

VERMONT TEACHER PERFORMANCE RUBRICS

Special Educators



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Developed by TLS, Inc. Based on the work of Charlotte Danielson. 2007.

Adapted by OESU for Special Educators July, 2015

Standard 1: Planning and Preparation
Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements: Knowledge of Content and the Structure of the Discipline, Knowledge of Prerequisite Relationships, Knowledge of Content-Related Pedagogy

Teachers have strong knowledge specific to subject and regulatory matter and/or professional responsibilities, has good grasp of how students learn and designs effective and rigorous plans for support consisting of: comprehensive evaluation plans; well-structured IEPs; and well-structured lessons with measureable outcomes.

Elements	Ineffective	Developing	Effective	Highly Effective
<i>Professional Knowledge</i>	Teacher demonstrates limited professional knowledge; relies heavily on outdated practices as opposed to current practices supported by research. Rarely engages students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.	Teacher demonstrates factual knowledge of the professional content and delivery and sometimes applies it to engage students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.	Teacher demonstrates sound knowledge and understanding of professional content and delivery by consistently engaging students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and skills.	Teacher demonstrates mastery of professional content and its delivery by engaging all students in academic, behavioral, and social/emotional learning experiences, through the use of educational and/or clinical practices, that enable students to synthesize knowledge and skills. Is able to model this element.
<i>Knowledge of Prerequisite Relationships</i>	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and the link to necessary cognitive structures by students to ensure understanding.
<i>Knowledge of Plan Development</i>	Teacher's plans and practices display little understanding of individualized plan development inclusive of goals, measurable outcomes and needed supports. Plans do not include appropriate supports or measurable outcomes that would enable students to meet the goals and objectives of the plan.	Teacher's plans and practices indicate some awareness of how to individualize plans, but does not show understanding of all relevant individual student needs, and/or develops plans that lack sufficient measurable outcomes or supports that enable students to meet all goals and objectives of the plan.	Teacher's plans and practices reflect accurate understanding of individualized plan development inclusive of goals, measurable outcomes and needed supports that enable the student to meet all goals and objectives of the plan.	Teacher's plans and practices reflect a deep level of understanding of individualization; contributes to the timely development of comprehensive, well-structured plans with measurable outcomes that respond to all relevant individual student needs; are coordinated with other plans relevant to those students, and include supports that enable students to meet all goals or objectives of the plan. Is able to model this element.
<i>Well-structured Lessons</i>	Teacher's plans and practice reflect little or no understanding of how to develop lessons	Teacher's plans and practice reflect a limited understanding of how to develop lessons (which may	Teacher's plans and practice reflect an understanding of how to develop well-structured lessons (which may include individual and	Teacher's plans and practice reflect an understanding of how to develop well-structured and highly engaging lessons (which

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	(which may include individual and group activities or sessions) with appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping.	include individual and group activities or sessions) appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	may include individual and group activities and sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student’s needs. Is able to model this element.
<i>Knowledge of Curriculum and State Standards for All Students</i>	Teacher is not aware of or disregards school curriculum and/or state standards.	Teacher has knowledge of school curriculum and state standards and refers to appropriate documents during eligibility decisions and IEP development.	Teacher ensures that the teams consider school curriculum and state standards throughout the special education process and has effective knowledge of both.	Teacher ensures that the teams consider school curriculum and state standards throughout the special education process and has extensive knowledge of both.

¹ “Plan” is used throughout this document to refer to a variety of plans, including but not limited to: Individualized Education Programs (IEPs) and Evaluation Plans, lesson plans, and unit plans - depending on rubric. The type of plan that an educator is responsible for depends on the educator being evaluated; both the educator and evaluator should understand and agree upon the definition relevant to the educator’s role.

Note: At the *Exemplary* level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”

Standard 1: Planning and Preparation
Component 1b: Demonstrating Knowledge of Students

Elements: Knowledge of Child and Adolescent Development; Knowledge of Skills Specific to Qualifying Disabilities; Knowledge of Students' Skills, Knowledge, and Language Proficiency; Knowledge of Students' Interests and Cultural Heritage; Knowledge of Students' Special Needs

It is not enough for teachers to know and understand childhood or adolescent developmental norms. Teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, their language proficiency, and the outside influences that affect their learning: family dynamics, cultural customs, socio-economic status. Furthermore, teachers must demonstrate this knowledge and understanding and also incorporate appropriate 21st century skills in the planning and preparation of their supports.

Elements	Ineffective	Developing	Effective	Highly Effective
<i>Knowledge of Child and Adolescent Development</i>	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns and how 21 st century skills fit into this knowledge base.
<i>Knowledge of the Learning Process</i>	Teacher sees no value in understanding how students learn (ex. Cognitive Profile), and does not seek such information .	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated. Teacher understanding is reflected by incomplete or inaccurate cognitive profiles.	Teacher's knowledge of how students learn is accurate and current. Teacher knowledge is reflected by accurate cognitive profiles used inform instruction.	Teacher displays extensive and subtle understanding of how students learn and then applies this knowledge to support individual students.
<i>Knowledge of Students' Interests and Cultural Heritage</i>	Teacher displays little or no knowledge of students' interests or cultural heritage, and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage, but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage, and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage, and displays this knowledge.
<i>Knowledge of Disabilities</i>	Teacher does not have an understanding of qualifying disabilities and/or their relationship to assessment measures, evaluator expertise, eligibility regulations.	Teacher has some understanding of qualifying disabilities and knows how to increase that knowledge. May require significant advance preparations as each "new" disability is encountered in practice.	Teacher has knowledge to identify when student may have a disability and need for evaluation (Child Find); Teacher frames and phrases questions to obtain desired information/ data for evaluation plan; Demonstrates knowledge of appropriate assessment tools and evaluators; has ability to guide team through eligibility decisions.	Teacher has extensive knowledge regarding all qualifying disabilities and uses the regulations manual as a protocol guide. Has in-depth understanding of evaluation issues for qualifying disabilities and demonstrates expertise in helping teams make relevant evaluation, eligibility and recommendation decisions.

