Loogootee Teacher Effectiveness Rubric: Special Education

DOMAIN 1: PLANNING

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Objective Driven Instruction	Teacher supports instruction with a measurable objective that is both written and referenced often so that students are continually aware of what they are learning.	Teacher supports instruction with a measurable objective that is both written and stated to enhance student learning of the State Standards.	Teacher supports instruction with a measurable objective that is either written or stated and/or does not connect to the State Standard	Teacher does not support instruction with either a written or stated objective.
1.2a	Use of Resource Materials	Teacher supplements instruction with resource materials and media to enhance instruction.	Teacher uses resource materials to support the curriculum that enhance instruction.	Teacher uses resource materials to support the curriculum that are inconsistent with the objectives of the lesson.	Teacher rarely uses resource materials to support the curriculum and frequently covers topics that are not consistent with mandated curriculum.
1.2b		Teacher always has materials needed for effective instruction and student learning for every student.	Teacher usually has materials available to ensure students do not miss out on valuable instructional time.	Teacher sometimes does not provide needed materials for all students and valuable instructional time is missed.	Teacher does not provide needed materials for students and valuable instructional time is missed.

1.3a	Classroom Assessments	Teacher creates or utilizes assessments first for backwards planning; utilizes data to support instruction; and implements assessments throughout the year that align with end-of-year summative assessment.	Teacher creates or utilizes assessments first for backwards planning and utilizes data to support instruction.	Teacher creates or utilizes assessments first for backwards planning.	Teacher does not utilize assessments.
1.3b		Use multiple assessments to determine PLOP.			
1.3c		Needs defined in PLOP are aligned to goals.			
1.4a	Lesson Planning	Lessons are highly detailed with objectives, standards, activities, and assessments, scripted questions, anticipated challenges, and interspersed checking for understanding	Lessons are detailed with objectives, standards, activities, and assessments, and interspersed checking for understanding.	Lessons have a basic outline of activities and are rarely interspersed checking for understanding.	Lessons are superficial and incomplete.
1.4b		All student materials are rigorous, error-free and conducive to high quality work.	Most student materials are rigorous, error-free and conducive to high quality work.	Student materials are inconsistently rigorous, error-free and conducive to high quality work.	Student materials consistently fail to meet more than one of the following criteria: rigor, error-free and conducive to high quality work.
1.4c		Evidence that the IEP is being implemented across all settings.			

1.5	Planning for Substitute Teachers	Teacher provides quality lesson plans / classroom information in sub folder for substitute teachers	Teacher provides adequate lesson plans / classroom information in sub folder for substitute teachers	Teacher provides incomplete plans / classroom information for substitute teachers	Teacher often does not leave plans / classroom information for substitute teachers
1.6a	Timely Monitoring and Recording of Student Progress	Teacher records student progress in the electronic gradebook on a daily basis and returns student work and assessments promptly.	Teacher records student progress in the electronic gradebook on a weekly basis (by Monday 11:59 p.m.) and returns student work and assessments promptly.	Teacher does not record student progress in the electronic gradebook on a weekly basis (by Monday 11:59 p.m.) and/or does not return student work and assessments promptly.	Teacher is continually late in recording student progress in the electronic gradebook (by Monday 11:59 p.m.) and/or returning student work and assessments.
1.6b		Services are implemented as identified in IEP			
1.7a	Modification of Material for Students with Special Needs	Teacher always makes necessary curriculum modifications for students with special needs and communicates with the special education teacher.	Teacher always makes necessary curriculum modifications for students with special needs and usually communicates with the special education teacher.	Teacher usually makes necessary curriculum modifications for students with special needs and/or inconsistently communicates with the special education teacher.	Teacher inconsistently makes necessary curriculum modifications for students with special needs and/or does not communicate with the special education teacher.

