**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 includingTechnology. | Plans lessons that involve an inconsistent mix of effective andineffective 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 outof 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 isnot 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 thatmay 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 poorlyexecuted 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 theirskills. | 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 homeworkand 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 themreach 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 notalways 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 andparents. | 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 reachstandards. | 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 makesparents 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 theclassroom 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 thereflections 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. |