

EDUCATOR PRACTICE RUBRIC

SPECIAL EDUCATION TEACHER

Criteria & Scoring Rules: 1= Needs Improvement 2= Developing 3= Proficient 4= Distinguished
 NA= Not Assessed/Not Applicable



DOMAIN 1: PLANNING

1A: PLANS UNITS AND LESSONS EFFECTIVELY

1	There is no evidence of planning daily, weekly and/or unit instruction.
2	Daily, weekly and/or unit planning are inconsistent.
3	Daily, weekly and/or unit planning are consistent and build on students' prior knowledge and experience.
4	Daily, weekly and unit planning is consistent, thorough and builds on students' prior knowledge and experience. Model, coach and mentor colleagues and/or pre-service teachers in planning high-quality units and lessons.

1B: SELECTS LEARNING TARGETS AND ACTIVITIES (Learning targets are statements of intended learning based on standards which teachers craft to guide the teaching and learning process and to engage, support and hold students accountable for their learning.)

1	Learning targets are unconnected to content and MN standards, or are stated as activities. Learning activities are not aligned with learning targets.
2	Learning targets are connected to learning activities and MN standards. Learning activities are aligned with learning targets. Learning activities include limited opportunities for students to engage.
3	Learning targets are clearly connected to learning activities and MN standards and are stated in terms of student learning. Learning activities are aligned with learning targets. Learning activities include multiple opportunities for students to engage.
4	Learning targets are clearly connected to learning activities and MN standards and are stated in terms of student learning. Learning targets and activities reflect different types of learning. Learning activities are aligned with learning targets. Learning activities include a variety of opportunities for students to engage. Model, coach and mentor colleagues and/or pre-service teachers in selecting learning targets matched with effective learning activities.

1C: APPLIES CONTENT KNOWLEDGE AND UNDERSTANDING OF HOW STUDENTS LEARN

1	Teacher's knowledge of content is limited, which is demonstrated by content errors.
2	Teacher's knowledge of content and how students learn the content is generally accurate, but limits teacher's ability to anticipate common student misconceptions.
3	Teacher's knowledge of content and how students learn the content is accurate and current, allowing teacher to anticipate common student misconceptions.
4	Teacher's extensive and current knowledge of content and how students learn that content is evident, allowing teacher to anticipate common student misconceptions. Teacher plans ways for students to assume responsibility for their own learning. Continuously applies and disseminates current research and best practice.

1D: USES STUDENT DATA TO INFORM PLANNING

1	There is no evidence that the lesson design or learning targets have been informed by previous student data/work.
2	The learning targets and lesson design have been informed by an analysis of classroom/grade-level student data/work.
3	The learning targets and lesson design have been informed by an analysis of classroom/grade and individual student data/work.
4	The learning targets and lesson design have been informed by an extensive analysis of classroom or grade and individual student data/work. Provides leadership to others in analyzing student data to plan instruction.

1E: DESIGNS COHERENT INSTRUCTION

1	Teaching strategies and/or learning activities are unsupportive of the learning targets. Teacher does not provide appropriate rationale for the selection of instructional groups to meet the learning target(s).
2	Teaching strategies and/or learning activities support the learning targets, however may be unorganized or lacking coherence. Teacher provides some rationale for the selection of instructional groups to meet the learning target(s).
3	Teaching strategies and learning activities support the learning targets, are well organized and designed to facilitate student construction of knowledge. Teacher provides rationale for the selection of instructional groups to meet the learning target(s) and are planned to increase cognition.
4	Teaching strategies and learning activities support the learning targets, are well organized and designed to facilitate student construction of knowledge. Teacher provides rationale for the selection of instructional groups to meet the learning target(s), to increase cognition and give students ownership of learning. Model, coach and mentor colleagues and/or pre-service teachers in the design of coherent instruction that engages the student in the learning process.

1F: CREATES INTERDISCIPLINARY AND EXTENDED LEARNING EXPERIENCES

1	No attempt to create connections to other content areas/disciplines.
2	Limited connections are made to other content areas/disciplines.
3	Connections with other content areas/disciplines are evident, including integration of technology, reading, writing and/or math across the curriculum.

