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RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Special Education Teacher
Professional Practice Rubrics
and Evaluation Summary

Effective Date: 7.1.25

I. PLANNING AND PREPARATION FOR LEARNING

The Teacher:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a Knowledge	Is an expert in how students learn as well as in the characteristics and impact of disabilities.	Has a good grasp of how students learn as well as of the characteristics and impact of disabilities.	Is somewhat familiar with how students learn as well as with the characteristics and impact of disabilities.	Has little familiarity with how students learn or with the characteristics and impact of disabilities.
b Long term planning*	Has a clearly articulated plan for the year that is tightly aligned with state and district standards and assessments; addresses the developmental levels of all students and all levels of thinking.	Plans the year so students will meet state and district standards and assessments; considers different levels of thinking.	Plans lessons by lesson and has little familiarity with state standards and assessments.	Plans lessons in the moment with no familiarity with state standards and assessments.
c Lessons *	Designs individual and group lessons with clear, measurable goals closely aligned with state and district standards, unit outcomes and IEPs.	Designs individual and group lessons with measurable outcomes aligned with state standards, unit goals and IEPs.	Plans lessons with only unit goals and IEPs in mind.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
d Differentiation	Designs lessons that consider all student learning needs, goals, styles, and interests.	Designs lessons that consider most student learning needs, goals, styles, and interests.	Designs lessons that only consider some student learning needs, goals, styles, or interests.	Designs lessons that do not consider student learning needs, goals, styles, or interests.
Engagement	Designs highly relevant, varied lessons that orchestrate student ownership for mastering content.	Designs relevant lessons that promote student ownership of content.	Plans lessons that may engage some student interest but may not support student investment in content.	Plans lessons with little likelihood of engaging or involving students.
f Anticipation*	Anticipates misconceptions students are likely to face and plans how to overcome them.	Anticipates misconceptions and confusion students are likely to face.	Considers one or two ways students might become confused with the content.	Proceeds without considering misconceptions students might have about the material.
g Assessments*	Prepares diagnostic, formative and summative assessments to monitor student learning.	Plans formative and summative assessments to measure student learning.	Creates unit assessment only as instruction proceeds.	Drafts final assessments shortly before they are given.
h Organizing Learning	Designs lessons that incorporate an appropriate mix of highly effective, diverse learning strategies and materials including technology.	Designs lessons that use an effective, diverse mix of learning strategies and materials including technology.	Plans lessons that involve an inconsistent mix of effective and ineffective learning strategies and materials including technology.	Plans lessons that rely mainly on ineffective learning strategies and materials including technology.
i Environment	Maximizes room arrangement to enhance learning objectives and student performance.	Organizes room to support/ enhance learning objectives and student performance.	Somewhat organizes room, but without enhancing learning objectives and/or student performance.	Has little or no organization of room, which detracts from learning objectives and student performance.

** Row may not be applicable if teacher is teaching only LC classes and does not have to be a part of evaluation discussion*

Overall rating: _____ Comments:

2019, 2022, 2023, Revised 5.5.25 (Effective Date: 7.1.25)

II. Classroom Management

TheTeacher:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Expectations**	Is direct, specific, consistent and tenacious in communicating and implementing high expectations for student behavior both in and out of the classroom.	Clearly communicates and consistently implements expectations for student behavior.	Announces and posts classroom rules and consequences, but does not consistently enforce them.	Comes up with ad hoc rules and consequences as events unfold, and does not consistently enforce them.
b **Relationships**	Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships.	Is fair and respectful towards student differences and builds positive relationships with most students.	Is fair and respectful towards most students and builds positive relationships with some students.	Can be unfair and disrespectful to students; plays favorites.
c **Climate**	Creates a climate that fosters self- and peer monitoring in which disruption of learning is not tolerated.	Refuses to tolerate disruption and encourages student monitoring.	Attempts to create a productive learning environment, but there are regular disruptions in the classroom.	Does not create a productive learning environment; the classroom is frequently chaotic and sometimes dangerous.
d **Social-emotional**	Successfully develops social-emotional skills to support positive interactions among students.	Fosters positive interactions among students and teaches useful social-emotional skills.	Attempts to foster interactions among students and to teach social skills with minimal success.	Does not attempt to foster interactions among students or teach social skills.
e **Student responsibility**	Successfully develops students' self-discipline and sense of responsibility for their actions.	Holds students responsible for their actions and encourages a sense of accountability.	Tries but may be unsuccessful in getting students to be responsible for their actions.	Is unsuccessful in fostering students' self discipline and sense of responsibility for their actions.
f **Anticipation**	Anticipates, prevents and responds to situations that may develop into behavior issues.	Proactively considers and responds to situations that may develop into behavior issues.	Does not anticipate behavior issues, but attempts to address issues as they arise.	Does not consider – and may contribute to – behavior issues that may arise.
g **Discipline repertoire**	Has highly varied discipline repertoire and implements strategies appropriately and effectively.	Has a repertoire of discipline "moves" and implements them as needed.	Has a limited disciplinary repertoire and may struggle with implementation.	Has few discipline "moves" and constantly struggles with implementation.
h **Efficiency**	Maximizes academic learning time through effective routines and smooth transitions.	Effectively utilizes academic learning time through clear routines and transitions.	Sometimes loses teaching time due to inconsistent routines and/or inefficient transitions.	Loses instructional time because of confusion, interruptions and poorly executed transitions.

