

Earlywood Educational Services
2019-20 Rubric for
Evaluating and Enhancing Professional Practice:
Classroom & Itinerant Teachers



Teacher Effectiveness Rubric

DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION						
Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Utilizes Fundamental Knowledge to Plan for Positive Student Outcomes	1.1	Displays evidence-based practices and lesson connects multiple areas of learning. Goals integrate related services	Displays evidence-based practices and embeds specially designed instruction within general education curriculum.	Displays inconsistent knowledge of evidence practices and strategies to implement specially designed instruction.	Lacks knowledge of evidence practices and strategies to implement specially designed instruction	
Gathers information for appropriate planning	1.2	Utilizes a variety of formal and/or informal assessments based on student needs.	Utilizes formal and/or informal assessment data to evaluate and plan for individual learners.	Gathers formal and/or informal assessment data to plan.	Does not utilize formal and/or informal assessment data to plan.	
Interpret/ Share Information and Make Appropriate Recommendations	1.3	Models techniques and coaches others in use of instructional methods and accommodations.	Makes recommendations for accommodations and modifications that meet the students' individual needs.	Makes the same accommodations and modifications recommendations for all students on caseload, regardless of need.	Accommodations and modifications do not consistently match student needs.	
Interpret/Share Information and Make Appropriate Recommendations	1.4	Supports students in self-advocacy to ensure accommodations and modifications are being followed with fidelity.	Works with staff to ensure student accommodations and modifications are followed with fidelity in the classroom setting.	Informs staff of accommodations and modifications but does not ensure they are being followed with fidelity.	Fails to inform necessary staff of student accommodations and modifications.	
Lesson Planning	1.5	Lesson plans are valuable, relevant, and clearly articulate how lesson objectives establish high expectations, and meet students' IEP goals	Lesson objectives are valuable, relevant and represent an appropriate level of expectations and student understanding related to Indiana Standards.	Lesson objectives represent expectations and student understanding.	Lesson objectives do not meet expectations and student understanding.	
Lesson Planning	1.6	Lesson planning differentiates instruction to allow for individual goal attainment and a higher depth of knowledge.	Lesson planning differentiates instruction to allow for individual goal attainment. Plans for a balance of teacher-directed, independent, and group tasks.	Lesson planning shows basic differentiation and a lack of balance of teacher-directed, independent, and group tasks.	Lesson planning has no differentiation and relies on one main instructional approach.	

Prepares Coherent Instruction Sessions	1.7	Materials and resources support the IEP goals and engage students in meaningful learning. There is evidence of careful selection of materials based on student learning styles.	Materials and resources support the IEP goals and engage students in meaningful learning. There is knowledge and adaptation of materials.	Some IEP goals are supported and materials are intended to engage students.	IEP goals are not supported. Materials are not engaging for students.	
Holds high Expectations for Student Achievement and Advocates for LRE	1.8	Teacher works to ensure all students have access to general education curriculum and experiences when in a more restrictive setting	Advocates for meaningful access to and engagement in general education and identifies student supports necessary for success in that environment.	Advocates for meaningful access to and engagement in general education.	Students are consistently supported in an environment that is overly restrictive, based on their potential.	
Assesses Student Learning for planning	1.9	Teacher plans for frequent checks for understanding and uses feedback to guide lesson planning.	Students are aware of how they are meeting the established goals and expectations. Teacher plans for frequent checks for understanding and uses feedback to adjust lessons.	Teacher checks for understanding, but necessary adjustments are not made to future lessons.	Teacher does not check for understanding.	
DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT						
Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Manages Physical Structure (S)	2.1	Classroom environment is flexible and changes within the day to accommodate the learning and teaching styles per activity.	Classroom is arranged with intentional consideration for learning and teaching styles and adaptations are made for individual student needs. Space is visually appealing, organized, and safe.	No intentional consideration for learning and teaching styles. Space appears cluttered and unorganized.	Physical structure is unsafe for students or staff.	
Teaching Expectations (T)	2.2	Expectations are presented both orally & visually, positively stated, and students demonstrate understanding and application.	Expectations are consistently presented both orally & visually, positively stated, and are clear to students.	Expectations are either inconsistently presented, stated negatively, or are unclear to students.	Classroom expectations are not present.	

