

DOMAIN 1 FOR SPECIAL EDUCATION TEACHERS : PLANNING AND PREPARATION				
COMPONENT	Level of Performance			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>1a: Demonstrating knowledge of content and pedagogy</b>	The teacher makes content errors or does not correct errors made by students .The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in all disciplines supported but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's practices or methods reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in all disciplines supported and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's practices and methods reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in all disciplines supported and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's practices and methods reflect familiarity with a wide range of effective pedagogical approaches in each discipline and the ability to anticipate student misconceptions.
<b>1b: Demonstrating knowledge of students</b>	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages-and does not indicate that such knowledge is valuable. The teacher has little to no knowledge of the students' individual education plans and does not consistently implement this plan.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. The teacher has a basic understanding of the students' individual education plans and provides the required services; teacher is aware of different skills and abilities but often writes the same goals in different individual education plans.	The teacher understands the active nature of student learning and attains information about levels of development of students. The teacher also purposefully acquires knowledge from several sources about students' learning, knowledge and skills, special needs, interests and cultural heritages. Teacher uses the knowledge from these sources to produce specific and appropriate goals for the students' individual education plan.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' learning, knowledge and skills, special needs, and interests and cultural heritages. Teacher uses the knowledge from these sources to produce specific and appropriate goals for the students' individual education plan. Teacher involves student in the process of planning and guiding their own goals.
<b>1c: Setting Instructional Outcomes</b>	<b>The individual education plan goals represent low expectations for students and lack of rigor. The goals are vague, immeasurable or unattainable. The goal in the individual education plan has no reasonable justification for the student it was assigned to.</b>	<b>The individual education plan goals represent moderate expectations and rigor. The goals are measureable and attainable but are often assigned to several different students and are not designed for the specific academic weaknesses of a student.</b>	<b>Most individual education plan goals represent rigorous and important learning in a discipline and are clear, are written in the form of student learning, and provide viable methods of assessment. They are specific, measureable, attainable, relevant and time bound. All objectives are aligned to the goal. Some data is used to justify the need for the educational goal. Outcomes are differentiated, in whatever way is needed, for individual students.</b>	<b>All outcomes represent rigorous and important learning in a discipline. They are clear, are written in the form of student learning, and provide viable methods of assessment. They are specific, measureable, attainable, relevant, time bound and aligned to the Common Core State Standards. Data from several sources justifies the need for the educational goals. Outcomes are differentiated, in whatever way is needed, for individual students.</b>
<b>1d: Demonstrating knowledge of resources</b>	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<b>1e: Planning the instructional support program</b>	The special education teacher's plan consists of a random collection of services covered/provided, lacking coherence or an overall structure.	The special education teacher's plan has a guiding principle and provides all services called for in individual education plans. There are obvious needs for additional organization to provide the most beneficial support.	The special education teacher's plan is well designed to support teachers in an organized and beneficial way while providing all services necessary. The plan includes the use of assistive technology when necessary.	The special education teacher's plan is highly organized to provide all necessary services and support teachers in the most beneficial way. The plan has been developed following consultation with administrators and teachers and allows special education to contribute to instruction in additional ways, such as team teaching or behavioral support. The teacher anticipates the needs for the use of assistive technology and finds ways to creatively use it.

1f: Developing a plan/system to evaluate the student progress on Individual Education Plan Goals	Teacher has no plan to evaluate the progress of students or resists suggestions that such a system is important.	Teacher has a rudimentary plan to evaluate the progress of students.	Teacher's plan to evaluate the progress is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Teacher's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward making progress and collecting data on an ongoing basis.
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**DOMAIN 2 FOR SPECIAL EDUCATION TEACHERS: THE ENVIRONMENT**

COMPONENT	Level of Performance			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an environment of trust and respect	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or handling of materials and supplies. Routines are well understood and may be initiated by students.
2d: Managing student behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

<b>2e: Organizing physical space</b>	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
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**DOMAIN 3 FOR SPECIAL EDUCATION TEACHERS: INSTRUCTION**