Overall rating: _____ Comments:

2019, 2022, 2023, Revised 5.5.25 (Effective Date: 7.1.25)

III. DELIVERY OF INSTRUCTION

The Teacher:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Learning Expectations**	Conveys high learning expectations and convinces all students that they will master the material.	Sets high learning expectations and encourages students to master the material.	Sets minimal expectations for learning and skills.	Has no learning expectations and gives up on some students.
b **Effort-Based**	Encourages students to be risk-takers, learn from their mistakes and believe that through effective effort, they will learn and improve their skills.	Guides students to learn from their mistakes and believe that through effective effort, they will learn and improve their skills.	Corrects students when they make mistakes but does not guide learning from errors.	Does not see mistakes as a learning tool; students do not feel comfortable taking risks.
c **Framing**	Uses essential questions, goals, lesson objectives, exemplars and other strategies to give students a clear sense of purpose.	Communicates lesson objectives to give students a clear sense of purpose.	Attempts to communicate the main learning objective of each lesson to students.	Begins lessons without giving students a sense of where the lesson is headed.
d **Connections**	Makes meaningful connections to students' prior knowledge, experience and readings.	Activates students' prior knowledge, experience and readings.	Attempts to activate students' prior knowledge, experiences and/or readings.	Does not activate students' prior knowledge, experiences and/or readings.
e **Clarity of instruction**	Presents material thoroughly but succinctly, using relevant and engaging examples.	Uses clear explanations and accurate examples to present material.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Does not explain material or provide examples.
f **Repertoire**	Utilizes a variety of highly effective teaching strategies, questions, pacing, materials, grouping practices and technologies to foster student learning.	Uses teaching strategies, questions, pacing, materials, grouping practices and technologies to support student learning.	Uses a limited range of teaching strategies, questions, materials, grouping practices and technologies.	Uses only one or two teaching strategies, technologies and types of questions and/or materials.
g **Specialized Instruction**	Skillfully meets the learning needs and styles of all students by using a variety of strategies.	Effectively meets the learning needs and styles of most students.	Attempts to meet the learning needs and styles of students, with mixed success.	Does not attempt to meet the learning needs and styles of students.
h **Responding to confusion (nimbleness)**	Deftly exploits teachable moments and corrects misunderstandings. Is skilled at assessing student confusion and its sources and responding in individually appropriate ways.	Is flexible to take advantage of teachable moments and correct misunderstandings. Realizes when students are confused and responds in appropriate ways.	Is focused on implementing plans and sometimes misses teachable moments. Does not consistently realize when students are confused, or may not respond in an effective way.	Is rigid and inflexible with plans and rarely takes advantage of teachable moments. Does not realize when students are confused, or does not respond in an effective way.

i **Generalization of skills**	Consistently provides activities and strategies that will generalize skills to the classroom and other settings.	Usually provides activities and strategies that will generalize skills to the classroom and other settings.	Sometimes provides activities and strategies that will generalize skills to the classroom and other settings.	Does not provide activities or strategies that will generalize skills to the classroom or other settings.