4	Connections with other content areas/disciplines are evident, including integration of technology, reading, writing and/or math across the curriculum. Opportunities to extend learning that connect to other content areas/disciplines and community life is provided. Provides leadership and collaboration for interdisciplinary instruction.
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1G: USES AVAILABLE RESOURCES AND TECHNOLOGY

1	Teacher does not utilize available resources. There is little or no use of available technology and/or other resources beyond the core resources that may be appropriate to the lesson.
2	Teacher makes use of relevant resources within the school, district and/or community. Teacher uses technology to present information to students, but does not use technology to promote deeper learning and student engagement. Resources beyond core resources are minimally accessed.
3	Teacher makes use of relevant resources within the school, district and/or community. Use of technology and other resources promotes increased cognitive engagement and deeper conceptual understanding.
4	Teacher makes use of a variety of relevant resources within the school, district and/or community showing extensive knowledge of resources for learning. Use of technology and other resources promotes increased cognitive engagement and deeper conceptual understanding with both teacher-led and student-led activities. Model, coach and mentor colleagues and/or pre-service teachers in the use of available resources and technology in instructional design that engages the student in the learning process.

1H: DESIGNS CULTURALLY RELEVANT INSTRUCTIONAL STRATEGIES

1	Learning activities and/or instructional strategies demonstrate a misunderstanding/misapplication of students’ skills, interests, cultural backgrounds, language proficiency and/or exceptionalities.
2	Learning activities and instructional strategies are informed by some of the following: knowledge of students’ skills, interests, cultural backgrounds, language proficiency and/or exceptionalities.
3	Learning activities and instructional strategies are informed by knowledge of students’ skills, interests, cultural backgrounds, language proficiency and exceptionalities.
4	Learning activities and instructional strategies are informed by knowledge of students’ skills, interests, cultural backgrounds, language proficiency and exceptionalities. Provides leadership and collaboration with colleagues and community in designing culturally relevant instruction.

1I: PLANS FORMATIVE AND SUMMATIVE ASSESSMENTS (Formative assessments are a range of formal and informal assessment procedures used within the cycle of learning to monitor student understanding and make instructional adjustments to help every student master the learning targets.)

1	Planning indicates teacher has limited understanding of the role and use of formative assessment to adapt instruction to student needs. Assessments are primarily summative and used for grading purposes.
2	Planning indicates the use of formative and/or summative assessment strategies appropriate to the lesson’s learning targets and/or activities. Assessment is primarily done by the teacher with minimal opportunities for students to self-assess their work.
3	Planning indicates the use of formative and/or summative assessment strategies appropriate to the lesson’s learning targets and activities. Formative assessments are designed to help the teacher make immediate instructional adjustments. Plans indicate opportunities for student self-assessment and student involvement in the development of assessment criteria.
4	Planning indicates the use of formative and/or summative assessment strategies appropriate to the lesson’s learning targets and activities. Formative assessments are designed to help the teacher make immediate and future instructional adjustments. Plans indicate frequent opportunities for students to assess themselves and their colleagues against clearly established exemplars and/or performance criteria. Plans indicate opportunities for student involvement in the development of assessment criteria. Model, coach and mentor colleagues and/or pre-service teachers in the developing, implementing and analyzing formative and summative assessment data to inform next instructional decisions at various levels (such as classroom, department, program, grade levels and/or school/district).

1J: PLANS FOR DIFFERENTIATION (Differentiation is the process teachers use to plan learning experiences which intentionally respond to learner differences. Students have opportunities to work at their levels of readiness (assessed levels of skills and knowledge), in preferred and varied learning modes/styles, and engage their interests in order to achieve curricular goals.)

1	No evidence of differentiation of learning experiences, content, assessments or product based on student data or otherwise documented student needs
2	Limited evidence of differentiation of learning experiences, content, assessments or product based on student data or otherwise documented student needs
3	Planning of differentiation is based on student data and/or otherwise documented student needs and takes into consideration the learning experiences, content, assessments or product.
4	Planning of differentiation is based on student data and takes into consideration the learning experience, content, assessments and product. Provides leadership for differentiation of instruction for targeted groups of students in the team, grade level, department, program and/or school in planning.

1K: KNOWLEDGE OF STUDENT’S SKILLS, KNOWLEDGE, INTERESTS AND CULTURAL HERITAGE

1	Teacher displays little knowledge of students’ skills, knowledge, student’s skills and cultural heritage and does not indicate that such knowledge is valuable.
2	Teacher recognizes the value of understanding students’ skills, knowledge, interest, and cultural heritage but displays this knowledge for the class only as a whole. Communicates with other staff in adapting curriculum.
3	Teacher displays knowledge of students’ independent skills and knowledge, students’ skills, interests and cultural heritage and adapts curriculum to meet needs.
4	Teacher displays knowledge of students’ skills and knowledge for individual students, and knowledge of interests or cultural heritage of students and collaborates with other staff in adapting curriculum and recognizes the value of this knowledge.

