

Bend-La Pine Schools Performance Evaluation Rubric – 2014/15

Special Education Teacher

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
1.1	Planning and Preparation for Learning: Knowledge of Content and Students	Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas of how to teach it and how students learn.
1.2	Planning and Preparation for Learning: Collaboration	There is consistent evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff and/or educational assistants when developing and organizing framework to plan high-quality teaching and learning activities that align curriculum, assessment, and instruction.	There is evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff and/or educational assistants when developing and organizing framework to align curriculum, assessments, and instruction that reflects some appropriate accommodations and specialized instruction from students' IEPs.	There is little evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related and/or educational assistants services staff when developing and organizing framework to align curriculum, assessments, and instruction that reflects some appropriate accommodations and specialized instruction from students' IEPs.	There is no evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff and/or educational assistants when developing and organizing framework to plan teaching and learning activities that reflect the accommodations and specialized instruction from students' IEPs.
1.3	Planning and Preparation for Learning: Plans, Alignment and Lesson	There is consistent evidence that the Special Education teacher collaborates with the General Education teacher, educational assistants, and related services staff to plan high-quality teaching and learning activities that align the IEP with curriculum, assessment, and instruction.	There is evidence that the Special Education teacher collaborates with the General Education teacher, educational assistants and related services staff to plan quality teaching and learning activities that attempt to align the IEP with curriculum, assessment, and instruction.	There is little evidence that the Special Education teacher collaborates with the General Education teacher, educational assistants and related services staff to plan teaching and learning activities that rarely align the IEP with curriculum, assessment, and instruction.	There is no evidence that the Special Education teacher collaborates with the General Education teacher, educational assistants and related services staff to plan teaching and learning activities and, therefore, do not align the IEP with curriculum, assessment, and instruction.
1.4	Planning and Preparation for Learning: Specialized Instruction	There is consistent evidence that the Special Education teacher consistently collaborates with the General Education teacher, related services staff and/or educational assistants in planning specialized instruction delivered through flexible grouping or a small group class.	There is evidence that the Special Education teacher collaborates with the General Education teacher, related services staff and/or educational assistants in planning specialized instruction delivered through flexible grouping or a small group class to accommodate some student needs.	There is little evidence that the Special Education teacher collaborates with the General Education teacher, related services staff and/or educational assistants in planning specialized instruction delivered through flexible grouping or a small group class to accommodate few student needs.	There is no evidence that the Special Education teacher collaborates with the General Education teacher, related services staff and/or educational assistants in planning for specialized instruction through flexible grouping or in a small group class.