Overall rating: _____ Comments:

IV. MONITORING, ASSESSMENT AND FOLLOW-UP

The Teacher:	**4** **Highly Effective**	**3** **Effective**	**2** **Improvement Needed**	**1** **Does Not Meet Standards**
a **Criteria**	Displays, distributes and reviews the criteria for proficient work and provides rubrics and exemplars.	Posts clear criteria for proficiency and provides rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades or skill acquisition.
b **Formal Assessments**	Utilizes thorough and purposeful pre-formative and summative assessments to evaluate student skill levels and inform instruction.	Uses pre-, formative and summative assessments to evaluate student skill levels and adjust instruction.	Uses formative and summative assessments, but depth and quality are inconsistent, and/or does not adjust instruction.	Begins instruction without considering students' prior skills; gives poorly constructed summative assessments without conducting formative assessments.
c **Informal Assessments (On-the-Spot)**	Frequently uses a variety of methods to check for understanding in the moment of instruction and immediately reteaches or clarifies. Is tenacious in repeating the process if necessary.	Uses a variety of methods to check for understanding and immediately re-teaches or clarifies.	Has a limited repertoire of methods to check for understanding during instruction and sometimes misses opportunities for clarification.	Does not check for understanding during instruction.
d **Feedback**	Is timely and conscientious in providing specific, constructive, meaningful feedback to promote student growth.	Is conscientious in providing specific, constructive, meaningful feedback to encourage student growth.	Provides general feedback, but is not always constructive or conscientious.	Does not provide meaningful, conscientious or constructive feedback.
e **Student Self-Assessment**	Creates an environment where students can set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Creates an environment where students self-assess and monitor their performance.	Urges students to look over their work, see where they had trouble and aim to improve those areas.	Allows students to move on without self-assessment.
f **Tenacity**	Relentlessly follows up with/gives personal attention to struggling students to help them reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers extra help but with limited follow-through; the onus is on the student to reach proficiency.	Does not offer extra help or support.

g **Support**	Makes sure that all students who need additional support and specialized diagnoses receive appropriate, immediate services.	When necessary, refers students for additional services and/or specialized diagnoses.	Sometimes doesn't promptly refer students for additional services, or refers students who don't need it.	Fails to refer students for special services and/or refers students who don't need them.

** Rows may not be applicable if the teacher is teaching only LC classes.*

Overall rating: _____ Comments:

V. SPECIAL EDUCATION REGULATIONS

The Teacher:	**4** **Highly Effective**	**3** **Effective**	**2** **Improvement Needed**	**1** **Does Not Meet Standards**
a **Knowledge & compliance**	Demonstrates extensive knowledge of special education laws and procedures. Fully understands and complies with all procedural timelines and safeguards.	Demonstrates thorough knowledge of special education laws and procedures. Faithfully adheres to all procedural timelines and safeguards.	Demonstrates basic knowledge of special education laws and procedures, but needs support in implementation; does not always follow established timelines and safeguards.	Demonstrates little or no knowledge of special education laws and procedures, and/or does not follow established procedures and guidelines.
b **Written Consent ***	Prepares forms for parents to sign to ensure necessary permissions are granted before testing and for releasing information to outside agencies or individuals.	Ensures necessary permission for evaluations and for release of information to outside agencies or individuals are granted.	Sometimes ensures necessary permissions for testing, but not those for release of information.	Fails to have the necessary permissions for evaluations or release of information.
c **TEAM Meetings**	If Chair, effectively follows state mandated guidelines for annual reviews. If participant, contributes in a meaningful and concise way to annual review meetings.	If Chair, follows state mandated guidelines for annual reviews. If participant, adequately contributes to annual review meetings.	If Chair, may not follow state mandated guidelines for annual reviews. If a participant, may make unfocused or irrelevant contributions to annual review meetings.	If Chair, does not follow state mandated guidelines for annual reviews. If a participant, does not contribute, or makes irrelevant contributions to, annual review meetings.
d **Responding to CST & Team written referrals***	Proactively responds to referrals and makes highly competent assessments of student needs by choosing suitable assessment procedures to address referral questions.	Responds to referrals and makes adequate assessments of student needs by choosing suitable assessment procedures to address referral questions.	Responds to referrals when pressed but completes inadequate assessments of student needs.	Fails to respond to referrals, or makes hasty assessments of student needs.