DOMAIN 2: ENVIRONMENT

2A: CREATES A RESPECTFUL CLASSROOM CULTURE OF TRUST, SAFETY AND HIGH EXPECTATIONS AND SAFE LEARNING ENVIRONMENT

1	Teacher creates a physical environment and classroom culture that is not safe and/or does not support the development of positive social and personal skills.
2	Teacher creates a physical environment and classroom culture that partially supports the development of positive social and personal skills. Teacher and students build positive relationships within the classroom.
3	Teacher creates a physical environment and classroom culture that supports the development of positive social and personal skills. Teacher and students build positive relationships within the classroom and school.
4	Teacher creates a physical environment and classroom culture that supports the development of positive social and personal skills. Teacher and students build positive relationships within the classroom and school. Teacher provides school leadership and collaborates with others to build a positive classroom and school learning environment.

2B: ESTABLISHES A CULTURE OF LEARNING

1	Teacher does not display or encourage enthusiasm or positive attitude for learning. Classroom instruction is characterized by low expectations and task completion.
2	Teacher displays a positive attitude and importance of the work. Instructions and interactions convey only modest expectations for student learning and achievement.
3	The teacher supports a culture where instructional outcomes and classroom interactions convey high cognitive expectations for most students. Students engage in work of high quality and demonstrate enthusiasm and effort in completing work.
4	Students engage in complex cognitive tasks, and there is evidence of students constructing their own knowledge. Instructional outcomes and classroom interactions convey high expectations for all students. Students independently and collaboratively engage in work of high quality and demonstrate enthusiasm and effort in completing work. Model, coach and mentor colleagues and/or pre-service teachers in establishing a collaborative culture for learning.

2C: CREATES A CULTURE OF PERSISTENCE

1	No evidence that the teacher perseveres through challenges and instead gives up or blames students for their lack of success. No evidence that students are developing an ability to persevere through challenging or complex learning tasks.
2	Teacher takes responsibility for leading students to mastery of learning targets. There is minimal evidence that students are developing an ability to persevere through challenging or complex tasks.
3	Students and teacher take responsibility for achieving learning targets. Teacher provides support so that students persevere when challenged with complex learning activities.
4	Students and teacher take responsibility for achieving learning targets. Teacher provides support, including external resources, so that students persevere when challenged with complex learning activities. Model, coach and mentor colleagues and/or pre-service teachers in creating a classroom and school-wide culture for persistence.

2D: ESTABLISHES AND MAINTAINS CLASSROOM ROUTINES AND PROCEDURES

1	Teacher does not clearly communicate directions and procedures. Students are unaware of classroom procedures or behavior expectations and excessive instructional time is lost.
2	Teacher establishes clear expectations for classroom procedures; however, there is evidence of inconsistent management of routines that result in a loss of instructional time. Students comply minimally with procedures that are set and monitored by the teacher.
3	Teacher and students collaboratively establish clear expectations for classroom procedures. Transitions are organized and orderly. Most students adhere to procedures. Minimal instructional time is lost in handling non-instructional duties.
4	Teacher and students collaboratively establish clear expectations for classroom procedures and are flexible to adapt to the learning goals and needs of students. Transitions are organized and orderly. Students take ownership for classroom routines and procedures that result in no loss of instructional time. Model, coach and mentor colleagues and/or pre-service teachers in how to establish classroom routines and procedures.

2E: MONITORS AND PROVIDES FEEDBACK ON STUDENT BEHAVIOR

1	Students receive behavior feedback that is neither constructive nor timely. Students receive little or no feedback on positive behavior.
2	Students receive behavior feedback that is constructive and timely, but infrequently receive acknowledgement of positive behavior.

	The teacher monitors student behavior, but approaches to behavior are punitive rather than proactive. Students may be unclear about the behavior expectations.
3	Students receive behavior feedback that is constructive and timely. Students receive frequent acknowledgement of positive behavior. The teacher monitors student behavior and approaches to behavior are proactive, respectful and appropriate for individual student needs.
4	Students receive behavior feedback that is constructive and timely. Students receive frequent acknowledgement of positive behavior. Student behavior is monitored and approaches to behavior are preventative, respectful and appropriate for individual students. Students assume responsibility for monitoring their behavior and the behavior of their colleagues. Model, coach and mentor colleagues and/or pre-service teachers in effective approaches in student behavior and providing feedback on student/classroom behavior.

DOMAIN 3: DELIVERY OF SERVICE

3A: USES CONTENT KNOWLEDGE TO PROMOTE LEARNING (Culturally and contextually relevant instruction that considers the applicability of teaching materials, methods or programs to students’ ethnicity, social status, gender, religion, home and community environment and/or personal experiences so that learning environments created build upon the language, experiences, learning styles and strengths of students.)

