations are not provided to students. 	<ul style="list-style-type: none"> Accommodations provided during assessment are not provided during instruction. 	<ul style="list-style-type: none"> Accommodations provided during assessment are also provided during instruction. 	<ul style="list-style-type: none"> Accommodations provided during assessment are also provided during instruction. Accommodations are evaluated for effectiveness during instruction prior to being used for assessment. 	<ul style="list-style-type: none"> Accommodations provided during assessment are also provided during instruction. Alignment is documented on the IEP. <i>Accommodations are evaluated on an on-going basis for effectiveness and scaffolded to promote student independence.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.

Accommodations: Teacher Self-Assessment

Component 4: Professional Development				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Teacher has not participated in any professional development activities regarding individualized accommodations and access to grade level curriculum. 	<ul style="list-style-type: none"> Teacher has participated in at least one professional development activity and has knowledge of where to access resources on individualized accommodations and providing access to grade level curriculum. 	<ul style="list-style-type: none"> Teacher has participated in at least one professional development activity and has accessed resources regarding individualized accommodations and providing access to grade level curriculum. 	<ul style="list-style-type: none"> Teacher has participated in multiple professional development activities and has independently accessed materials regarding accommodations. Teacher applies the knowledge gained in classroom practice. Teacher expresses his/her needs to administration related to accommodations. 	<ul style="list-style-type: none"> Teacher has participated in multiple professional development activities and has accessed materials on accommodations. Teacher applies the knowledge gained in classroom practice and <i>seeks new strategies for providing access through a variety of accommodations.</i> <i>Teacher evaluates the effectiveness of accommodations for a variety of classroom activities.</i> Teacher expresses his/her needs to administration related to accommodations.
Comments/Documentation:				