e **Written reports**	Writes clear, detailed and accurate reports; analysis, conclusions and recommendations are valuable.	Writes accurate reports; analysis, conclusions and recommendations are appropriate.	Writes accurate reports that lack specificity; analysis, conclusions and recommendations are not always appropriate.	Writes reports that are inaccurate, or that include inappropriate analysis, conclusions and recommendations.
f **IEP Writing**	Creates well-written, thorough and concise IEPs that include appropriate and meaningful recommendations to uniquely address student needs.	Creates accurate, well-written IEPs that include appropriate recommendations.	Creates IEPs that are not always thorough, may be poorly written or are unnecessarily long; recommendations are somewhat appropriate.	Creates IEPs that are not thorough, are poorly written and include inappropriate recommendations.
g **Integrating IEP goals**	Is fully aware of the entire IEP and incorporates skills, goals and strategies from other disciplines for a coordinated approach.	Is aware of the entire IEP and sometimes incorporates skills from other disciplines.	Is aware of some parts of IEP and incorporates skills from other disciplines when required or convenient.	Is not aware of the entire IEP and does not incorporate skills from other disciplines even when required.
h **Monitoring progress**	Comprehensively and effectively measures progress towards IEP goals and objectives, and provides substantial feedback to students and parents.	Measures progress towards IEP goals and objectives, and provides feedback to students and parents.	Attempts to measure progress towards IEP goals and objectives, but may not be effective in monitoring or may not communicate progress effectively to students and parents.	Does not measure progress towards IEP goals and objectives, and/or does not communicate progress to students or parents.
i **Assistive technology**	Vigilantly ensures that assistive technologies required by IEP are being used, maintained, and monitored correctly. Is skilled in using assistive technology.	Often checks to see that assistive technologies are being used, maintained and monitored correctly. Is effective at using assistive technology.	Does not always check to see that assistive technologies are being used, maintained and monitored correctly. Is aware of assistive technology, but may not be skilled in using it.	Does not check to see that assistive technologies are being used, maintained or monitored correctly. Is unaware of assistive technology, or is not skilled in using it.
j **Consultation**	Proactively consults and advocates for students with administrators, teachers and support personnel with education and resources.	Consults and advocates for students with administrators, teachers and support personnel.	Sometimes consults and advocates for students with administrators, teachers and support personnel.	Does not consult or advocate for students with administrators, teachers or support personnel.

** May not be applicable*

Overall rating: _____ Comments:

VI. COMMUNITY RELATIONSHIPS

The Teacher:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Respect**	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
b **Expectations**	Gives parents clear, accessible expectations for student learning and behavior, and demonstrates a strong belief that students will meet or exceed standards.	Gives parents clear expectations for student learning and behavior, and demonstrates belief that students will reach standards.	Sends home a syllabus and list of classroom rules for learning and/or behavior.	Does not communicate learning or behavior expectations to parents.
c **Communicating with families**	Promptly and frequently informs all parents, even those who are hard to reach, of positive news about their children, and immediately flags any problems.	Updates parents on good news and promptly informs parents of behavior and learning problems; attempts to contact hard-to-reach parents.	Updates easy-to-reach parents about behavior and learning problems, but rarely mentions positive news.	Makes little or no effort to contact parents with news about their child.
d **Support**	Frequently informs parents about how to appropriately support and enrich the curriculum at home.	Informs parents about how to support the curriculum at home.	Occasionally informs parents about how to help students at home.	Does not communicate with parents about how to help students at home.
e **Responsiveness to parent concerns**	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.
f **Reporting**	Through conferences, report cards and informal communication, provides detailed and helpful feedback to parents about student progress.	Through conferences, report cards and informal communication, provides helpful feedback to parents about student progress.	Relies primarily on report cards and conferences to communicate with parents and provide feedback about student progress.	Gives out report cards and conducts conferences as required, but does not communicate effectively to parents about student progress.
g **Engagement**	Uses a variety of strategies to engage families to participate appropriately and consistently in the classroom and school community.	Engages families to participate appropriately in the classroom and school community.	Makes limited or ineffective attempts to involve families in the classroom or school community.	Does not attempt to engage families in the classroom or school community, or actively discourages their participation.