<i>Selecting Interventions</i>	Teacher has limited knowledge in designing effective interventions. Teacher does not have knowledge of a variety of programs and methods. Teacher is unable to connect student assessment data to interventions.	Teacher demonstrates knowledge in research-based programs, methods, strategies, that meet a variety of student needs. Teacher designs interventions based on student assessment data. Outcomes are not shared regularly.	Teacher demonstrates knowledge in research-based programs, methods, strategies, that meet a variety of student needs. Teacher designs interventions based on student assessment data. Teacher delivers instruction effectively and shares outcomes regularly.	Teacher demonstrates knowledge in research-based programs, methods, strategies, that meet a variety of student needs. Teacher designs interventions based on student assessment data. Teacher delivers instruction effectively and shares outcomes regularly. Teacher provides leadership to team members in designing effective interventions.
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Standard 1: Planning and Preparation
Component 1c: Establishing Instructional Outcomes for IEPs

Elements: Value, Sequence, Alignment, Clarity, Balance, Suitability for diverse learners

Teaching is goal directed and designed to achieve certain well-defined purposes. It is through the articulation of instructional outcomes that the teacher describes these purposes. They should be clear and related to what it is that the students are intended to learn as a consequence of instruction. 21st century outcomes should be considered, as students must also learn the essential skills such as critical thinking, problem solving, communication and collaboration.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Value, Sequence, and Alignment</i>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline nor a connection to a sequence of learning. There is no alignment to 21 st century skills.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. Alignment with 21 st century skills is vague.	Most outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning and align with 21st century skills.	All outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning both in the discipline and related disciplines and align with 21 st century skills.
<i>Clarity</i>	Outcomes are either not clear or are stated as not as student learning but as activities. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear, or consist of a combination of outcomes and activities. Some outcomes permit viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.	
<i>Balance</i>	Outcomes reflect only one type of learning and only one discipline or strand. There is not coordination, integration or application of 21 st century skills.	Outcomes reflect several types of learning but opportunities for coordination, integration or application of 21 st century skills are limited.	Outcomes reflect several different types of learning and opportunities for coordination including application of 21st century skills.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration including application of 21 st century skills.
<i>Suitability for the Learner</i>	Outcomes are not suitable for the student, or are not based on any assessment of student needs.	Most of the outcomes are suitable for the student based on global assessment of student learning.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of the student.	

Standard 1: Planning and Preparation
Component 1d: Knowledge of Resources

Elements: Resources for classroom use, Resources to extend content knowledge and pedagogy, Resources for students

Skilled teachers have knowledge of a variety of resources and are constantly adding these to their repertoire. They persistently search for appropriate 21st century resources that can inform their teaching. They effectively incorporate these tools in varied contexts for a variety of purposes.

Elements	Ineffective	Developing	Effective	Highly Effective
<i>Resources for Plan Development</i>	Teacher is unsure of the service/accommodation needs of students and does not take into consideration resources that are available. Teacher is not knowledgeable about the effectiveness of resources accessed.	Teacher proposes services/accommodations that meet the needs of the student but may not consistently consider resources that are available. Teacher is not fully knowledgeable about the effectiveness of resources.	Teacher proposes services/accommodations that meet the needs of the student while considering the resources that are available. Teacher evaluates the effectiveness of the resources.	Teacher plans services/accommodations that meet the needs of the student and are sensitive to the resources available. Teacher frequently evaluates the effectiveness of the resources using data and input from others to inform Plan development and instructional needs.
<i>Resources To Extend Content Knowledge and Pedagogy</i>	Teacher is unaware of resources (assistive technology, transition, agency, etc.) to enhance content and pedagogical knowledge available through the school or district.	Teacher displays limited awareness of resources (assistive technology, transition, agency, etc.) to enhance content and pedagogical knowledge available through the school or district, and some awareness of resources external to the school and on the Internet.	Teacher is fully aware of resources (assistive technology, transition, agency, etc.) to enhance content and pedagogical knowledge available through the school or district, and is familiar with resources external to the school and on the Internet.	Teacher's knowledge of resources (assistive technology, transition, agency, etc.) to enhance content and pedagogical knowledge is extensive, beyond those available through the school or district, including professional organizations and universities, and on the Internet.
<i>Resources for Students</i>	Teacher is unaware of resources (assistive technology, transition, agency, etc.) for students available through the school or district.	Teacher demonstrates limited knowledge of resources (assistive technology, transition, agency, etc.) for students available through the school or district, and some awareness of resources external to the school and on the Internet.	Teacher displays awareness of resources (assistive technology, transition, agency, etc.) for students available through the school or district, and is familiar with resources external to the school and on the Internet.	Teacher demonstrates extensive knowledge of resources (assistive technology, transition, agency, etc.) and their appropriate use, including those available through the school or district, in the community, and on the Internet.