COMPONENT	Level of Performance			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3a: Communicating with students</b>	The classroom expectations for the resource room are unclear to students, and classroom procedures are unknown or confusing. The teacher has little to no knowledge of students' progress in the general education class; teacher has little to no knowledge of students' missing assignments or students' achievement on class summative assessments.	The classroom expectations for the resource room are communicated but leave some students confused. The classroom procedures are known but not regularly enforced. Teacher has some knowledge of students' progress in the general education classroom. The teacher has some knowledge of students' missing assignments or students' achievement on class summative assessments. The teacher does not regularly/clearly communicate work completion needs to students.	The classroom expectations for the resource room are clearly communicated to students. The classroom procedures are explained clearly, known by students and regularly enforced. Teacher has knowledge of most students' progress in the general education classroom. The teacher has some knowledge of students' missing assignments or students' achievement on class summative assessments. The teacher regularly communicates work completion needs to students.	The classroom expectations for the resource room are clearly communicated. The classroom procedures are explained clearly, known and followed by students, rarely having to be enforced by the teacher. Teacher has knowledge of all students' progress in the general education classroom. The teacher has knowledge of students' missing assignments or students' achievement on class summative assessments. The teacher assists students in being responsible for tracking and completing their own missing work and retaking summative assessments as necessary and assists students in addressing areas of need.
<b>3b: Collaborating with classroom teachers in the design of instructional units and lessons</b>	Teacher declines to collaborate with classroom teachers in the design of instructional lessons and units.	Teacher collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Teacher initiates collaboration with classroom teachers in the design of instructional lessons and units.	Teacher initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<b>3c: Engaging Students in Learning</b>	Students in the resource room are not engaged in the work presented. The teacher is unable to present additional strategies/approaches to support learning or there are major errors in presented strategies. The teacher puts forth no effort into getting students motivated to learn/complete work.	Some of the students in the resource room are engaged in the work presented. The teacher is able to present more than one strategy /approach to support learning. There are minor errors in presented strategies. The teacher struggles with identifying strategies to get students motivated to complete work.	Most of the students in the resource room are engaged in the work presented. The teacher is able to present many strategies/approaches to support learning without errors in presented strategies. The teacher identifies strategies to get students to motivate themselves to complete work.	Virtually all students in the resource room are engaged in the work presented. The teacher is able to present many strategies/approaches to support learning without errors in presented strategies. The teacher provides scaffolding to support engagement. The teacher has identified several strategies to motivate themselves to complete work.
<b>3d: Using Assessment in Instruction</b>	There is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self or peer assessment.	The teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	The teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Questions and assessments are used regularly to diagnose evidence of learning by individual students. There are a variety of forms of data, that are both accurate and specific, to demonstrate progress toward academic goals. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

3e: Demonstrating flexibility and responsiveness	Teacher adheres to his plan, in spite of evidence of its inadequacy. The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	Teacher makes modest changes in the support program when confronted with evidence of the need for change. The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the strategy and presentation in response to assessment is minimal or ineffective.	Teacher makes revisions to the support program when it is needed. The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the strategies used and the presentation and does so smoothly.	Teacher is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input. The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
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#### DOMAIN 4 FOR SPECIAL EDUCATION TEACHERS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	Level of Performance			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>4a: Reflecting on practice</b>	The teacher does not reflect on practice, or the reflections are inaccurate or self-serving.	The teacher's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	The teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. The teacher makes some specific suggestions as to how the support program might be improved.	The teacher's reflection is highly accurate and perceptive, citing specific examples. The teacher draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
<b>4b: Maintaining accurate records and submitting reports in a timely manner</b>	The teacher's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	The teacher's reports, records, and documentation are generally accurate but are occasionally late.	The teacher's reports, records, and documentation are accurate and are submitted in a timely manner.	The teacher's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
<b>4c: Communicate with families</b>	<b>The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</b>	<b>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</b>	<b>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</b>	<b>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.</b>
<b>4d: Participating in a professional community</b>	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
<b>4e: Engaging in professional development</b>	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisor in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

4f: Showing professionalism, including integrity and confidentiality	The teacher displays dishonesty in interactions with colleagues, students, and the public and violates norms of confidentiality. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public and respects norms of confidentiality. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and respects norms of confidentiality. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues in respecting the norms of confidentiality. The teacher is highly proactive in serving students, seeking out resources when needed. The 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. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.
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