1.7b		Teachers assumes responsibility for student achievement and seeks innovative ways to support them.	Teacher assumes responsibility for supporting these students.	Teacher does not always assume responsibility for supporting these students.	Teacher fails to assume responsibility for supporting these students.
1.7c		IEP goals aligned to state standards			

DOMAIN 2: INSTRUCTION

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1a	Classroom Environment	Teacher creates and frequently updates bulletin boards and/or displays instructional and inspirational signage that supports student learning.	Teacher creates and maintains bulletin boards or displays instructional and inspirational signage that support student learning.	Teacher has limited use of bulletin boards and visual displays to support student learning.	Teacher has no bulletin boards or visual displays to support student learning.
2.1b		Teacher displays quality and updated student work. The classroom is well organized and neat.	Teacher has a classroom that is organized.	Teacher has a classroom that is somewhat disorganized or cluttered.	Teacher has a classroom that is disorganized or cluttered.
2.1c		Teacher always monitors student work and circulates to provide student assistance.	Teacher consistently monitors student work and circulates to provide student assistance.	Teacher is sometimes observed seated at desk early in observation before beginning to circulate to monitor student work.	Teacher is consistently observed seated at desk early in observation and rarely circulates to monitor student work.
2.2a	Use of Instructional Strategies	Teacher uses a wide variety of instructional strategies and activities that are academically rigorous and highly engaging.	Teacher uses a sufficient variety of instructional strategies and activities that are academically rigorous and highly engaging.	Teacher is limited in the variety of instructional strategies and/or not all activities are academically rigorous and highly engaging.	Teacher may inappropriately rely on only one or two instructional strategies and activities, which are either not academically rigorous or engaging for students.

2.2b		Teacher always ensures student learning through modeling, guided practice and independent practice.	Teacher consistently ensures student learning through modeling, guided practice and independent practice.	Teacher inconsistently ensures student learning through modeling, guided practice and independent practice.	Teacher does not use modeling, guided practice and independent practice with any regularity.
2.2c		Instruction based on IEP goals			
2.3	Reaching the Range of Learners in a Classroom	Teacher uses differentiated classroom assignments in an exemplary manner to reach all students ranging from those who struggle through those who excel in the subject area.	Teacher regularly uses differentiated classroom assignments to reach all students ranging from those who struggle through those who excel in the subject area.	Teacher occasionally has differentiated individual assignments ranging from students who struggle through those who excel in the subject area.	Teacher does not use differentiated assignments to target different learners.
2.4a	Bell to Bell Teaching / Pace of Instruction	Teacher's classroom time is considered valuable and is used in a highly efficient manner to support teaching and learning.	Teacher's classroom time is clearly for teaching and learning.	Teacher's classroom time is for teaching and learning, but some time is lost in casual conversation.	Teacher's classroom time is often used for non-instructional activities that don't support teaching and learning.
2.4b		Teacher's pace of instruction is always appropriate to students and subject matter.	Teacher's pace of instruction is usually appropriate to students and subject matter.	Teacher's pace of instruction is inconsistently appropriate to students and subject matter	Teacher's pace of instruction is not appropriate to students or subject matter.

2.4c		Teacher always adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher usually adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher occasionally adjusts the pace of instruction according to the needs of the students throughout the lesson.	Teacher does not adjust the pace of instruction according to the needs of the students throughout the lesson.
2.4d		TOR Identifies relationship between lesson and IEP goals			
2.5a	Checking for Understanding (Formative Assessment)	Teacher efficiently and frequently uses a variety of Formative Assessments to constantly monitor student learning.	Teacher consistently uses a sampling of Formative Assessments to constantly monitor student learning.	Teacher occasionally uses a few Formative Assessments techniques to monitor student learning.	Teacher does not use Formative Assessment techniques to monitor student learning.
2.5b		Teacher frequently and consistently uses higher order thinking questions and/or scaffolded questions to push student thinking.	Teacher often uses higher order thinking questions to push student thinking.	Teacher sometimes but not consistently uses higher order thinking questions to push student thinking.	Teacher does not use higher order thinking questions to push student thinking.
2.5c		Teacher uses wait time effectively both after posing a question and before students think through a response.	Teacher sometimes uses wait time effectively both after posing a question and before students think through a response.	Teacher may not provide enough wait time after posting a question for students to think and respond before helping with an answer or moving	Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than

				forward with the content of the lesson.	helping them think through the answer.