Bend-La Pine Schools Performance Evaluation Rubric – 2014/15

Special Education Teacher

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
1.5	Planning and Preparation for Learning: Planning Assessments	There is consistent evidence that the Special Education teacher collaborates with the General Education teacher, secondary/related services staff and/or educational assistants in consistently planning and accommodating assessments based on student learning goals that measure progress toward and mastery of the students' IEP goals and objectives.	There is evidence that the Special Education teacher collaborates with the General Education teacher, secondary/related services staff and/or educational assistants in planning and accommodating assessments based on desired student outcomes; however, the assessments do not always measure progress toward and mastery of the students' IEP goals and objectives.	There is little evidence that the Special Education teacher collaborates with the General Education teacher, secondary/related services staff and/or educational assistants in planning and accommodating assessments based on desired student outcomes; the assessments rarely measure progress toward and mastery of the students' IEP goals and objectives.	There is no evidence that the Special Education teacher collaborates with the General Education teacher, secondary/related services staff and/or educational assistants in planning and accommodating assessments that measure progress toward achieving mastery of the students' IEP goals and objectives.
2.6	Classroom Management: Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with ad hoc rules and consequences as events unfold during the year.
2.7	Classroom Management: Relationships/ Respect	Shows warmth, caring, respect, and fairness for all students and builds strong relationships. Earns most students' respect and creates a climate in which disruption of learning is extremely rare and handled promptly and appropriately.	Is fair and respectful toward students and builds positive relationships. Builds a culture of respect with the learning classroom.	Is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the classroom.	Is sometimes unfair and disrespectful to the class; plays favorites. Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
2.8	Classroom Management: Socio-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior and makes an example of inappropriately behaving students.	Publicly berates "bad" students, blaming them for their poor behavior.
2.9	Classroom Management: Routines and Efficiency	Successfully instills class routines so that students maintain them throughout the year. Uses coherence, lesson momentum and smooth transitions to get the most out of every minute.	Teaches routines and has students maintain them all year. Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Tries to train students in class routines, but many of the routines are not maintained. Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Does not teach routines and is constantly nagging, threatening, and punishing students. Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
3.10	Delivery of Instruction: Engagement and Mindset	There is consistent evidence that the Special Education teacher attempts to communicate learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.	There is evidence that the Special Education teacher attempts to communicate learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.	There is little evidence that the Special Education teacher communicates learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.	There is no evidence that the Special Education teacher communicates learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.
3.11	Delivery of Instruction: Learning Goals	There is consistent evidence that the Special Education teacher consistently demonstrates high expectations for student and establishes a learning environment that encourages, guides, and supports students' self-monitoring and self-improvement of achievement and behavior.	There is evidence that the Special Education teacher holds high expectations for some students and encourages them to engage in self-monitoring and self-improvement of behavior and achievement; however, the teacher provides guidance to students on how to monitor their own learning and behavior.	There is little evidence that the Special Education teacher holds high expectations for some students and encourages them to engage in self-monitoring and self-improvement of behavior and achievement; however, the teacher provides guidance to students on how to monitor their own learning and behavior.	There is no evidence that the Special Education teacher demonstrates high expectations for all learners or allows the students to be responsible for their own learning or behavior.
3.12	Delivery of Instruction: Connections and Application	There is consistent evidence that the Special Education teacher emphasizes and encourages students to maximize thinking/reasoning skills and processes. The teacher routinely delivers instruction using techniques that assist students in applying what they have learned in real-life situations.	There is evidence that the Special Education teacher emphasizes and encourages students to maximize thinking/reasoning skills and processes; however, the teacher does not fully understand or guide the use of higher-order thinking or only infrequently uses these techniques.	There is some evidence the Special Education teacher emphasizes and encourages students to maximize thinking/reasoning skills and processes; however, the teacher does not use these techniques.	There is no evidence that the Special Education teacher emphasizes and encourages students to maximize thinking/reasoning skills and processes.
3.13	Delivery of Instruction: Repertoire (Variety of Instruction)	Orchestrates Exemplary strategies, materials, and groupings to involve and motivate students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of strategies, materials, and groupings.	Uses only one or two strategies and types of materials and fails to reach most students.

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
3.14	Delivery of Instruction: Differentiation (adapting to individual learning needs)	There is consistent evidence that the Special Education teacher uses specialized instruction within flexible groupings designed to accommodate students' cognitive and developmental needs, processing strengths and weaknesses, learning styles and interests.	There is evidence that the Special Education teacher specializes and adjusts instruction with some flexible groupings to accommodate students' cognitive and developmental levels, processing strengths and weaknesses and learning styles; however some instruction tends to be teacher-centered and whole group in approach.	There is little evidence of specialized instruction. The Special Education teacher attempts to accommodate students with disabilities through the use of flexible groupings based on data collection. The content is presented in limited ways to all students regardless of their cognitive and developmental levels, processing strengths and weaknesses and learning styles.	There is no evidence of specialized instruction. The Special Education teacher uses a single plan and no flexible groupings for all students with disabilities. The content is presented in the same way to all students regardless of their cognitive and developmental levels, processing strengths and weaknesses and learning styles.
4.15	Monitoring, Assessment, and Follow-Up: Diagnostic Assessments	There is consistent evidence that the Special Education teacher gives students a well-constructed diagnostic assessment up front to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction. This assessment is ongoing for planning.	There is evidence that the Special Education teacher uses diagnostic assessment up front to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction. This assessment is occasional.	There is little evidence that the Special Education teacher uses diagnostic assessment up front to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction. This assessment is irregular.	There is no evidence that the Special Education teacher uses diagnostic assessment up front to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction.
4.16	Monitoring, Assessment, and Follow-Up: Formative Assessments	There is consistent evidence that the Special Education teacher uses formative assessment to take data on IEP goals/objectives, monitor student progress and to adjust instruction to meet students' individual learning needs according to their IEPs.	There is evidence that the Special Education teacher uses some formative assessment to guide adjustments of instruction; however, formative assessment is only occasionally used at the individual level and data is taken inconsistently on IEP goals and objectives.	There is little evidence that the Special Education teacher uses formative assessment to make adjustments in instruction. Formative assessment is used infrequently at the individual level and data is taken rarely on IEP goals and objectives.	There is no evidence that the Special Education teacher uses formative assessment strategies either to monitor student achievement and progress on IEP goals and objectives or to adjust instruction to meet student needs.
4.17	Monitoring, Assessment, and Follow-Up: Summative Assessment & Reporting	There is consistent evidence that the Special Education teacher uses a variety of summative assessments to evaluate student achievement and provide timely feedback on student performances towards IEP goals and objectives.	There is evidence that the Special Education teacher uses some summative assessments to evaluate student achievement and provide feedback on student performances towards IEP goals and objectives.	There is little evidence that the Special Education teacher occasionally uses summative assessments to evaluate student achievement and provide feedback on student performances towards IEP goals and objectives.	There is no evidence that the Special Education teacher summative assessment and feedback is not given regarding student performances towards IEP goals and objectives.

