**SAU 21 Special Education Educators’**

**Appraisal Rubric 2014-2019**

**I. PLANNING AND PREPARATION FOR LEARNING**

**The Teacher: Exemplary Proficient Needs Improvement Unsatisfactory**

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| 1. **Knowledge** | Is an expert in how students learn as well as in the characteristics and impact of disabilities. | Has a good grasp of how students learn as well as of the characteristics and impact of disabilities. | Is somewhat familiar with how students learn as well as with the characteristics and impact of disabilities. | Has little familiarity with how students learn or with the characteristics and impact of disabilities. |
| 1. **Long Term  Planning\*** | Has a clearly articulated plan for the year that is tightly aligned with state and district standards and assessments; addresses the developmental levels of all students and all levels of thinking. | Plans the year so students will meet state and district standards and assessments; considers different levels of thinking. | Plans lessons by lesson and has little familiarity with state standards and assessments | Plans lessons in the moment with no familiarity with state standards and  assessments. |
| 1. **Lessons \*** | Designs individual and group lessons with clear, measurable goals closely aligned with state and district standards, unit outcomes and IEPs. | Designs individual and group lessons with measurable outcomes aligned with state  standards, unit goals and IEPs. | Plans lessons with only unit goals and IEPs in mind. | Plans lessons aimed primarily at entertaining students or covering textbook chapters. |
| 1. **Differentiation** | Designs lessons that consider all student learning needs, goals, styles, and interests, | Designs lessons that consider most student learning needs, goals, styles, and interests. | Designs lessons that only consider some student learning needs, goals, styles, or interests. | Designs lessons that do not consider student learning needs, goals, styles, or  interests. |
| 1. **Engagement** | Designs highly relevant, varied lessons that orchestrate student ownership for mastering content. | Designs relevant lessons that promote student ownership of content. | Plans lessons that may engage some student interest but may not  support student investment in content. | Plans lessons with little likelihood of engaging or involving students. |
| 1. **Anticipation\*** | Anticipates misconceptions students are likely to face and plans how to overcome them. | Anticipates misconceptions and confusion students are  likely to face. | Considers one or two ways students might become confused with  the content. | Proceeds without considering misconceptions students might have about the material. |
| 1. **Assessments\*** | Prepares diagnostic, formative and summative  assessments to monitor student learning. | Plans formative and summative assessments to measure student learning. | Creates unit assessment only as instruction proceeds. | Drafts final assessments shortly before they are given. |
| 1. **Organizing  Learning** | Designs lessons that incorporate an appropriate  mix of highly effective, diverse learning strategies  and materials including technology, | Designs lessons that use an effective, diverse mix of learning strategies and materials including  Technology. | Plans lessons that involve an inconsistent mix of effective and  ineffective learning strategies and materials including technology. | Plans lessons that rely mainly on ineffective learning strategies and materials including technology. |
| 1. **Environment** | Maximizes room arrangement to enhance learning objectives and student performance. | Organizes room to support enhance learning objectives and student performance. | Somewhat organizes room, but without enhancing learning objectives and /or student performance. | Has little or no organization of room, which detracts from learning objectives and student performance |

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**II. CLASSROOM MANAGEMENT**

**The Teacher: Exemplary Proficient Needs Improvement Unsatisfactory**

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| 1. **Expectations** | Is direct, specific, consistent and tenacious in communicating and implementing high expectations for student behavior both in and out  of the classroom. | Clearly communicates and consistently implements expectations for student behavior. | Announces and posts classroom rules and consequences, but does  not consistently enforce them. | Comes up with *ad hoc* rules and consequences as events unfold, and does not consistently enforce them |
| 1. **Relationships** | Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships. | Is fair and respectful towards student differences and builds  positive relationships with most students. | Is fair and respectful towards most students and builds positive relationships with some students. | Can be unfair and disrespectful to students; plays favorites. |
| 1. **Climate** | Creates a climate that fosters self- and peer monitoring in which disruption of learning is  not tolerated, | Refuses to tolerate disruption and encourages student  monitoring. | Attempts to create a productive learning environment, but there are regular disruptions in the classroom, | Does not create a productive learning  environment; the classroom is frequently chaotic and sometimes dangerous. |
| 1. **Social-emotional** | Successfully develops social-emotional skills to  support positive interactions among students. | Fosters positive interactions among students and teaches  useful social-emotional skills. | Attempts to foster interactions among students and to teach social skills with minimal success. | Does not attempt to  foster interactions  among students or teach  social skills. |
| 1. **Student  Responsibility** | Successfully develops students' self-discipline and sense of responsibility for their actions. | Holds students responsible for their actions and encourages a  sense of accountability. | Tries but may be unsuccessful in getting students to be responsible for their actions | Is unsuccessful in fostering students' self-discipline and sense of responsibility for their actions. |
| 1. **Anticipation** | Anticipates, prevents and responds to situations that may develop into behavior issues. | Proactively considers and responds to situations that  may develop into behavior issues. | Does not anticipate behavior issues, but attempts to address issues as they arise. | Does not consider — and may contribute to — behavior issues that  may arise. |
| 1. **Discipline  Repertoire** | Has highly varied discipline repertoire and implements strategies appropriately and effectively. | Has a repertoire of discipline "moves" and implements them as needed. | Has a limited disciplinary repertoire  and may struggle with implementation. | Has few discipline "moves" and constantly struggles with implementation. |
| 1. **Efficiency** | Maximizes academic learning time through effective routines and smooth transitions. | Effectively utilizes academic learning time through clear routines and transitions. | Sometimes loses teaching time due to inconsistent routines and/or inefficient, transitions. | Loses instructional time because of confusion, interruptions and poorly  executed transitions. |
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**III. DELIVERY OF INSTRUCTION**