Standard 1: Planning and Preparation
Component 1e: Designing Coherent Instruction

Elements: Learning activities, Instructional materials and resources, Instructional groups, Lesson and unit structure

A teacher translates instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21st century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes and communication tools and media.

Elements	Ineffective	Developing	Effective	Highly Effective
<i>Learning Activities</i>	Learning activities are not suitable or connected to student’s individual goals, are not designed to engage student’s in an active learning activity, and communication supports are not provided;	Only some of the learning activities are suitable and connected to student’s individual goals Some represent cognitive engagement in learning activity, and limited communication supports are provided	All learning activities are suitable and connected to student’s individual goals, and designed to engage student’s cognitively in the learning activity; Communication supports are provided for all students;	Learning activities are highly suitable to diverse learners and connected to student’s individual goals; They are designed to engage students in high level cognitive activity and communication supports are structured to support participation in learning activity;
<i>Instructional Materials and Resources</i>	Materials, technology and resources are not suitable for students, do not support the instructional outcomes nor engage students in meaningful learning.	Some of the materials, technology, and resources are suitable for students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable for students, support the instructional outcomes, and are designed to engage students in meaningful learning, including the appropriate use of technology.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning; There is evidence of appropriate use of technology and of student participation in selecting or adapting materials
<i>Instructional Groups</i>	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student data in selecting the different patterns of instructional groups.
<i>Lesson and Unit Structure</i>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven; most time allocations are reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson or unit structure is clear and allows for different pathways according to diverse student needs, anticipating student misconceptions, and the needs of 21 st century learners. The progression of activities is highly coherent with appropriate time allocations.

Standard 1: Planning and Preparation

Component 1f: Designing Assessment to Determine Eligibility and Development of IEP

Elements: Alignment with Instructional Outcomes, Criteria and Standards, Design of On-going Formative Assessments, Use of Assessment Data for Planning

Teachers plan, design and administer effective assessment tools to measure student learning and growth. Teacher demonstrates knowledge of the relationship between the psychometric characteristics of the assessments, the purpose for assessing, and the student's cognitive profile. Teacher determines eligibility and creates effective Written Evaluation reports (WEP) and IEPs based on an analysis and synthesis of the data.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Knowledge of Assessment Measures</i>	Teacher does not know what measures assess what areas. Does not seek consultation regarding assessment.	Teacher has knowledge of basic measures (intellectual, achievement) but not beyond a few examples. Knows who to ask for assistance to ensure adhering to the process.	Teacher knows what measures assess what areas (skills, disabilities); Has knowledge of resources (personnel, consultants, staff)- adheres to due process.	Demonstrates extensive knowledge of assessments, their applications, and their relationship to disabilities.
<i>Administering Testing Measures</i>	Teacher has no training or skills in any test administration and/or administers tests in an inappropriate environment, displays ineffective interactions with student, does not follow test protocols.	Teacher has had minimal training in specific test administration and, with supervision, can evaluate students in a reliable way resulting in valid findings.	Teacher follows test protocols; has training; interaction with student is effective; proper environment	Teacher has acquired in-depth training in assessment. Teacher has an above-average repertoire of assessment s/he can administer with a high level of expertise.
<i>Variety of Assessment Measures</i>	Administers assessments and/or collects only the data required by the school and/or measures only point-in-time student achievement or development.	May design and administer assessments and/or collect some data to measure student learning, growth, or development, but uses a limited range of methods	Designs and administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments and common interim assessments where applicable.	Uses an integrated, comprehensive assessment system, including informal and formal assessment methods and common interim assessments where applicable, to measure student learning, growth, and development. Is able to model
<i>Interpreting Assessment Information</i>	Teacher does not demonstrate an understanding of test scores/ results and/or misinterprets results frequently. Teacher does not use interpretation guides. Data interpretation provides minimal, inaccurate, or unhelpful information for planning.	Teacher demonstrates an understanding of scores/results but will need assistance to relate them to student performance. Teacher attempts to use analysis tools and seeks support when needed. Data interpretation can provide some useful information for planning.	Teacher demonstrates an understanding of scores/ results and how they relate to student performance. Teacher effectively uses analysis tools to develop a valid cognitive/achievement profile of student. Data interpretation effectively guides planning.	Teacher demonstrates a thorough understanding of various test scores and can explain results to team members. Teacher understands how results relate to student performance and is able to apply results to planning for student needs. Data interpretation is extensive and provides in-depth guidance for planning.
<i>Analysis and Conclusions</i>	Does not analyze data and/or draw conclusions	Draws conclusions from a limited analysis of data to inform	Individually and with colleagues, draws appropriate conclusions about	Individually and with colleagues, draws appropriate, actionable conclusions

	from data beyond completing minimal requirements.	student learning, growth, and development.	programs, plans, and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.	about programs, plans, and practices from a thorough analysis of a wide range of data that improve short- and long-term planning decisions.
<i>Reporting Results in Evaluation</i>	Teacher's evaluation reports do not demonstrate an understanding of the information or requirements	Teacher's evaluation reports provide basic information accurately but do not provide an analysis of the results that answers the questions.	Teacher's evaluation reports are accurate and provide an analysis of the results that answer the evaluation questions. All requirements are met.	Teacher's reports reflect an in-depth analysis of evaluation results. Each section of the report- disability, adverse effect, and need are thoroughly addressed.
<i>Reporting Results in IEP</i>	Teacher writes IEPs that do not reflect students accurately and/or are not relevant to disabilities	Teacher writes IEPs that are generally appropriate but there may be missing connections of disability to needs, services, and progress and/or clearly defined levels of performance.	Teacher writes IEPs that reflect students' disabilities and unique educational needs, levels of performance, services and anticipated progress.	Teacher writes IEPs that emerge as blueprints for each student, guiding mainstream teachers and specialists in providing FAPE for special education students.