1	Teacher does not emphasize important concepts and skills appropriate to the content area. Teacher’s use of content knowledge contains content errors showing a lack of content knowledge, which impedes learning. Explanation of content is not culturally relevant. Teacher provides limited opportunity for students to apply content-specific vocabulary.
2	Teacher sometimes emphasizes important concepts and skills appropriate to the content area. Teacher uses content knowledge that is accurate; however, the use of culturally and contextually relevant content explanations are limited/inconsistent. Teacher provides some opportunities for students to apply content-specific vocabulary.
3	Teacher regularly emphasizes important concepts and skills appropriate to the content area and makes connections to other content areas. Teacher makes content knowledge culturally and contextually relevant to increase students’ understanding and engagement. Teacher provides multiple opportunities for students to apply content-specific vocabulary.
4	Teacher regularly emphasizes important concepts and skills appropriate to the content area, make connections to other content areas and creates opportunities for interdisciplinary learning. Teacher’s accurate use of content knowledge that is culturally and contextually relevant contributes to student use and acquisition of content and vocabulary while enriching the lesson. Students have internalized the content-specific language and demonstrates its appropriate use it in classroom interactions and activities. Model, coach and mentor colleagues and/or pre-service teachers to deepen content knowledge.

3B: COMMUNICATES LEARNING TARGETS AND CONTENT USES

1	Learning targets and/or explanations of the content are unclear, inappropriate, or missing. Expectations or directions are unclear.
2	Learning targets and explanation of content are clear for most students and contain appropriate levels of detail, however some students are confused. Expectations or directions may be unclear.
3	Learning targets and explanation of content are communicated during the lesson in a variety of formats and contain appropriate levels of detail. Students can articulate the learning targets and understand directions.
4	Teacher’s explanation of content is creative and connected to students’ knowledge and experience. Students contribute by explaining content to their colleagues. Students understand directions. Students may develop directions and procedures when appropriate to the activity. Model, coach and mentor colleagues and/or pre-service teachers in understanding and communicating learning targets and content.

3C: USES INSTRUCTIONAL STRATEGIES TO ENGAGE STUDENTS IN LEARNING

1	Teacher provides instructional strategies that minimally engage the student. Instructional strategies are not aligned with learning targets and/or do not promote learning for some students. Instruction is not differentiated based on students’ level of understanding. Teacher does not offer opportunities to students to practice, apply or demonstrate their learning.
2	Teacher provides instructional strategies that may engage some but not all learners in rigorous and relevant learning experiences. The use of higher order thinking opportunities are infrequent in instruction and discussion. Some instructional strategies are aligned with learning targets and/or promote learning for some students. Some differentiation of instruction is provided based on students’ level of understanding. Teacher provides limited opportunities to practice, apply and demonstrate what they are learning.
3	Teacher provides instructional strategies that engage most learners in rigorous and relevant learning experiences. The use of higher order thinking opportunities is frequent in instruction and discussion and the use of inquiry methods is relevant. Instructional strategies are aligned with learning targets and promote learning for all students. Differentiation of instruction is based on each student’s level of understanding. Teacher provides multiple opportunities for students to practice apply and demonstrate what they are learning.
4	Teacher provides instructional strategies that engage all learners in rigorous and relevant learning experiences. The use of higher order thinking opportunities is frequent and varied in instruction and discussion and the use of inquiry methods is relevant. Teacher provides appropriate options for student initiative and choice to increase relevance and cognition. Teacher provides differentiation in instruction and class and individual activities. Teacher provides multiple and a variety of opportunities for students to practice, apply and demonstrate what they are learning. Model, coach and mentor colleagues and/or pre-service teachers in applying appropriate instructional strategies to engage students in learning.

3D: USES QUESTIONING AND DISCUSSION TECHNIQUES

1	Teacher uses classroom questioning techniques that result in student recitation with low cognitive challenge. Teacher engages few students in the discussion.
2	Teacher utilizes a mixture of cognitively challenging questions irrespective of current and desired level of understanding. Teacher-facilitated discussions elicit limited evidence of cognitive engagement. Teacher addresses student mistakes and misconceptions. Teacher attempts to engage all students.
3	Teacher poses a range of cognitively challenging questions based on current and desired level of understanding. Teacher-facilitated discussions elicit evidence of cognitive engagement. Teacher addresses student mistakes and misconceptions. Teacher holds all students accountable to answer questions. Teacher fosters discussions that engage students in initiating, participating and leading academic discourse.
4	Teacher poses a range of cognitively challenging questions based on current and desired level of understanding. Teacher-facilitated discussions elicit substantial evidence of cognitive engagement. Teacher addresses student mistakes and misconceptions. Teacher holds all students accountable to answer questions. Teacher fosters discussions that engage students in initiating, participating and leading academic discourse. Model, coach and mentor colleagues and/or pre-service teachers in facilitating discussions.