**The Teacher: Exemplary Proficient Needs Improvement Unsatisfactory**

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| **Learning  Expectations** | Conveys high learning expectations and convinces all students that they will master the material, | Sets high learning expectations and encourages students to  master the material. | Sets minimal expectations for earning and skills. | Has no learning expectations and gives up on some students. | |
| 1. **Effort-Based** | Encourages students to be risk-takers, learn from their mistakes and believe that through effective effort, they will learn and improve their skills. | Guides students to learn from their mistakes and believe that through effective effort, they will learn and improve their  skills. | Corrects students when they make mistakes but does not guide learning from errors, | Does not see mistakes as a learning tool; students do not feel comfortable taking  risks. | |
| 1. **Framing\*** | Uses essential questions, goals, lesson objectives,  exemplars and other strategies to give students a  clear sense of purpose. | Communicates lesson objectives to give students a clear sense of purpose. | Attempts to communicate the main | Begins lessons without giving students a sense of where instruction is headed. | |
| learning objectives of each lesson to students. |
| 1. **Connections** | Makes meaningful connections to students' prior knowledge, experience and readings. | Activates students' prior knowledge, experience and readings. | Attempts to activate students' prior  knowledge, experiences and/or  readings. | Does not activate students' prior knowledge, experiences and/or readings. | |
| 1. **Clarity**   **of instruction** | Presents material thoroughly but succinctly, using relevant and engaging examples. | Uses clear explanations and accurate examples to present material. | Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate. | Does not explain material or provide examples. | |
| 1. **Repertoire** | Utilizes a variety of highly effective teaching strategies, questions, pacing, materials, grouping practices and technologies to foster student  learning. | Uses teaching strategies, questions, pacing, materials, grouping practices and  technologies to support student learning. | Uses a limited range of teaching strategies, questions, materials, grouping practices and technologies. | Uses only one or two teaching strategies, technologies and types of questions and/or materials. | |
| 1. **Specialized  Instruction** | Skillfully meets the learning needs and styles of all  students by using a variety of strategies. | Effectively meets the learning needs and styles of most students. | Attempts to meet the learning needs and styles of students, with mixed success. | Does not attempt to meet the learning needs and styles of students. | |
| **h. Responding to  Confusion  (nimbleness)** | Deftly exploits teachable moments and corrects misunderstandings. Is skilled at assessing student confusion and its sources and responding in  individually appropriate ways. | Is flexible to take advantage of teachable moments and correct misunderstandings.  Realizes when students are confused and responds in appropriate ways. | Is focused on implementing plans  and sometimes misses teachable moments. Does not consistently  realize when students are confused, or may not respond in an effective way. | Is rigid and inflexible with plans and rarely takes advantage or teachable moments. Does not realize when  students are confused, or does not respond in an effective way. | |
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| **i.**  **Generalization  of Skills** | Consistently provides activities and strategies that  will generalize skills to classroom and other settings. | Usually provides activities and strategies that will generalize skills to classroom and other  settings. | Sometimes provides activities and strategies that will generalize skills to classroom and other settings. | Does not provide activities or strategies  that will generalize skills to classroom or other settings. | |
| **j.**  **Homework\*** | Assigns meaningful homework and provides rich and timely feedback. | Assigns appropriate homework  and gives feedback. | Assigns homework, but rarely follows up. | Assigns homework but does not follow-up, or does not assign homework. |
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**IV. MONITORING, ASSESSMENT AND FOLLOW-UP**