Standard 2: The Classroom Environment
Component 2a: Creating an Environment of Respect and Rapport
Elements: Teacher interaction with students; Student interaction with one another

Teaching depends, fundamentally, on the quality of relationships among individuals. When teachers strive to engage students in a discussion or an activity, their interactions with them speak volumes about the extent to which they value students as people. [FFT p. 64]

Element	Ineffective	Developing	Effective	Highly Effective
<i>Teacher Interaction with Students</i>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher's interactions with students reflect genuine respect, caring, and cultural understanding, for individuals as well as groups of students. Students appear to trust the teacher with sensitive information and have a mutual respect and open dialogue in a variety of contexts.
<i>Student Interactions with One Another</i>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students interactions are characterized by occasional conflict or disrespect.	Student interactions are polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed, and assume and demonstrate personal responsibility.
<i>Safe Learning environment</i>	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
<i>Collaborative Learning Environment</i>	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.
<i>Student Motivation</i>	Directs all learning experiences, providing few, if any, opportunities for students to take risks or challenge themselves.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks.	Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.	Consistently supports students to identify their strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Is able to model this element.

Standard 2: The Classroom Environment
Component 2b: Establishing a Culture for Learning

Elements: Importance of the content, Expectations for learning and achievement, Student pride in work

A “culture for learning” refers to the atmosphere in the classroom that reflects the importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the look of the classroom, and the general “tone” of the class. A culture for learning implies high expectations for all students and classrooms are cognitively busy places. Both students and teacher see the content as important, and students take obvious pride in their work and are eager to share with others. [FFT p. 67]

Element	Ineffective	Developing	Effective	Highly Effective
<i>Clear Expectations</i>	Teacher does not make clear to students the specific standards for student work, effort, interactions, and behavior clear to students.	Teacher may communicate specific standards for student work, effort, interactions, and behavior, but inconsistently or ineffectively enforces them.	Teacher clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Teacher clearly communicates and consistently enforces specific standards for student work, effort, interactions, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.
<i>High Expectations</i>	Teacher gives up on some students or communicates that some cannot accomplish challenging goals. .	Teacher may tell students that a goal is challenging and that they need to work hard but does not model ways students can accomplish the goal through effective effort. .	Teacher effectively models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.	Teacher selects instructional outcomes and designs activities, assignments, and all interactions to convey high expectations for all students. Students appear to have internalized these expectations.
<i>Access to Knowledge</i>	Teacher rarely adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	Teacher occasionally adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	Teacher consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.	Individually and with colleagues, the teacher consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities. Is able to model this element.
<i>Student Pride in Work</i>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to “do good work” but invest little of their energy into its quality.	Students accept the teacher’s insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail while showing innovation, flexibility, originality, and pride in their work. Students willingly revise their work to meet and/or exceed expectations.

Standard 2: The Classroom Environment

Component 2c: Managing Instructional Procedures

Elements: Management of instructional groups, Management of transitions, Management of materials and supplies, Performance of non-instructional duties, Supervision of volunteers and paraprofessionals

A smoothly functioning learning space/classroom/setting is a prerequisite to good instruction. Teachers must develop procedures for the smooth operation of the space and the efficient use of time. One of the marks of effective teachers is that they can take the time required to establish routines and procedures at the outset of the school year. A hallmark of a well-run setting is one in which students are able to work independently and where differentiated instruction occurs. Another important aspect is how a teacher handles transitions between activities. Effective teachers make efficient use of time in their management of non-instructional tasks and are familiar with and successfully execute school emergency procedures.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Management of Instructional Groups</i>	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small group work is well organized and most students are productively engaged in learning while unsupervised by the teacher.	Small group work is well organized and students are productively engaged at all times, with students assuming responsibility for productivity. Students work independently and collaboratively to solve problems and accomplish goals.
<i>Management of Transitions</i>	Transitions are chaotic, with much time being lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. Instructional time is consistently maximized.
<i>Management of Materials And Supplies</i>	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for effectively using a variety of tools/media and handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
<i>Management of Resources*</i>	Teacher is unaware of what para-educators are doing on a daily basis. Teacher does not provide oversight/consultation/training to para-educators.	Teacher is aware of para-educator schedules and assignment but does not regularly meet or check-in with them to oversee their work. Teacher provides para-educator with IEP goals and objectives. Training of para-educators is provided but not on a regular basis.	Teacher has a thorough knowledge of para-educator schedules and assignments. Teacher provides para-educator with IEP goals and objectives and strategies for implementation. Teacher is accessible, provides consultation, training, supervision on a regular basis.	Teacher has a thorough knowledge of para-educator schedules and assignments. Teacher provides weekly plans for para-educators. Teacher regularly meets with para-educator to monitor student performance and progress. Teacher provides para-educator with a system for recording data to monitor student progress. Teacher provides consultation and training for para-educators.