Overall rating: _____ Comments:

VI. PROFESSIONAL RESPONSIBILITIES

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet
a **Reliability**	Carries out paperwork, duties, and assignments conscientiously and thoroughly; prioritizes tasks; keeps meticulous records and meets all deadlines.	Is punctual and reliable with paperwork, duties, and assignments; prioritizes tasks; and keeps accurate records.	Occasionally skips or is late with paperwork, duties, and/or assignments; sometimes makes errors in records.	Frequently skips or is late with paperwork, duties, and assignments; frequently makes errors in records.
b **Professionalism**	Always maintains appropriate boundaries and consistently demonstrates professional demeanor in speech, writing, actions and appearance.	Maintains appropriate boundaries and usually demonstrates professional demeanor in speech, writing, actions and appearance.	Inconsistently maintains appropriate boundaries and occasionally demonstrates professional demeanor in speech, writing,actions and appearance.	Rarely maintain appropriate boundaries; rarely demonstrates professional demeanor in speech, writing,actions and appearance
c **Judgment**	Is invariably ethical, honest and transparent, consistently uses good judgment, respects confidentiality, and effectively utilizes established channels of communication to address situations and holds others to the same standard.	Is ethical and transparent, uses good judgment, maintains confidentiality with student information and utilizes established channels of communication to address situations.	Occasionally acts in an ethically questionable manner, uses questionable judgment, discloses confidential student information and/or inconsistently uses established channels of communication to address situations.	Acts in an ethically questionable manner, uses poor judgment, discloses confidential student information, and/or fails to respect established channels of communication.
d **Contributions to the School Community**	Proactively anticipates, demonstrates and cultivates in others a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Consistently demonstrates a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	At times will demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Does not demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.
e **Leadership**	Consistently contributes voice, expertise and practices to actively influence and improve student learning and growth, and fosters a culture of collective efficacy.	Regularly contributes voice, expertise and practices to actively influence and improve student learning and growth.	Occasionally contributes voice, expertise and practices to influence and improve student learning and growth.	Rarely or does not contribute voice, expertise and practices to influence and improve student learning and growth.
f **Openness**	Actively seeks out feedback and suggestions from a variety of stakeholders and consistently uses feedback to improve performance.	Is open to feedback and suggestions from a variety of stakeholders and acts upon feedback to improve performance	Is sometimes resistant to accepting feedback and/or changing classroom practice.	Is often resistant to accepting feedback and/or changing classroom practice.
g **Collaboration**	Actively seeks out collaboration with colleagues to plan units, share teaching and learning ideas, and analyze data.	Collaborates with colleagues to plan units, share teaching and learning ideas, and analyze data.	Occasionally collaborates with colleagues to share ideas about teaching and learning.	Rarely collaborates with colleagues to share ideas about teaching and learning.
h **Professional Development**	Actively seeks out opportunities for professional development and effectively applies new learning to practice.	Participates in professional development opportunities and applies new learning to practice.	Participates only in required professional development activities and/or inconsistently applies new learning to practice.	Does not participate in professional development activities and/or does not apply learning to improve practice.

i **Reflecting on Practice**	Consistently, accurately and objectively participates in the cycle of reflection, noting specific strengths and areas for growth. Identifies and follows through with next steps for professional growth to impact student outcomes.	Accurately and objectively reflects on practice, noting strengths and areas for growth. Identifies next steps for professional growth to impact student outcomes.	Reflects on some aspects of practice, noting strengths or areas for growth. Inconsistently make adjustments based on reflection.	Rarely reflects on practice or reflections are inaccurate.

Overall rating: _____ Comments:

Evaluation Summary Page

Teacher's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Planning and Preparation for Learning

Highly Effective Effective Improvement Needed Does Not Meet Standards

II. Classroom Management

Highly Effective Effective Improvement Needed Does Not Meet Standards

III. Delivery of Instruction

Highly Effective Effective Improvement Needed Does Not Meet Standards

IV. Monitoring, Assessment and Follow-Up

Highly Effective Effective Improvement Needed Does Not Meet Standards

V. Special Ed Regulations

Highly Effective Effective Improvement Needed Does Not Meet Standards

VI. Community Relationships

Highly Effective Effective Improvement Needed Does Not Meet Standards

VII. Professional Responsibilities

Highly Effective Effective Improvement Needed Does Not Meet Standards

Professional Practice Overall Rating

Highly Effective (4) Effective (3) Improvement Necessary (2) Does Not Meet Standards (1)

Professional practice overall rating: _____

Student Growth:

Student Growth Discussion reflected in educator e-portfolio: Yes No

Goal Setting will include student growth component: Required Optional

Evaluator comments including goal progress:

Teacher Comments:

Evaluator's Signature: _____ Date: _____

Teacher's Signature: _____Date: _____

(The teacher's signature indicates that they have seen and discussed the evaluation; it does not necessarily denote agreement with the report.)