Bend-La Pine Schools Performance Evaluation Rubric – 2014/15

Special Education Teacher

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
5.18	Family and Community Outreach: Belief	Shows each parent an in-depth knowledge (e.g., academic, cultural, values, beliefs) of his/her child and a strong belief he/she will meet or exceed standards.	Communicates respectfully with parents, is sensitive to cultural values, and is genuine in believing in each child's ability to reach standards.	Tries to be sensitive to family culture and beliefs and communicates that he or she cares about the child, wanting the best for the child.	Is insensitive to family values or culture and does not communicate knowledge of the child or concern about his or her future.
5.19	Family and Community Outreach: Communication	Gives parents clear, user-friendly and on-going curricular, learning and behavior expectations; focusing on the child's positive news first before communicating any red-flag issues.	Clearly communicates and updates parents regarding curriculum, learning, and behavioral expectations; describing both current issues and good news situations.	Occasionally communicates when an issue arises or to offer an occasional suggestion of how parents can support their child's learning.	Does not inform parents about learning or behavioral expectations; seldom communicates concerns, positive news, or ways in which parents can support their child's learning.
5.20	Family and Community Outreach: Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome. Actively engages family and community in school.	Responds promptly to parent concerns and makes parents feel welcome at school.	Is slow to respond to some parent concerns and gives off an unwelcome vibe.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
6.21	Professional Responsibilities: Assistive Technology	There is consistent evidence that the Special Education teacher is using accessible, instructive and assistive technology to enhance student learning and to support their achievement.	There is evidence that the Special Education teacher is using accessible, instructive and assistive technology to enhance student learning and to support their achievement.	There is little evidence that the Special Education teacher is using accessible, instructive and assistive technology to enhance student learning and to support their achievement.	There is no evidence that the Special Education teacher is using accessible, instructive and assistive technology to enhance student learning and to support their achievement.
6.22	Professional Responsibilities: Professionalism	Presents self as a consummate professional and always observes appropriate boundaries and expectations.	Demonstrates professional demeanor/behavior and maintains appropriate boundaries.	Occasionally acts and/or presents self in an unprofessional manner and disrespects boundaries	Frequently acts and/or presents self in an unprofessional manner and violates boundaries and/or responsibilities.
6.23	Professional Responsibilities: Working with Teams	Elicits all voices in planning units, sharing teaching ideas, looking at student work and utilizing data to change instruction.	Collaborates with colleagues to plan units, share teaching ideas and look at student work.	Meets regularly with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and is not open to collaboration.

#	Domain: Standard	Exemplary 4	Effective 3	Area for Growth 2	Does Not Meet 1
6.24	Professional Responsibilities: Self-Improvement	Seeks out best-practices, feedback, and suggestions, which are integrated into practice. Active participant of professional workshops, study groups, reading and/or research to improve teaching and learning.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective teaching ideas from supervisors, colleagues and other sources.	Keeps an eye out for new ideas to improve teaching and learning, but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	Is not open to ideas for improving teaching and learning. Is defensive and/or resistant to changing professional practices.
6.25	Professional Responsibilities: Due Process Compliance, Ethical/Legal Practice	Consistently completes all required duties related to the special education process and initiates new effective processes that serve as a model for other teachers.	Completes all required and assigned duties related to the special education process.	Completes some required and assigned duties related to the special education process.	Does not complete required and assigned duties related to special education process.
6.26	Professional Responsibilities: Guiding Teams	There is consistent evidence that the special education teacher schedules, collaborates with and guides educational assistants in planning to meet students' individualized educational needs.	There is evidence that the special education teacher schedules, collaborates with and guides educational assistants in planning to meet students individualized educational needs.	There is little evidence that the special education teacher schedules, collaborates with and guides educational assistants in planning to meet students' individualized educational needs.	There is no evidence that the special education teacher schedules, collaborates with and guides educational assistants in planning to meet students' individualized educational needs.

This form may be used as a reference for yearly goal setting and reflection. It may also provide indicators of professional development needs within a building.