3E: USES APPROPRIATE PACING AND STRUCTURE

1	The lesson has no evidence of a structure. No opportunities are provided for students to engage or reflect during the lesson. Pacing of the lesson is too slow or too rushed so that it hinders active engagement.
2	Lesson structure is generally appropriate for the class and supports meeting some of the goals of the lesson. Teacher provides limited opportunities for students to engage and reflect during the lesson. Pacing is generally appropriate for the class as a whole. Students who progress at different learning rates have limited opportunities for success within lesson structure.
3	Lesson structure is appropriate for the class and supports meeting the goals of the lesson. Students have opportunities for cognitive engagement and reflection during the lesson. Pacing is appropriate. Students who progress at different learning rates have opportunities for success within lesson structure.
4	Lesson structure is generally appropriate for the class and supports meeting the goals of the lesson. Students have multiple opportunities for cognitive engagement and reflection during the lesson. Pacing is appropriate. Students who progress at different learning rates are provided many opportunities for success within lesson structure. Model, coach and mentor colleagues and/or pre-service teachers in lesson structure and pacing.

3F: USES FORMATIVE ASSESSMENTS TO INFORM INSTRUCTION

1	Teacher does not use formative assessment techniques to monitor student progress and adjust instruction to help students master the learning targets.
2	Teacher uses some formative assessment techniques to monitor student progress and adjusts instruction to help students master the learning targets.
3	Teacher uses formative assessment practices to monitor and adjust instruction.
4	Teacher uses formative assessment practices to monitor and adjust instruction to meet learning targets and the needs of all students. Model, coach and mentor colleagues and/or pre-service teachers in formative assessment strategies to inform instruction.

3G: PROVIDES FEEDBACK TO ADVANCE LEARNING

1	Teacher provides nonspecific feedback that does not guide learning. Teacher provides feedback that is not timely.
2	Teacher provides specific feedback, but emphasis is on procedures, compliance or grades. Timeliness of teacher feedback is inconsistent.
3	Teacher provides specific feedback that promotes cognition. Teacher feedback is provided in a timely manner to all students.
4	Teacher provides specific feedback that promotes higher levels of thinking by the student. Students provide feedback to each other that promotes learning. Teacher feedback is provided in a timely manner to all students. Model, coach and mentor colleagues and/or pre-service teachers in student feedback methods to advance learning.

3H: PROMOTES STUDENT SELF-ASSESSMENT

1	Teacher does not engage students in self-assessment. Teacher expectations for student learning and assessment criteria are not provided.
2	Teacher provides students some self-assessment opportunities to be aware of their own level of achievement against established expectations for student learning and established assessment criteria.
3	Teacher provides students frequent opportunities to assess and monitor the quality of their own work against established expectations for student learning and established assessment criteria.
4	Teacher provides students frequent opportunities to assess and monitor the quality of their own work and the work of their colleagues against established expectations for student learning and assessment criteria. Teacher provides students with opportunities to continually revise their work and set goals to meet the expectations for learning. Model, coach and mentor colleagues and/or pre-service teachers with student self-assessment strategies.

DOMAIN 4: PROFESSIONALISM

4A: USES SELF-REFLECTION TO IMPROVE INSTRUCTION

1	Teacher does not effectively use reflection and self-assessment of instruction.
2	Teacher occasionally uses reflection and self-assessment to assess instructional effectiveness and make modifications in instruction.
3	Teacher regularly assesses his or her own effectiveness using lesson artifacts and student data to identify areas of strength, areas for growth and modify instruction.
4	Teacher continuously and accurately assesses his or her own effectiveness using lesson artifacts and student data to identify areas of strength and areas for growth. Model, coach and mentor colleagues and/or pre-service teachers in reflective practice methods to improve instruction.

4B: USES FEEDBACK TO IMPROVE INSTRUCTION

1	Feedback from colleagues, administrators, families, students and professional literature is resisted and/or does not result in changes in professional practice.
2	Teacher occasionally uses feedback from colleagues, administrators and professional literature to enhance professional practice.
3	Teacher seeks and uses feedback from colleagues, administrators, families, students and professional literature to enhance professional practice.
4	Teacher continuously seeks and uses feedback from colleagues, administrators, families, students and professional literature to enhance professional practice. Model, coach and mentor colleagues and/or pre-service teachers in the use of feedback to improve instruction.