2.5d		Teacher systematically assesses every student's mastery of the objective at the end of each lesson through formal and informal assessments.	Teacher assesses student mastery throughout each lesson and doesn't allow students to opt out of checks for understanding by cycling back to these students.	Teacher sometimes allows students to opt out of checks for understanding without cycling back to these students.	Teacher frequently allows students to opt out of checks for understanding without cycling back to these students.
2.6a	Classroom Procedures	Teacher has a prompt start and strong finish to class.	Teacher usually has a prompt start and strong finish to class.	Teacher may not have a prompt start or a strong finish to class.	Teacher does not have a prompt start and a strong finish to class.
2.6b		Teacher has established classroom routines that lead to efficient and effective use of class time.	Teacher uses classroom time efficiently and students follow established routines.	Teacher's classroom routines are not always evident causing a lack of flow in the classroom.	Teacher does not have clear routines or routines are poorly executed causing a lack of flow in the classroom.
2.7a	Alignment with School Culture	Teacher always enforces and emphasizes school rules and values.	Teacher often enforces and emphasizes school rules and values.	Teacher occasionally enforces and emphasizes school rules and values.	Teacher does not enforce and emphasize school rules and values.
2.7b		Teacher implements a multitude of effective management strategies so	Teacher implements several management strategies so that the	Teacher implements management strategies but with mixed effectiveness.	Teacher implements management strategies ineffectively and

		that few management problems arise.	class has minimal management problems.	Student behaviors distract learning.	student learning is inhibited.	
2.8a	Student Engagement	All (100%) students are on task.	Nearly all students (90%+) are on task.	Most (80%) students are on task.	Fewer than 80 % of students are on task.	
2.8b		If a student moves off task, the teacher promptly addresses the student always using the least invasive form of intervention without disrupting the pace of instruction.	If a student moves off task, the teacher addresses the student using the least invasive form of intervention.	If a student moves off task, the teacher does not consistently use the least invasive form of intervention and/or the teacher does not always notice the off task behavior.	If a student moves off task, the teacher does not use the least invasive form of intervention, and class time is wasted to refocus the class.	
2.8c		Teacher effectively integrates technology by immersing students in learning through the student's own use of the technology device.	Teacher effectively uses technology as a tool to engage students in academic content on a regular basis.	Teacher rarely integrates technology as a tool to engage students in academic content.	Teacher never integrates technology as a tool to engage students in academic content.	
2.9a	Relationships with Students	Teacher creates a classroom climate of caring by always addressing students in a respectful and positive manner.	Teacher creates a classroom climate of caring by addressing students in a respectful and positive manner.	Teacher does not consistently address students in a respectful and professional manner.	Teacher does not address students in a respectful and professional manner.	
2.9b		Teacher always has positive relationships with students and develops a sense of responsibility for students' academic and personal	Teacher usually has positive relationships with students in support of learning.	Teacher fails to establish positive relationships with some students in support of learning.	Teacher has relationships with students that are inappropriate.	

		growth. Teacher demonstrates he/she will not give up on students.			
2.9c		Teacher always diffuses situations with students and/or knows when to involve school leaders.	Teacher usually diffuses situations with students and/or knows when to involve school leaders.	Teacher does not always diffuse situations with students, sometimes escalating problems. The teacher may be too reliant on or does not utilize school leaders.	Teacher is over-reliant on or does not involve school leaders at appropriate times.