**The Teacher: Exemplary Proficient Needs Improvement Unsatisfactory**

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| **a.**  **Criteria\*** | Displays, distributes and reviews the criteria for proficient work and provides rubrics and exemplars. | Posts clear criteria for proficiency and provides rubrics and exemplars of student work. | Tells students some of the qualities that their finished work should exhibit. | Expects students to know (or figure out) what it takes to get good grades or skill acquisition. |
| **b.**  **Formal  Assessments** | Utilizes thorough and purposeful pre-, formative and summative assessments to evaluate student skill levels and inform instruction, | Uses pre-, formative and summative assessments to  evaluate student skill levels and adjust instruction. | Uses formative and summative assessments, but depth and quality are inconsistent, and/or does not adjust instruction, | Beginsinstruction without considering students' prior skills; gives poorly  constructed sununative assessments without conducting formative  assessments. |
| **c.**  **Informal Assessments (On-the-Spot)** | Frequently uses a variety of methods to check for understanding in the moment of instruction and immediately re- teaches or clarifies. Is tenacious in repeating the process if necessary. | Uses a variety of methods to check for understanding and  immediately re-teaches or clarifies. | Has a limited repertoire of methods to check for understanding during  instruction and sometimes misses opportunities for clarification. | Does not check for understanding during instruction. |
| **d.**  **Feedback** | Is timely and conscientious in providing specific, constructive, meaningful feedback to promote  student growth. | Is conscientious in providing specific, constructive,  meaningful feedback to encourage student growth. | Provides general feedback, but is not always constructive or  conscientious. | Does not provide meaningful, conscientious or constructive feedback. |
| **e.**  **Student Self-  Assessment** | Creates an environment where students can set ambitious goals, continuously self-assess, and take responsibility for improving performance. | Creates an environment where  students self-assess and monitor their performance. | Urges students to look over their work, see where they had trouble  and aim to improve those areas. | Allows students to move on without self-assessing. |
| **f.**  **Tenacity** | Relentlessly follows up with/gives personal  attention to struggling students to help them  reach proficiency. | Takes responsibility for students who are not succeeding and gives them extra help, | Offers extra help but with limited follow-through; the onus is on the student to reach proficiency. | Does not offer extra help or support. |
| **g.**  **Support** | Makes sure that all students who need additional support and specialized diagnoses receive appropriate, immediate services. | When necessary, refers  students for additional  services and/or specialized diagnoses. | Sometimes doesn't promptly refer students for additional services, or refers students who don't need it. | Fails to refer students for special services and/or refers students who don't need them. |

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**V. SPECIAL EDUCATION SERVICES**

**The Teacher: Exemplary Proficient Needs Improvement Unsatisfactory**

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| **a.**  **Knowledge & Compliance** | | Demonstrates extensive knowledge of special  education laws and procedures. Fully understands and complies with all procedural timelines and safeguards. | | Demonstrates thorough  knowledge of special education laws and  procedures. Faithfully adheres to all procedural timelines and safeguards. | | Demonstrates basic knowledge of special education laws and procedures, but needs support in  implementation; does not always follow established timelines and safeguards. | | Demonstrates little or no knowledge of  special education laws and procedures,  and/or does not follow established  procedures and guidelines. | |
| **b.**  **Written Consent\*** | | Prepares forms for parents to sign to ensure necessary permissions are granted before testing and for releasing of information to outside agencies or individuals. | | Ensures necessary permission for evaluations and for  release of information to  outside agencies or individuals are granted. | | Sometimes ensures necessary permissions for testing, but not those for release of information, | | Fails to have the necessary permissions for evaluations or release of information. | |
| **c.**  **Team Meetings** | | If Chair, effectively follows state mandated  guidelines for annual reviews. If participant,  contributes in a meaningful and concise way to annual review meetings. | | If Chair, follows state mandated guidelines for annual reviews. If participant, adequately contributes to annual review meetings. | | If Chair, may not follows state mandated guidelines for annual reviews. If participant, may make unfocused or irrelevant contributions to annual review meetings. | | If Chair, does not follows state mandated guidelines for annual reviews.  If participant, does not contribute, or  makes irrelevant contributions to,  annual review meetings. | |
| **d.**  **Responding to CST &** **Team Written Referrals\*** | | Proactively responds to referrals and makes highly  competent assessments of student needs by choosing suitable assessment procedures to address  referral questions. | | Responds to referrals and  makes adequate assessments of student needs by choosing suitable assessment procedures to address referral questions. | | Responds to referrals when pressed but completes inadequate assessments of student needs. | | Fails to respond to referrals, or makes  hasty assessments of student needs. | |
| **e.**  **Written Reports** | | Writes clear, detailed and accurate reports; analysis, conclusions and recommendations are  valuable. | | Writes accurate reports; analysis, conclusions and  recommendations are  appropriate, | | Writes accurate reports that lack specificity; analysis, conclusions and recommendations are not  always appropriate. | | Writes reports that are inaccurate, or that include inappropriate analysis, conclusions and recommendations. | |
| **f.**  **IEP Writing** | | Creates well-written, thorough and concise IEPs  that include appropriate and meaningful recommendations to uniquely address student  needs. | | Creates accurate, well-  written IEPs that include  appropriate  recommendations. | | Creates IEPs that are not always thorough, may be poorly written or are unnecessarily long; recommendations are somewhat appropriate. | | Creates IEPs that are not thorough, are poorly written and include inappropriate recommendations. | |
| **g.**  **Integrating IEP**  **Goals** | | Is fully aware of entire LEP and incorporates skills,  goals and strategies from other disciplines for a  coordinated approach. | | Is aware of entire IEP and  sometimes incorporates  skills from other disciplines. | | Is aware of some parts of IEP and incorporates skills from other  disciplines when required or convenient. | | Is not aware of entire IEP and does not incorporate skills from other disciplines even when required. | |
| **h.**  **Monitoring  Progress** | | Comprehensively and effectively measures progress towards IEP goals and objectives, and provides substantial feedback to students and  parents. | | Measures progress towards IEP goals and objectives, and provides feedback to students and parents. | | Attempts to measure progress towards IEP goals and objectives, but may not be effective in monitoring or may not communicate progress effectively to students and parents. | | Does not measure progress towards IEP  goals and objectives, and/or does not  communicate progress to students or parents. | |