4C: PLANS FOR PROFESSIONAL GROWTH

1	Teacher does not use reflection and feedback to plan for professional growth.
2	Teacher occasionally uses reflection and feedback to plan for professional growth.
3	Teacher regularly uses reflection and feedback to plan for professional growth and implements an action plan to reach intended targets.
4	Teacher regularly uses reflection and feedback to plan for professional growth and implements an action plan to reach intended targets. Collaborates with colleagues in planning for professional growth.

4D: PARTICIPATES IN PROFESSIONAL DEVELOPMENT

1	Teacher does not contribute to or actively and consistently participate in professional learning activities.
2	Teacher provides evidence of continual participation in professional learning activities. Teacher participation results in implementation of practices from activities.
3	Teacher provides evidence of continual participation in relevant professional learning activities. Teacher implements practices from activities resulting in increased student learning.
4	Teacher creates and engages in meaningful professional growth activities that result in increased student learning. Model, coach and mentor colleagues and/or pre-service teachers by providing and/or leading professional development activities.

4E. COLLABORATES WITH COLLEAGUES REGARDING STUDENT LEARNING

1	Teacher resists collaboration with colleagues and detracts from collaborative processes when engaged in them.
2	Teacher collaborates with colleagues to address student needs identified by data.
3	Teacher collaborates with colleagues to analyze student data, set focused goals, design common assessments and analyze student work. Collaboration results in increased student learning and instructional effectiveness.
4	Teacher collaborates with colleagues where they analyze student data, set focused goals, design common assessments and analyze student work. Collaboration results in increased student learning and instructional effectiveness. Model, coach and mentor colleagues and/or pre-service teachers in analyzing student data, setting goals, designing assessments and/or analyzing student work.

4F: CONTRIBUTES TO SCHOOL CULTURE OF LEARNING

1	Teacher does not support the culture for professional learning at the site.
2	Teacher occasionally contributes to development of a productive learning environment at the site.
3	Teacher contributes to development of a productive learning environment at the site.
4	Teacher shows initiative, has made substantial contributions at the school and larger community. Model, coach and mentor colleagues and/or pre-service teachers in selecting appropriate venues that contributes to the school culture of learning.

4G: ADHERES TO STANDARDS OF ETHICAL CONDUCT

1	Teacher is non-compliant with school and/or SW/WC Service Cooperative policies and procedures.
2	Teacher complies with school and SW/WC Service Cooperative policies and procedures and acts in a professional and ethical manner.
3	Teacher complies with school and SW/WC Service Cooperative policies and procedures and models high standards of professional and ethical conduct.
4	Teacher models school and SW/WC Service Cooperative policies and procedures and advocates for high standards of professional and ethical conduct in the school and community. Model, coach and mentor colleagues and/or pre-service teachers in ethical behavior and practice.

4H: MAINTAINS ACCURATE RECORDS

1	Teacher's records and reports are inaccurate and/or consistently late. Teacher's record keeping system demonstrates errors or lack of professional attention or does not adequately track student progress.
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SPECIAL EDUCATION TEACHER: EDUCATOR PRACTICE RUBRIC

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2	Teacher's records and reports are basic and only partially effective. Teacher's record keeping system is incomplete and inconsistent. Teacher's record keeping system tracks progress of some students.
3	Teacher's records and reports are timely, complete and accurate. Teacher's record system is complete and consistent. Teacher's record keeping system tracks progress of all students.
4	Teacher's records and reports are timely, complete and accurate. Teacher's record system is complete and consistent. Teacher's record keeping system tracks progress of all students. The teacher involves students in the participation and interpretation of progress in knowledge and skill development. Model, coach and mentor colleagues and/or pre-service teachers in establishing effective record keeping systems.

4I: ORGANIZES TIME EFFECTIVELY

1	Teacher exercises poor judgment in setting priorities resulting in confusion, missed deadlines and conflicting schedules.
2	Teacher's time management skills are moderately well developed and essential activities carried out, but not always in the most efficient manner.
3	Teacher exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner
4	Teacher demonstrates excellent time management skills, accomplishing all tasks in a seamless manner. Teachers, families, students, and administrators understand their schedules.

4J: COMMUNICATES WITH FAMILIES

1	Teacher has not established a pattern of communication with families of appropriate frequency and content. Teacher has not demonstrated establishing positive relationships with families. Teacher rarely confers with families to provide specific feedback to inform them of their student's progress.
2	Teacher responds appropriately to family requests for communications. Teacher interacts appropriately with families. Teacher sometimes confers with families to provide specific feedback to inform them of their student's progress.
3	Teacher initiates interactions with families that are appropriate in frequency and establish positive relationships with families. Teacher displays sensitivity for families and involves families in problem solving. Teacher frequently confers with families to provide specific feedback to inform them of their student's progress.
4	Teacher frequently confers with families to provide specific feedback on student progress. Teacher develops systems for ongoing appropriate two-way interactions with families. Teacher-parent interactions are appropriate in frequency, focuses on creating positive relationships with families and involves families in problem solving. Model, coach and mentor colleagues and/or pre-service teachers in establishing positive relationships and communication links with families.