Observing Classroom Management & Data Monitoring (O)	2.3	Monitoring is subtle and proactive and teaches students how to collect their own data.	Is alert to student behavior by circulating and scanning classroom. Data is collected on regular basis and clearly demonstrates trends of behaviors. Data collection technique matches the desired function.	Monitors some student behavior and data is inconsistent.	Unaware of student behavior and data is inadequate or irrelevant.	
Interacts Positively (I)	2.4	Teacher intentionally addresses desired behaviors significantly more than undesired behaviors. With a goal of a ratio of interaction of 13:1 positive: corrective.	Teacher intentionally addresses desired behaviors more than undesired behaviors. With a goal of a ratio of interaction of 3:1 positive: corrective.	Teacher demonstrates more attention and time to correcting than praising (e.g. 1:3 positive: corrective).	Teacher demonstrates significantly more attention and time to correcting than praising (e.g. 1:13 positive: corrective).	
Correcting Fluently (C)	2.5	Anticipates and redirects student conduct while appropriately utilizing positive behavior interventions to avoid loss of instruction a majority of the time.	Responds consistently to undesired behavior with preplanned consequences. Correction is brief, immediate, respectful, and calm.	Inconsistently responds to undesired behavior or lacks preplanned consequences. Corrections are not brief, immediate, respectful, or calm.	Responses to undesired behavior disrupt the flow of learning.	
Complexity of Questioning for Student Engagement (Depth of Knowledge)	2.6	Students are challenged by being required to engage in extended thinking. Student interactions and communication strategies allow for meaningful discussion and engagement for all students.	Teacher uses a variety of questions to elicit appropriate responses and adequate time is allowed for student interactions. Strategies provide opportunities for students in engage in meaningful discussion.	Teacher frequently calls on students who know answers or frequently asks simple questions.	Teacher does not prompt students to engage in processing or comprehension of concepts through questioning.	
Possesses Knowledge of Resources that Assist with Student Learning	2.7	Actively seeks outside and community materials and resources to enhance instruction and applies in various combinations to maximize individual student achievement.	Utilizes resources available through the school, district, and cooperative to help students gain access to the curriculum resulting in student successes.	Is aware of available resources, but utilizes a limited repertoire of the available resources.	Displays little or no knowledge of available resources.	

Targeted Behavior Intervention	2.8	Students are involved in the development and implementation of their Behavior Intervention Plans.	All components of the FBA and Behavior Intervention Plans are completed and address the functionally equivalent replacement behavior (FERB), the lagging skill, and the specially designed instruction to teach the skill.	Behavior Interventions strategies are not individualized to each student's needs.	Behavior Intervention Plans are not written or not followed.	
Engages Students in Learning	2.9	Content aligns with Indiana Academic Standards, students' knowledge, experience, cognitive and developmental abilities and promotes cognitive engagement by intentionally incorporating students' interests.	Content aligns with Indiana Academic Standards, students' knowledge, experience, cognitive and developmental abilities.	Content is appropriate, but not aligned to Indiana Academic Standards.	Content is not developmentally appropriate for students.	
Engages Students in Learning	2.10	Teaches students the purpose and benefit of utilizing assistive technology.	Intentionally incorporates both low and high assistive technology to elicit individual student progress on goals.	Assistive technology is available, but not specifically taught to students.	Assistive technology is not available.	
Engages Students in Learning	2.11	Uses a variety of methods to provide opportunities for students to respond at a rate of 4-6 times per minute.	Provides opportunities for students to respond and makes necessary adjustments based on student feedback..	Provides minimal opportunities for students to respond or does not make necessary adjustments.	Opportunities to respond lack variety and frequency.	
Effective Use of Instructional Time	2.12	Intentional effort devoted to increase effectiveness of instructional time by taking action to improve efficient transitions, pacing of instruction, and allowing sufficient wait time for student responses.	Teacher uses instructional time effectively by ensuring efficient transitions, appropriately pacing instruction, and allowing sufficient wait time for student responses.	Use of instructional time is negatively impacted by inefficient transitions, inappropriate instructional pacing, or insufficient wait time for student responses.	Lack of instruction or student comprehension due to inefficient transitions, inappropriate instructional pacing, or insufficient wait time for student responses.	
Using Technology to Enhance Learning	2.13	The use of technology redefines student work output, allowing for the creation of new learning opportunities.	Technology intentionally selected to enhance instruction and student engagement.	Technology is used solely for augmentation, technology acts as a direct tool substitute, with limited student engagement.	Technology is only used as a means of substitution, creating no functional change in instruction or engagement.	

DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Holds High Expectations for Students	3.1	Explicitly teaches students to hold high expectations for themselves and the value of success through strategies to increase self-motivation, self-worth, and resiliency.	Holds and communicates high expectations for students.	Expectations for student success varies depending on the student.	Actions and expectations result in adverse outcomes for students. (eg, lack of progress, learned helplessness, inappropriate LRE, or denial of FAPE).	
IEP Goal Effectiveness	3.2	Engages with colleagues in peer review of IEP goals to ensure that goals are appropriately ambitious as evidenced by (1) alignment to grade level standards, (2) identification of skill to be acquired based on student’s present level of performance, and (3) linked to students’ identified area of need.	Goals are appropriately ambitious as evidenced by (1) alignment to grade level standards, (2) identification of skill to be acquired based on student’s present level of performance, and (3) linked to students’ identified area of need.	Goals are missing one of the following elements (1) alignment to grade level standards, (2) identification of skill to be acquired based on student’s present level of performance, and (3) link to students’ identified area of need.	IEP Goals are not measurable or are not clearly written. Goals are consistently not alignment to grade level standards, do not identify the skill to be acquired based on students’ present level of performance, or do not link to students’ identified area of need or Goals are not adjusted to ensure student progress or individualized for students.	
Progress Monitoring	3.3	Engages the student in the self-monitoring IEP goals and works with students to identify necessary adjustments to ensure progress on goals.	Documents student progress on goals by frequently assessing and reporting student performance. Reconvenes case conference to adjust IEP as necessary.	Assesses student performance once each reporting period. Does not reconvene case conference to adjust IEP in order to ensure progress on goals.	Does not collect and/or report progress on goals at the end of the reporting period.	
IEP Compliance	3.4	Engages with colleagues in peer review of IEPs to ensure that all components of the IEP are included and complete.	All components of the IEP are included and complete.	Consistently has incomplete sections of the IEP and initiates corrections to bring the IEP into compliance.	Repeatedly makes similar errors within the IEP or does not initiate action to correct errors.	

Professional Collaboration	3.5	Observes, evaluates, and provides feedback to instructional staff to ensure implementation fidelity.	Structures, directs, and supports the duties of instructional staff in order to effectively meet student needs and maintain a professional working relationship.	Provides unclear or inconsistent structure, direction, and support to instructional staff that hinders the staff ability to effectively meet student needs.	Engages in behavior that prevents a safe, effective, and professional working relationship with instructional staff.
Case Conference Preparation	3.6	Prepares for an effective case conference and takes action to conduct a meeting that is more family-friendly and focused on student strengths. (e.g. Data summaries, work samples, student led conferences)	Prepares for case conferences by (1) inviting appropriate participants with sufficient notice, (2) sending a notice of case conference, and (3) preparing a draft IEP including input from general education teachers.	Prepares for case conferences by inviting appropriate participants with sufficient notice and sending a notice of case conference, but does not prepare a draft IEP.	Does not invite all necessary participants or does not prepare a notice of case conference.
Collaborates & Communicates Professionally to Promote Student Success	3.7	Initiates and engages in ongoing professional communication with colleagues in a manner which enhances student outcomes.	Maintains professional communication with colleagues for consistent implementation of IEPs and is mindful of student confidentiality.	Maintains communication with colleagues, but over- or under-shares student information that does not follow the guidance of “the educational need to know.”	Does not maintain professional communication with colleagues or violates FERPA.
Collaborates & Communicates Professionally with Families	3.8	Proactively engages with families by providing a high ratio of positive interactions while interacting with families in a professional, positive, and empathic manner that is sensitive to differences. Actions ensure a high level of customer service and maintain a positive working relationship. Elicits information about parents’ visions and concerns for their child and works collaboratively with the family.	Engages with families in a professional, positive, and empathic manner that is sensitive to differences. Actions ensure a high level of customer service and maintain a positive working relationship. Appropriately addresses concerns of parents.	Engagement with families is minimal or limited to negative feedback. Communications are one-sided and do not provide families opportunities to respond. Consistently fails to address concerns of parents.	Lacks engagement, is disrespectful, or becomes unprofessionally involved with families.
Advances Professional Skills & Knowledge	3.9	Remains current regarding evidence-based practices and shares new knowledge with colleagues to apply new strategies.	Reflects on practice to identify areas for growth and seeks out related opportunities for professional development.	Takes opportunities for professional development when requested to do so.	Does not take part in professional development opportunities.

DOMAIN 4: CORE PROFESSIONALISM - These indicators illustrate the minimum competencies expected in any profession.

	Indicator	Meets Standard	Does Not Meet Standard	If one or more indicator(s) does not meet standard, a -1.0 deduction is taken from the total score.
1	Attendance & On-Time Arrival	School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions.	
2	Policies & Procedures	School Professional follows all local, state, & Federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, & Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.	
3	Respect	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
4	Ethical	School Professional exhibits behavior in accordance with the established EES code of conduct and performs the function of the job in an ethical manner.	School Professional exhibits behavior contrary to the established EES code of conduct and/or has not performed the job in an ethical manner.	

References:

- Council for Exceptional Children. (2008). *What every special educator must know: Ethics, standards, and guidelines* (6th ed.). Arlington, VA: Author. Appendix 6: CEC Initial Common Core and INTASC Knowledge and Skills Index
- Sprick, R., (2009). *Safe & Civil Schools: CHAMPS A Proactive & Positive Approach to Classroom Management* (2nd ed). Eugene, Oregon: Pacific Northwest Publishing, INC.
- Teacher Evaluation Committee of Earlywood Educational Services