*as determined by the building principal

Standard 2: The Classroom Environment
Component 2d: Managing Student Behavior

Elements: Behavior expectations, Monitors student behavior, Responds to student misbehavior

A key to efficient and respectful management of student behavior lies in agreed upon standards of conduct and clear consequences for overstepping bounds. Effective teachers successfully enlist students in both setting and maintaining standards of conduct. Active participation in setting the rules of the learning space/classroom contributes to students' feelings of safety in class. In a well-managed classroom, students themselves will be able to explain and uphold the agree-upon standards of conduct. [FFT. pp. 71-73]

Element	Ineffective	Developing	Effective	Highly Effective
<i>Behavior Expectations</i>	No standards of conduct appear to have been established, or students are confused as to what the standards are. Teacher does not or rarely models expected behaviors.	Standards of conduct appear to have been established, and most students seem to understand them. Teacher occasionally models expected behaviors.	Standards of conduct are clear to all students and students have internalized the expectations. Teacher models expected behaviors.	Standards of conduct are clear to all students, have been internalized, and appear to have been developed with student participation. Teacher and students model expected behaviors.
<i>Monitors Student Behavior</i>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times and monitoring is subtle and preventive.	Teacher is alert to student behavior at all times and monitoring is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<i>Responds to Student Misbehavior</i>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or infractions of the rules are minor.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Standard 3: Instruction

Component 3a: Communicating With Students

Elements: Expectations for learning, Directions and procedures, Explanations of content, Use of oral, written, and visual/graphic communication

The presentation of a lesson impacts its outcome. In order to successfully engage students in the lesson, teachers need to clearly frame the purpose of the lesson including presenting the context. Teachers must communicate reasonable and appropriate expectations for learning, provide directions and describe procedures with clarity, and explain content using academic language in both oral and written language to meet the needs of all students.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Expectations for Learning</i>	The teacher's purpose in a lesson or unit is unclear to students. Purpose is not linked to IEP goals.	Teacher attempts to explain the instructional purpose, with limited success. Links to IEP goals are vague.	Teacher's purpose of the lesson or unit is clear, including where it is situated within broader learning and how it links to IEP goals.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader authentic learning, linking that purpose to student interests and IEP goals.
<i>Directions and Procedures</i>	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion.	Teacher directions and procedures are clear to students.	Teacher directions and procedures are clear, complex, complete, and anticipate possible student misunderstanding.
<i>Explanation of Content</i>	Teacher's explanation of the content is unclear or confusing, or uses inappropriate language. Teacher does not use, or infrequently uses academic language.	Teacher's explanation of the content is uneven: some is done skillfully; other portions are difficult to follow. Teacher uses academic language inconsistently.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience. Teacher uses academic language consistently.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Teacher uses academic language consistently and students contribute to explaining concepts to their peers using academic language.
<i>Use of Oral, Written, Visual/Graphic Communication</i>	Teacher's communication in unintelligible. Academic vocabulary may be used incorrectly, leaving students confused.	Teacher's communication is intelligible, but lacks clarity. Academic vocabulary is correct, but limited.	Teacher's communication is clear, correct, and is appropriate to the students' ages, cultures, and interests. Academic vocabulary is correct and extensive.	Teacher's communication is correct and expressive, enriches the lesson and extends student learning. Students' academic vocabulary is expanded through on-going use.

Standard 3: Instruction
Component 3b: Using Questioning and Discussion Techniques

Elements: Quality of questions, Discussion techniques

Effective teachers design questions that provide cognitive challenge, include academic language, and engineer discussions among students to ensure all students participate. The highly effective teacher designs instruction that provides opportunities for students to develop their own cognitively challenging questions and to engage in various types of student-to-student discussions.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Quality Questions</i>	Teacher's questions are largely closed in nature and do not or rarely incorporate academic language. Questions do not invite a thoughtful response.	Teacher's questions are a combination of open and closed questions that occasionally incorporate academic language. Only some invite a thoughtful response.	Most of teacher's questions are open in nature and engage students in further discussion and consistently incorporate academic language.	Teacher's questions challenge students to think and invite students to demonstrate reasoning. Students formulate many questions to advance their understanding and which include academic language.
<i>Discussion Techniques</i>	Teacher mediates all questions and answers. A few students and/or the teacher dominate the discussion.	Teacher uses a few strategies to engage students in discussion with limited success.	Teacher uses a variety of strategies to create a genuine discussion among students, stepping aside when appropriate.	Teacher uses a variety of strategies to create a genuine discussion among students. Students assume considerable responsibility for the success of the discussion; initiating topics, ensuring all voices are heard, and making thoughtful, unsolicited contributions that demonstrate innovative thinking.

Standard 3: Instruction
Component 3c: Engaging Student in Learning

Elements: Standards-based projects, activities and assignments, Purposeful and productive instructional groups, Instructional materials and resources, Structure and pacing