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| **i**.  **Assistive Technology** | Vigilantly ensures that assistive technologies required by IEP are being used, maintained, and monitored correctly. Is skilled in using assistive technology. | Often checks to see that assistive technologies are being used, maintained and monitored correctly. Is effective at using assistive technology. | Does not always check to see that assistive technologies are being used, maintained and monitored correctly. Is aware of assistive technology, but may not be skilled in using it. | Does not check to see that assistive technologies are being used, maintained or monitored correctly. Is unaware of assistive technology, or is not skilled in using it. |
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| **j.**  **Consultation** | Proactively consults and advocates for students with administrators, teachers and support personnel with education and resources. | Consults and advocates for students with administrators, teachers and support personnel. | Sometimes consults and advocates for students with administrators, teachers and support personnel. | Does not consult or advocate for students with administrators, teachers or support personnel. |
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**VI. FAMILY AND COMMUNITY OUTREACH**

**The Teacher: Exemplary Proficient Needs Improvement Unsatisfactory**

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| 1. **Respect** | Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs. | Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs. | Is sometimes insensitive to family and community values  and beliefs. | Is insensitive to family and community values and beliefs. |
| 1. **Expectations** | Gives parents clear, accessible expectations  for student learning and behavior, and  demonstrates a strong belief that students will  meet or exceed standards. | Gives parents clear expectations for student learning and behavior, and demonstrates belief that students will reach  standards. | Sends home a syllabus and list of classroom rules for learning  and/or behavior. | Does not communicate learning or behavior expectations to parents. |
| 1. **Communicating  with families** | Promptly and frequently informs all parents, even those who are hard to reach, of positive news about their children, and immediately flags any problems. | Updates parents on good  news and promptly informs parents of behavior and learning problems; attempts to contact hard-to-reach  parents. | Updates easy-to-reach parents about behavior and learning problems, but rarely mentions positive news. | Makes little or no effort to contact parents with news about their child. |
| 1. **Support** | Frequently informs parents about how to  appropriately support and enrich the curriculum at home. | Informs parents about how to support the curriculum at home. | Occasionally informs parents about how to help students at home. | Does not communicate with parents about how to help students at home. |
| 1. **Responsiveness to  parent concerns** | Deals immediately and successfully with parent  concerns and makes parents feel welcome, | Responds successfully to parent concerns and makes parents feel welcome. | Is slow to respond to some parent concerns and sometimes makes  parents feel unwelcome. | Does not respond to parent concerns and makes parents feel unwelcome. |
| 1. **Reporting** | Through conferences, report cards and informal  communication, provides detailed and helpful  feedback to parents about student progress. | Through conferences, report cards and informal communication, provides helpful feedback to parents about student progress. | Relies primarily on report cards and  conferences to communicate with  parents and provide feedback about student progress. | Gives out report cards and conducts conferences as required, but does not communicate effectively to parents about student progress. |
| 1. **Engagement** | Uses of a variety of strategies to engage families to participate appropriately and consistently in the  classroom and school community. | Engages families to participate appropriately in the classroom and school community. | Makes limited or ineffective attempts to involve families in the  classroom or school community. | Does not attempt to engage families in the classroom or school community, or actively discourages their participation. |