4K: CONFLICT RESOLUTION

1	Teacher has difficulty resolving conflicts and becomes defensive and escalates situation. Does not seek support or input from team.
2	Teacher occasionally communicates with team members on a need to know basis, desires to resolve conflict and will solicit support.
3	Teacher communicates with team members on a need to know basis, desires to resolve conflict and will solicit support.
4	Teacher adjusts communication methods for team member's needs, reflects a variety of conflict resolution methods, provides support to others to resolve conflict and works proactively to de-escalate conflict.

DOMAIN 5: SPECIAL EDUCATION PROFESSIONAL PRACTICE

5A: DUE PROCESS/PARENT INVOLVEMENT

1	Unable to explain provisions of law.
2	Explains basic tenants of law and applies to it.
3	Knows, understands, utilizes and applies laws and rules.
4	Very knowledgeable of laws and rules. Shares knowledge with a variety of others

5B: TIMELINES AND NOTICES

1	Timelines are consistently not met and appropriate notices are not on file.
2	Timelines are usually met and appropriate notices are usually on file.
3	Ensures timelines are consistently met, appropriate notices are on file and notices include all team members.
4	Timelines are met, well organized files. Serves as a resource to others.

5C: DATA PRIVACY

1	Private information is shared inappropriately.
2	Information is shared with others on a need to know basis. Data is usually kept/shared in a manner that ensures confidentiality.
3	Works with others to respect and reinforce need for data privacy, role model for others.
4	Promotes data privacy at a system level.

5D: EVALUATION PROCESS

1	No understanding.
2	Understanding of basics. Usually obtains accurate, systematic and comprehensive data through formal testing and observation.
3	Explores and utilizes a large repertoire of evaluation tools. May use and/or recommend non-traditional evaluation tools to meet unique needs of students.
4	Trains others in evaluation tools and factors.

5E: EVALUATION REPORTS (REQUIRED COMPONENTS, CLEAR AND READABLE)

1	Includes all required components.
2	All required components are consolidated and succinctly summarized. Reports may be confusing to students or parents.
3	Information is concise, accurate and respectful, parent friendly with acronyms and technical language defined, readable and information is conveyed sensitively.
4	Provides training and support to others in writing reports. Monitors reports for quality, compliance and readability.

5F: ELIGIBILITY CRITERIA (UNDERSTANDING OF ELIGIBILITY CRITERIA, DOCUMENTS ELIGIBILITY CRITERIA)

1	Does not demonstrate an understanding of eligibility criteria for area(s) of licensure. Does not complete necessary components of eligibility criteria in evaluation report.
2	Minimal understanding of eligibility criteria for area(s) of licensure. Documents necessary components of criteria in evaluation report.
3	Comprehensive understanding of multiple eligibility area. Conveys information to other team members.
4	Comprehensively reviews data, demonstrates a broad knowledge base of disability areas and synthesizes information to develop a student profile which may be used to determine most appropriate area of eligibility.

5G: IFSP/IEP

1	Does not include required components. Mechanical and grammatical errors. Does not flow.
2	Complete, minimal mechanical/grammatical errors. Flows from present level to needs to goals/objectives.
3	Strength-based and needs are individualized. Internally consistent and reflects student progress.
4	Reflects creative approaches and appropriate expectations to meet student needs. Provides support/training to others.

5H: GOALS AND OBJECTIVES

1	Does not include required components.
2	Annual, broad-based statements. Generally includes all required components.
3	Contains all required components. Strength-based.
4	Creative and well-written.

5I: PROGRESS REPORT

1	IEP does not document necessary components. Progress reports are not in file.
2	IEP includes necessary components. Progress reports are documented in file.
3	Additional means are used to communicate with parents. Progress reports are clearly and consistently documented in file.
4	Progress reports are comprehensive and specific. Information is used to monitor and adjust student programs. Reports can be used as a model for others.

5J: DATA COLLECTION

1	Collection is inconsistent, does not report and/or not used to evaluate student progress, data that I collected is not useful or appropriate.
2	Useful and appropriate data is collected to monitor report and evaluate student progress
3	Variety of systematic approaches used to collect data, uses appropriate data to increase likelihood of success.
4	Incorporated into daily instruction and activities, collected and synthesized in a seamless fashion, utilized in an understandable manner throughout progress.