Teachers engage students in active construction of understanding by creating intellectual challenges that result in new knowledge. The ownership of learning transfers from the teacher to the students. Teachers’ effective use of activities and assignments, grouping of students, instructional materials, technologies and resources, and structure and pacing, all contribute to a classroom where students are deeply engaged in learning.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Student Engagement</i>	Uses instructional and/or clinical practices that leave most students uninvolved and/or passive.	Uses instructional and/or clinical practices that motivate and engage some students but leave others uninvolved and/or passive.	Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.	Consistently uses instructional and clinical practices that typically motivate and engage most students during the lesson, activity, or session, and during independent work. Is able to model this element.
<i>Meeting Diverse Needs</i>	Uses limited and/or inappropriate practices and/or supports to accommodate differences.	May use some appropriate practices and/or supports to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners	Uses a varied repertoire of practices and/or supports to create structured opportunities for each student to meet or exceed expectations for growth and development. Is able to model this element..
<i>Instructional Materials, and Technologies</i>	Instructional materials and technologies are inappropriate for the instructional purposes, do not reflect 21 st century skills, or do not cognitively engage students.	Instructional materials and technologies are partially appropriate for the instructional purposes, may or may not reflect 21 st century skills, and cognitively engage some students.	Instructional materials and technologies are appropriate to the instructional purposes, clearly reflect 21st century skills, and cognitively engage students.	Instructional materials and technologies represent multiple perspectives that are relevant to the instructional purposes, clearly reflect 21 st century skills, and cognitively engage students. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
<i>Structure and Pacing</i>	The project or lesson has no clearly defined structure, or the pace of the instruction is too slow, rushed, or both.	The project or lesson has a recognizable structure, although it is not uniformly maintained throughout the activities. Pacing of the instruction is inconsistent.	The project or lesson has a clearly defined structure around which the activities are organized. Pacing of the instruction is generally appropriate.	The projects or lesson’s structure is highly coherent, allowing for reflection and closure. Pacing of the instruction is appropriate for all students.

Standard 3: Instruction

Component 3d: Using Assessment in Instruction

Elements: Assessment criteria, Monitoring of student learning, Feedback to students Student self-assessment and monitoring of progress, Uses formative assessment to inform instruction

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and reflection and teacher analysis to inform instruction during the delivery of the lesson.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Assessment Criteria</i>	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
<i>Monitoring of Student Learning</i>	Teacher does not monitor student learning.	Teacher monitors student learning unevenly.	Teacher monitors the progress of students, making use of assessment data.	Teacher monitors the progress of individual students and uses a variety of formative assessments to adjust and differentiate instruction to meet individual needs.
<i>Feedback to Students</i>	Teacher's feedback to students is limited, infrequent and/or does not move learning forward.	Teacher's feedback to students is inconsistent in being timely, frequent or used to move learning forward.	Teacher's feedback to students is timely, frequent, and moves learning forward.	Teacher's feedback to students is timely, frequent, and moves learning forward. Students make use of the feedback in their learning.
<i>Student Self-Assessment and Monitoring of Progress</i>	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess their progress and results against the assessment criteria and performance standards.	Students frequently assess and monitor the progress and results of their own work against the assessment criteria and performance standards.	Students always assess and monitor their progress and results of their own work against the assessment criteria and performance standards.
<i>Uses formative assessment to Inform Instruction</i>	Teacher does not use formative assessment to inform instruction or to identify misconceptions.	Teacher occasionally uses formative assessments to immediately inform instruction and to identify misconceptions.	Teacher uses a variety of formative assessments to immediately inform instruction and to identify misconceptions.	Teacher uses a variety of formative assessments to immediately inform instruction and to identify misconceptions. Students freely express their level of understanding as a means for gaining clarity on the content.

Standard 3: Instruction
Component 3e: Demonstrating Flexibility and Responsiveness
Elements: Project/lesson adjustment, Response to students, Persistence

Effective practitioners demonstrate flexibility and responsiveness in their classroom. They capitalize on opportunities for student learning by making adjustments to lessons based on assessment of student learning needs, building on students' interests, and employing multiple strategies and resources to meet diverse learning needs.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Adjustment To Practice</i>	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. Makes few adjustments to practice by identifying and/or implementing appropriate differentiated interventions, supports, and programs based on formal and informal assessments	Teacher attempts to adjust a project or lesson when needed, with only partially successful results. May organize and analyze some assessment results but only occasionally adjusts practice and identifies and/or implements appropriate differentiated interventions, supports, and programs for students	Teacher makes a seamless adjustment to a project or lesson that enhances student learning. Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, and programs for students.	Teacher makes a seamless adjustment to a project or lesson that enhances student learning. Students suggest adjustments to further their understanding. Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, or programs for individuals and groups of students and appropriate modifications of plans.
<i>Response to Students</i>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher successfully accommodates students' questions or interests. Teacher recognizes a teachable moment to enhance learning, building on student interests spontaneously.
<i>Persistence</i>	Teacher gives up or places blame on other factors when unable to solve student-learning problems.	Teacher attempts to solve learning problems but effort is ineffective or short sighted.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from colleagues and/or the community.

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Standard 4: Professional Responsibilities
Component 4a: Case Management

Elements: Student completion of assignments, Student progress in learning, Non-instructional records

Maintaining accurate records inform interactions with parents, students, and administrators, inform practice and make teachers more responsive to individual student needs by tracking student growth over time. Instructional records would include student assignments, skill lists, records of competencies, grades, portfolios etc. Non-instructional records would include field trip permission slips, picture money, supply orders, book orders, lunch records, discipline referrals etc. Teachers should use available technology for record keeping. Efficiency of operation in record keeping is a key to success. Well-designed and implemented systems require very little ongoing maintenance. FFT pp. 94-6