**VII. PROFESSIONAL RESPONSIBILITIES**

**The Teacher: Exemplary Proficient Needs Improvement Unsatisfactory**

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| 1. **Attendance** | Uses sick-time responsibly. Consistently adheres to the contractual hours of the school day. | Uses sick-time responsibly. Usually adheres to the contractual hours of the school day. | Is sometimes irresponsible with sick-time and with the contractual hours of the school day. | Is irresponsible with sick-time and with the contractual hours of the school day. |
| 1. **Reliability** | Carries out paperwork, duties, and assignments conscientiously and punctually; prioritizes tasks;  keeps meticulous records, | Is punctual and reliable with paperwork, duties, and assignments; prioritizes tasks; keeps accurate records. | Occasionally skips or is late with paperwork, duties, and/or assignments; sometimes makes errors in records. | Frequently skips and is late with  paperwork, duties, and assignments;  makes errors in records. |
| 1. **Professionalism** | Presents as a consummate professional in words,  action and appearance. | Usually demonstrates professional demeanor in  words, action and appearance. | Is occasionally and/or slightly unprofessional in words, action and/or appearance. | Is unprofessional in words, action and  appearance. |
| 1. **Judgment** | Is invariably ethical, honest and transparent, uses  impeccable judgment and respects confidentiality. | Is ethical and transparent, uses good judgment, and maintains confidentiality with students. | Sometimes uses questionable judgment, is less than completely  forthright, and/or discloses  confidential information. | Acts in an ethically questionable manner, uses poor uses poor judgment,  and/or discusses confidential  information. |
| 1. **Contributions** | Frequently contributes  valuable ideas and expertise  to teacher teams, meetings,  and committees to further  the school and district's  mission. | Contributes ideas and expertise to teacher teams, meetings, and committees to support the  school and district's mission. | Is reluctant to contribute to teams, meetings, and committees, or  contributions are minimally helpful. | Does not contribute to teacher teams,  meetings or committees. |
| 1. **Collaboration** | Participates in ongoing meetings with colleagues  and specialists to plan units, share best practices and analyze assessments. | Meets frequently with colleagues to plan units, share best practices and examine assessments. | Meets occasionally with colleagues to share ideas about teaching and student work. | Meets infrequently with colleagues,  and/or conversations lack educational  substance. |
| 1. **Communication** | Identifies and informs the appropriate channels of any concerns and reaches out for help and suggestions when needed. | Keeps the administration informed about concerns and asks for help when it is needed. | Is reluctant to share concerns with the administration or to ask for help. | Does not share concerns or constantly complains, and is not open to help. |
| 1. **Openness** | Actively seeks out feedback and suggestions and uses them to improve performance. | Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. | Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change. | Is very defensive about criticism; refuses to listen to feedback or suggestions; does not change. |
| 1. **Reflecting on  Practice** | Is highly accurate and perceptive in his/her  reflections, citing specific examples of what were not successful for at least some students. Draws on  extensive repertoire to suggest alternative strategies. | Provides accurate and objective reflection of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how his/her practice might be improved. | Is moderately accurate and objective in reflection of practice without citing specific examples, and with only global suggestions as to how it might be improved. | Does not reflect on practice, or the  reflections are inaccurate or self- serving. |
| **j.**  **Development** | Actively pursues professional development opportunities and makes substantial contribution to the profession. | Seeks out opportunities for professional development based on an individual assessment of need. | Participation in professional development activities is limited to those that are convenient or required. | Does not participate in professional development activities, even when such activities are clearly needed for the development of skills. |
| **k.** | Easily adapts to changes in schedules, caseload, and special education issues as needed with ease. | Is able to adapt to changes in schedules, caseload, and special education issues as needed. | Has difficulty adapting to changes in schedules, case load, and special education issues. | Is unable to adapt to changes in schedules, caseload, and special education issues. |
| **Flexibility** | schedules, case load, and special education issues as needed with ease. | changes in schedules,  case load, and special education issues as needed. | changes in schedules, case load, and special education issues. | changes in schedules, case load, and special education issues. |
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| **i.**  **Licensure** | Holds the necessary and current license, and has taken advanced graduate courses in areas of specialty relevant to licensure. | Holds the necessary and current license. | Holds waiver while working towards licensure. | Does not hold the necessary license or has allowed license to expire. |