

Evaluation Checklist: Teacher Considerations

Record Review

- ☐ Help define the problem and develop assumed causes with AEA staff.
- ☐ Thoroughly review learner's educational history including interventions that have been tried and their results.
- ☐ Gather multiple sources of current and previous data, including results of universal screeners.
- ☐ Gather information that helps to inform the setting which contextualizes the learner's experience.
- ☐ Review what skills are taught and how they are instructed.
- ☐ Help generate an observable, measurable problem & skill deficit with AEA staff that has a verifiable standard from data gathered through review.

Interviews

- ☐ Collaborate with AEA staff to base interview/s on the problem that has been identified and answers a specific question.
- ☐ Help identify key reporters/stakeholders to elicit such information.

Observations

- ☐ Go to key settings, have a targeted focus for observation to get information that addresses current question (e.g., general education classroom, unstructured settings).
- ☐ Ensure observation lengths are appropriate to see key information.

Test

- ☐ Reviewing pertinent current data and consult with AEA staff when additional data is warranted.
- ☐ Conducting additional assessments that are specific to the skill deficit that has been identified and will pinpoint skills that are mastered and not mastered (e.g., phonological awareness/phonics inventories, running records, observations, etc.)
- ☐ Conducting **diagnostic** assessment when progress monitoring indicates that growth is not adequate.
- ☐ Testing using tools that tell you specifically what instruction needs to focus on immediately.