Element	Ineffective	Developing	Effective	Highly Effective
<i>Student Progress in Learning</i>	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. Student growth over time is not evident.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective. Student growth over time is inconsistent or random.	Teacher's system for maintaining information on student progress in learning is fully effective and allows for tracking student growth over time. Students consistently show growth over time.	Teacher's system for maintaining information on student progress in learning is fully effective and clearly tracks each student's growth over time. Students consistently exceed expectations for growth over time. Students contribute information and are able to interpret the information.
<i>Monitoring and Compliance with Monitoring Regulations</i>	Student progress is not tracked or documented	Student progress is documented according to the IEP but teacher does not take the initiative in making adjustments, except on the required annual basis.	Student progress is assessed and effectiveness of IEP is gauged. Teacher identifies the need for adjustments; tracks timelines for eligibility, annual reviews, and three year comprehensive evaluations	Student progress reports are directly linked to the IEP and reflect in-depth understanding of student needs and growth. Teacher takes the initiative, when appropriate, in suggesting adjustments to student programs. Teacher is responsive to data requested and/or provided by the administrator.
<i>Special Education Processes/ Procedures</i>	Teacher does not attend to compliance timelines. Teacher has limited knowledge of expected process and procedures to meet state and federal special education regulations. Documentation does not reflect understanding of special education process. Records are disorganized. Teacher does not request assistance.	Teacher meets the majority of timelines and follows procedures. Teacher has basic knowledge of special education process but does not plan ahead to meet compliance timelines. Documentation reflects a basic understanding of the process. Records are generally organized; however, content is at basic level. Teacher seeks advice when unsure of the process.	Teacher completes all timelines unless there are extenuating circumstances. Teacher has a thorough understanding of the process and procedures. Documentation reflects acceptable understanding of the process. Records are well organized and reflect planning and decision-making.	Teacher completes all timelines unless there are extenuating circumstances. Teacher has an in-depth understanding of the process and procedures. Documentation reflects an understanding of the process. Content and organization of records exceed compliance requirements and reflect an in-depth knowledge of students' needs. Teacher is able to articulate the connections between regulations and procedures to parents and staff.

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Standard 4: Professional Responsibilities
Component 4b: Communicating with Families

Elements: Engagement of families in the instructional program, Information about individual students

Parents/guardians care deeply about the progress of their child and appreciate meaningful communication regarding their child’s progress and achievement.
 Communication goes beyond the typical open house events and newsletters home to personal contact that will establish positive and on-going two-way communications.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Engagement of Families in the Instructional Program</i>	Teacher provides little or no information about the instructional program to families. Teacher does not utilize available technology to enhance parent teacher communication or to engage families in the instructional program as appropriate.	Teacher participates in the school’s activities for parent communication, but offers little additional information. Teacher minimally uses available technology to enhance parent-teacher communication or to engage families in the instructional program as appropriate.	Teacher provides information on a regular basis to families, about the instructional program. Teacher regularly uses available technology to enhance parent-teacher communication and successfully engages many families in the instructional program as appropriate.	Teacher provides on-going information to families about the instructional program. Students participate in preparing materials for their families. Both teacher and students, to enhance parent-teacher communication, use available technology on a frequent basis. Most parents are engaged in the instructional program as appropriate.
<i>Information About Individual Students</i>	Teacher provides minimal information to parents about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively to parent concerns about students.	Teacher adheres to the school’s required procedures for communicating with families. Responses to parent concerns are minimal, or may reflect occasional insensitivity to cultural norms.	Teacher communicates with parents about students’ progress on a regular basis, respecting cultural norms, and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on student progress, with students contributing to the design of the system. Response to parent concerns is handled with great professional and cultural sensitivity.
<i>Facilitating Meetings</i>	Teacher does not come prepared to facilitate required meetings (i.e. IEP, Evaluation Planning, Progress)	Teacher is prepared with agenda and materials; however is unable to conduct the meeting within a timely manner.	Teacher is prepared with agenda, materials. The purpose of the meeting is stated clearly and the meeting is facilitated in a timely manner.	Teacher is prepared with agenda, materials. Teacher assigns roles as appropriate. The purpose of the meeting is stated clearly and the meeting is facilitated in a timely manner meeting all participants’ needs. The teacher clarifies discussion and summarizes decisions. Meeting minutes are recorded and

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				sent out to all participants.
<i>Communicating Results in Meetings</i>	Teacher is unable to effectively explain testing and assessment results at even the most basic level. Teacher explains results in an insensitive manner and/or in a way that misinforms the parents and team.	Teacher is able to explain basic concepts of testing results but has difficulty responding to additional questions that require more knowledge of measure, scoring, or recommendations.	Teacher explains testing results in a clear manner to parents and team members. Teacher is able to respond to basic and commonly asked questions. Presents in a professional manner.	Teacher demonstrates the ability to accurately explain testing results with ease and respond knowledgeably when parent and team members have questions about testing data.

Standard 4: Professional Responsibilities
Component 4c: Showing Professionalism

Elements: Integrity and ethical conduct, Advocates for students, Decision making, Compliance with school, district, state and federal laws and regulations

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure that every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal laws, regulations and procedures.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Integrity And Ethical Conduct in the Work Place</i>	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public,	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality, and takes a leadership role with colleagues
<i>Advocates for Students</i>	Teacher is not aware of students' needs. Teacher contributes to school practices that result in some students being ill served by the school. Teacher does not place student needs first.	Teacher is aware of student needs but is inconsistent in serving students. Student needs are not a priority. Teacher does not knowingly contribute to some students being ill served by the school.	Teacher is active in serving students. Student needs are a priority. Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
<i>Decision-Making</i>	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.
<i>Complies With School, District, State and Federal Laws and Regulations</i>	Teacher does not comply with school and district regulations. Teacher does not comply with State and Federal Law and Regulations, including Special Education Regulations.	Teacher complies minimally with school and district regulations, doing just enough to "get by." Teacher complies minimally with school State and Federal Law and Regulations including, including Special Education Regulations.	Teacher complies fully with school and district regulations. Teacher complies fully with State and Federal Law and Regulations, including Special Education Regulations.	Teacher complies fully with school and district regulations. Teacher complies fully with State and Federal Law and Regulations, including Special Education Regulations. Teacher takes a leadership role by actively advocating compliance throughout the school.