DOMAIN 3: LEADERSHIP

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1a	Relationships with Families	Teacher makes frequent and proactive communication, including phone calls and face-to-face meetings, to keep parents informed of student successes and struggles.	Teacher makes regular and sometimes pro-active communication, including phone calls and face-to-face meetings, to keep parents informed of student successes and struggles.	Teacher makes infrequent communication, including phone calls and face-to-face meetings, to keep parents informed of student successes and struggles.	Teacher does not make contact, including phone calls and face-to-face meetings, with parents.
3.1b		Teacher returns all communication from families in a timely manner and resolves parent concerns in a professional manner.	Teacher returns all communication from families in a timely manner.	Teacher does not consistently return all communication from families in a timely manner.	Teacher does not regularly return all communication from families.
3.2a	Relationships with Colleagues / School	Teacher relationships with colleagues are extremely positive, collaborative, considerate and helpful.	Teacher relationships with colleagues are positive and collaborative.	Teacher relationships with colleagues are uneven and/or collaboration is not consistently evident.	Teacher relationships with colleagues negatively affect the work environment and/or collaboration is not evident.

3.2b		Teacher assumes leadership among colleagues, often supporting them and engaging in professional exchange.	Teacher regularly engages in professional exchange with colleagues.	Teacher occasionally engages in professional exchange with colleagues.	Teacher rarely engages in professional exchange with colleagues.
3.2c		Teacher exerts a positive influence on the staff.	Teacher has a positive and professional attitude.	Teacher can be negative about the school, job or students.	Teacher is negative about the school, job or students.
3.3a	Additional Contributions and Responsibilities	Teacher puts in extraordinary amount of time and effort to contribute to student and school success.	Teacher puts in sufficient time and effort to contribute to student and school success.	Teacher puts in some time and effort to contribute to student and school success.	Teacher puts in minimal time and effort to contribute to student and school success.
3.3b		Teacher independently assumes additional responsibilities when necessary and demonstrates leadership.	Teacher often assumes additional responsibilities when necessary – especially when asked.	Teacher rarely assumes additional responsibilities.	Teacher does not assume additional responsibilities.

3.4	Ability to Meet Deadlines	Teacher always meets deadlines for lesson plans, progress reports, report cards and other district requirements.	Teacher usually meets deadlines for lesson plans, progress reports, report cards and other district requirements.	Teacher inconsistently meets deadlines for lesson plans, progress reports, report cards and other district requirements.	Teacher consistently does not meet deadlines for lesson plans, progress reports, report cards and other district requirements.
3.5	Professional Development Participation and Implementation	Teacher regularly shares newly learned knowledge with others and leads professional development.	Teacher participates and attends all PLC and/or staff meetings when present at school.	Teacher sometimes arrives late or misses PLC and/or staff meetings.	Teacher often arrives late and misses PLC and/or staff meetings.
3.6a	Openness to Feedback	Teacher eagerly reflects upon and responds to feedback with openness and a great attitude.	Teacher reflects upon and responds to feedback with openness.	Teacher inconsistently reflects upon feedback or does not always have an open attitude.	Teacher does not reflect upon or respond to feedback with an open attitude.
3.6b		Teacher immediately implements feedback from administration.	Teacher implements feedback from administration.	Teacher does not implement feedback from administration in a timely or consistent manner.	Teacher does not implement feedback from administration.

DOMAIN 4: PROFESSIONALISM

Indicator		Does Not Meet Acceptable Standard of Professionalism
1	**Attendance**	Individual demonstrates a pattern of excessive sick and/or personal absences or a pattern (2 or more times) calling in after 6:00 A.M. when in need of a substitute teacher. Absences and late notices of absences have been addressed with the individual by the appropriate administrative staff.
2	**On-time Arrival**	Individual has demonstrated a pattern (2 or more times) of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policies and practices). Late arrivals have been documented and addressed with the individual by appropriate administrative staff.
3	**Policies and Procedures**	Individual demonstrates a pattern (2 or more times) of failing to follow state, corporation, and/or school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, submission of appropriate leave paperwork, completion of field trip paperwork in a timely manner, etc.). Failure to follow policies and procedures has been documented and addressed with the individual by the appropriate administrative staff.
4	**Respect**	Individual demonstrates a pattern (2 or more times) of failing to interact with students, colleagues, parents/guardians, and/or community members in a respectful manner (e.g. during parent conferences, at athletic/extra-curricular events, in the classroom, etc.). Disrespect has been documented and addressed with the individual by the appropriate administrative staff.