5K: TEAMING

1	Collaborates minimally with general education teachers. Student participation in general education curriculum is minimal. Credits and standards are not monitored or tracked. Does not communicate with counselor.
2	Collaborates with general education teachers on an as needed basis. Students participate in general education curriculum at an appropriate level. Standards are addressed. Consults with counselor and team members regarding credits and standards.
3	Collaboration is respectful, student centered, ongoing and proactive to meet student needs in a variety of environments. A system is in place for consistent, two-way communications. Accurately addresses standards. Communicates with counselor and assessment coordinator.
4	Education is integrated to maximize involvement in general education, uses a variety of creative approaches and supports to collaborate with general educators, maximizes participation in standards, seeks systematic communication regarding standards and credits.

5L: COLLABORATION WITH RELATED SERVICE PROVIDERS

1	Collaboration with related service providers is infrequent, inconsistent and/or minimal.
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SPECIAL EDUCATION TEACHER: EDUCATOR PRACTICE RUBRIC

Criteria & Scoring Rules: 1= Needs Improvement 2= Developing 3= Proficient 4= Distinguished NA= Not Assessed/Not Applicable

2	Collaboration with related service providers usually occurs on a regular basis. Related service providers usually receive notices and information in a timely and respectful manner.
3	System for communication and feedback. Interventions are communicated to related service providers.
4	Related services are incorporated into each student's program as necessary. Demonstrates effective collaboration.

5M: COLLABORATION WITH OUTSIDE AGENCIES

1	Collaboration with outside agencies is minimal.
2	Collaboration with outside agencies usually occurs as needed. Team lists and releases of information are current and on file.
3	Collaboration with outside agencies is consistently facilitated for students and families.
4	Collaboration with outside agencies is proactively promoted. Aware of resources to provide support for families.

5N: DIRECTING THE WORK OF PARAPROFESSIONALS (IF APPLICABLE)

1	Paraprofessionals have no clearly defined duties or do nothing most of the time.
2	Paraprofessionals are productively engaged in appropriate tasks during portions of class time but require frequent supervision.
3	Paraprofessionals are productively and independently engaged during the entire class. They take data as required following established parameters.
4	Paraprofessionals make a substantive contribution to the classroom environment.

5O: BEHAVIORAL INTERVENTION STRATEGIES

1	Does not employ a systematic method for crisis intervention (not trained in CPI). Utilizes a limited range of behavior management strategies.
2	Usually uses non-violent crisis intervention strategies to manage student behavior (CPI). Usually demonstrates a variety of effective behavior management techniques.
3	Serves on a crisis team for the building-is called upon by others to assist in crisis situations. Demonstrates a variety of creative, effective behavior management strategies.
4	Serves as a trainer for CPI. Serves as a resource to others for creative, effective behavior management strategies.

5P: SOCIAL SKILLS INSTRUCTION

1	There is no evidence of social skills instruction occurring on a regular basis.
2	Social skills are part of the IEP when they have been identified as a need. Social skills instruction is usually integrated into the plan for the student. May implement "reactively."
3	Social skills are pro-actively taught through a variety of strategies and applicable in a variety of environments.
4	Provides training/consultation and/or modeling for others.

5Q: TRANSITION (GRADE 9 OR BY AGE 16)

1	Transition evaluations are not multi-disciplinary and do not address all necessary components. Summary reports do not reflect student's desired adult goal.
2	A multidisciplinary team evaluates the five transition areas. Summary reports include information on the student's adult goal.
3	Effectively leads the evaluation process. Evaluations address the student's current skill levels and the skills needed to meet adult goals. Summary reports reflect a thorough understanding of the student's skills in each transition area.
4	Contributes to the review and improvement of the district's transition evaluation process. May facilitate the evaluation process for others and/or serve as a trainer for the district. Involves outside agencies in the evaluation process.

5R: TRANSITION PLANNING

1	Transition is not appropriately addressed for students at or above grade 9 or age 14. Plans do not address the five areas of transition. Plans do not contain the necessary components. Student is not part of the planning process.
2	Transition plans contain information on all five areas. IEP/transition plans contain the necessary components. Teacher has minimal knowledge of transition resources. Student input is utilized in developing the plans.
3	Develops creative, comprehensive transition plans designed to assist students in achieving future goals. Student input is solicited and valued. Involves outside agencies/support.
4	Serves as a resource and/or trainer for others. Provides leadership in the area of transition. Engages with outside agencies and programs to share resources. Aligns school programs with the community. Continually seeks training and contributes to the planning efforts of the district.