Standard 5: Professional Growth
Component 5a: Reflecting on Teaching
Elements: Accuracy, Use in future teaching

Reflecting on teaching is the mark of a true professional. The importance of reflection on practice is governed by the belief that teaching can never be perfect yet it can be continually improved. With practice and experience in reflection, teachers can become more discerning and can evaluate both their successes and errors. Reflective practice enhances both teaching and learning. Skilled reflection is characterized by accuracy, specificity and ability to use the analysis of their reflection in future teaching.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Accuracy</i>	Teacher does not know whether a lesson was effective or achieved its goals, or how to measure a lesson's effectiveness and whether it achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and can measure the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the success to which it achieved its instructional goals; can cite evidence to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals. Cites specific examples from the lesson and provides rationales for instructional choices.
<i>Use in Future Teaching</i>	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes specific suggestions of what could be tried another time the lesson is taught.	Teacher offers specific alternative actions. Can justify each instructional option and can predict the probable successes of each different approach.

Standard 5: Professional Growth
Component 5b: Participating in a Professional Community

Elements: Relationships with colleagues, Involvement in a culture of professional inquiry, Service to the school and district

Participation in a professional community requires active involvement in a culture of collaboration and inquiry. Relationships with colleagues are an important aspect of creating a culture where expertise, materials, insights and experiences are shared. The goal of the professional community is improved teaching and learning.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Relationships with Colleagues</i>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationship with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support, cooperation, and on-going learning.	Relationships with colleagues are characterized by mutual support, cooperation, and on-going learning. Teacher takes initiative in assuming leadership roles among the faculty.
<i>Obtaining Consultation for IEP Teams</i>	Teacher ignores requests for consultation and/or does not follow-up for lack of knowledge or for lack of initiative. Does not independently recognize the need for consultation.	Teacher pursues request for consultation but may have difficulty locating resources. Teacher recognizes the need for consultation and requests assistance in procuring it.	Teacher is responsive to team requests; takes initiative to obtain needed consultation and is knowledgeable regarding resources.	Teacher demonstrates skill in the utilization of a consultant or other resources to ensure effective and efficient consultations.
<i>Providing Consultation</i>	Teacher does not have the knowledge or skill to provide consultation or refuses to provide such support to relevant parties.	Teacher responds to requests for consultation but may not have adequate knowledge or skill to be helpful without assistance.	Teacher is responsive to team requests; recognizes need for and initiates consultation; provides in a collegial/ respectful manner	Teacher is skillful in identifying needs for consultation prior to team request and is viewed as an expert who will make every effort to obtain support he/she may not be able to provide
<i>Consultation to Support Inclusion</i>	Does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.	Provides advice and expertise to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for only some students for whom responsibility is shared, or sometimes provides advice that is inappropriate or poorly customized	Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared	Utilizes a variety of means to regularly provide advice and expertise that is customized to support general education teachers and other colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for students. Is able to model this element

Standard 5 Professional Growth
Component 5c: Growing and Developing Professionally

Elements: Uses data to determine profession development needs, Selects professional development to enhance content knowledge and pedagogical skill, Integrates multiple perspectives

In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Teachers use information from a variety of sources to inform their professional development and practice.

Element	Ineffective	Developing	Effective	Highly Effective
<i>Uses Data to Determine Professional Development Needs</i>	Teacher does not use information from self and peer analysis, along with data on student achievement to set priorities for professional development.	Teacher minimally uses information from self and peer analysis, along with data on student achievement to set priorities for professional development.	Teacher regularly uses information from self and peer analysis, along with data on student achievement to set priorities for professional development	Teacher continually uses information from self and peer analysis, along with data on student achievement to set priorities for professional development.
<i>Selects Professional Development to Enhance Content Knowledge and Pedagogical Skill</i>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient. Professional development may or may not be aligned with needs.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill that align with teacher needs.	Teacher seeks out opportunities for professional development that align with identified needs and makes a systematic effort to conduct action research.
<i>Implements Data Analysis and Professional Development</i>	Teacher is unaware of relevance of student assessment data, professional development, self-reflection or peer critique as means to improve practice.	Teacher is minimally aware and shows some evidence of understanding the relevance of student assessment data, professional development, self-reflection or peer critique as means to improve practice.	Teacher regularly uses student assessment data, professional development, self-reflection, and peer critique to improve practice.	Teacher continually improves their practice as a result of student assessment data, professional development, self-reflection, peer critique.
<i>Integrates Multiple Perspectives</i>	Teacher does not incorporate feedback on teaching performance or elements of reflective practice to strengthen the quality and effectiveness of practice.	Teacher incorporates feedback on teaching performance and minimal elements of reflective practice such as videotaping, PAR, journaling, or action research in order to strengthen the quality and effectiveness of practice.	Teacher often analyzes and reflects on practice using feedback on teaching performance and techniques, such as videotaping, PAR, journaling, or action research in order to strengthen the quality and effectiveness of practice.	Teacher frequently seeks out and incorporates feedback on teaching performance, from both supervisors and colleagues. Teacher continually analyzes and reflects upon practice using various techniques including videotaping, PAR, journaling, or action research in order to strengthen the quality and effectiveness of their practice.

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