

Rubric for Evaluating Colorado Teachers: Special Education Teachers

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.				
<p>THE SPECIAL EDUCATION TEACHER plans lessons that reflect:</p> <ol style="list-style-type: none"> 1 Colorado Academic Standards. 2 Relevant instructional objectives. 3 Formative and summative assessment results. 	<p>... and THE SPECIAL EDUCATION TEACHER implements lessons that:</p> <ol style="list-style-type: none"> 4 Align to the district's plan of instruction. 5 Reflect vertical and horizontal alignment of the grade, subject area, and/or skill development. 	<p>... and THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 6 Implements and communicates learning objectives and student outcomes based on standards. 7 Engages in vertical and/or grade level collaboration with colleagues (e.g., general education teachers, SSPs) to enhance student learning. 	<p>... and STUDENTS:</p> <ol style="list-style-type: none"> 8 Demonstrate acquired skills based on standards. 	<p>... and STUDENTS:</p> <ol style="list-style-type: none"> 9 Can communicate a relevant connection to the standard (e.g., verbally, in writing, with pictures, using assistive tech).
ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.				
<p>THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 1 Connects lessons to basic concepts and/or functional skills/themes within other content areas. 2 Makes content-specific academic language accessible to students. 	<p>... and THE SPECIAL EDUCATION TEACHER implements instructional strategies across content areas that include:</p> <ol style="list-style-type: none"> 4 Literacy. 5 Mathematical practices. 6 Language development. 	<p>... and THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 7 Makes interdisciplinary and/or real-world connections explicit to students. 8 Strategically integrates literacy skills (reading, writing, listening, speaking) across content areas. 9 Strategically integrates mathematical practices across content areas. 	<p>... and STUDENTS:</p> <ol style="list-style-type: none"> 10 Apply literacy skills and concepts. 11 Apply mathematical practices. 	<p>... and STUDENTS:</p> <ol style="list-style-type: none"> 12 Generalize learned literacy and mathematical concepts to other content areas. 13 Draw real-world connections to other content area(s).

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Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.				
<p>THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 1 Scaffolds questions, concepts, and skills based on a sequence of learning. 2 Uses instructional materials that are accurate and appropriate for the lesson being taught. 3 Encourages and provides opportunities for students to make connections to prior learning. 	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER implements:</p> <ol style="list-style-type: none"> 4 Content-based instructional strategies that best align to the learning objective. 5 Multiple models and delivery methods to explain concepts accurately. 6 Questioning techniques to support disciplinary inquiry. 	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 7 Anticipates student misconceptions related to learning and addresses those misconceptions during instruction. 8 Implements challenging tasks and opportunities, aligned with the student's Individualized Education Plan (IEP), that encourage students to ask questions and construct new meaning. 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> 9 Develop a variety of explanations and multiple representations of concepts. 10 Apply skills and knowledge learned in the classroom to engage in challenging and/or real-world tasks aligned to the student's Individualized Education Plan (IEP). 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> 11 Generate questions that lead to further inquiry and self-directed learning. 12 Create and express original thinking within and across discipline(s).

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

<p>THE SPECIAL EDUCATION TEACHER maintains:</p> <ol style="list-style-type: none"> 1 Safety and welfare of students and the environment. 2 Clear expectations for student behavior. 3 Procedures and routines to guide instruction and transitions. 	<p>... and THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 4 Facilitates student accountability to school and class procedures and routines. 5 Consistently reinforces student expectations and utilizes student support plans as needed (e.g., functional behavior assessments or behavior intervention plans). 6 Demonstrates a caring and respectful relationship with students. 	<p>... and THE SPECIAL EDUCATION TEACHER makes maximum use of instructional time by:</p> <ol style="list-style-type: none"> 7 Implementing purposeful pacing and efficient transitions. 8 Using appropriate strategies to reduce disruptive or off-task behaviors. 	<p>... and STUDENTS:</p> <ol style="list-style-type: none"> 9 Demonstrate mutual respect and support with the teacher and peers. 10 Uphold school and class rules. 	<p>... and STUDENTS:</p> <ol style="list-style-type: none"> 11 Encourage positive behavior from peers.
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ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.

<p>THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 1 Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics and other aspects of culture on student perspectives. 	<p>... and THE SPECIAL EDUCATION TEACHER creates a classroom environment in which diversity is used to ensure:</p> <ol style="list-style-type: none"> 2 A sense of community among students. 3 Effective interactions among students. 4 Incorporates instruction that reflects diverse backgrounds, experiences, and different points of view. 	<p>... and THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 5 Delivers lessons to ensure students' backgrounds and contextual knowledge are considered. 6 Uses materials and lessons that counteract stereotypes to acknowledge the contributions of all cultures. 	<p>... and STUDENTS:</p> <ol style="list-style-type: none"> 7 Respect the uniqueness of fellow students. 8 Seek a variety of perspectives to enhance their learning. 	<p>... and STUDENTS: Advocate for and participate in activities to enhance diversity, equity, and social awareness aligned with the student's Individualized Education Plan (IEP).</p>
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QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.				
THE SPECIAL EDUCATION TEACHER: 1 Plans for students that have a variety of learning needs and interests. 2 Adapts the physical environment to support individual student needs.	... and THE SPECIAL EDUCATION TEACHER: 3 Implements a variety of inclusion, intervention or enrichment practices to address unique learning needs and interests. 4 Implements learning plan(s) to address student needs. 5 Encourages contributions of students across a range of ability levels.	... and THE SPECIAL EDUCATION TEACHER: 6 Initiates collaboration with colleagues to better understand and respond to student learning needs. 7 Provides opportunities and support for students to self-select tasks that accelerate progress toward their learning goals. 8 Integrates coping skills such as self-reflection, self-regulation and persistence into instruction.	... and STUDENTS: 9 Actively engage in and monitor their learning. 10 Express their learning needs and interests in a safe and respectful way. 11 Work cooperatively with others.	... and STUDENTS: 12 Apply coping skills such as self-reflection, self-regulation and persistence to classroom situations. 13 Encourage fellow students to participate and challenge themselves.
ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.				
THE SPECIAL EDUCATION TEACHER establishes: 1 A classroom environment that encourages participation from families and/or significant adults. 2 Respectful relationships with families and/or significant adults.	... and THE SPECIAL EDUCATION TEACHER: 3 Uses a variety of methods to initiate communication with families and/or significant adults in the school and community. 4 Shares feedback on student progress with families and/or significant adults.	... and THE SPECIAL EDUCATION TEACHER: 5 Facilitates communication between families and/or colleagues who provide student services. 6 Recognizes obstacles to family and community participation and seeks solutions to overcome them.	... and FAMILIES AND/OR SIGNIFICANT ADULT(S): 7 Collaborate in the development of the student's Individualized Education Plan (IEP).	... and FAMILIES AND/OR SIGNIFICANT ADULT(S): 8 Participate in classroom and/or school-based activities in support of the student's Individualized Education Plan (IEP).

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<p>ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.</p>				
<p>THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 1 Considers the intellectual, physical, social, and emotional development of students when planning lessons. 	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 2 Collaborates with colleagues who have expertise in child and adolescent development to improve the quality of instruction. 	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER</p> <p>engages students in:</p> <ol style="list-style-type: none"> 3 Developmentally-appropriate learning. 4 Creative learning experiences. 	<p>... and</p> <p>STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ol style="list-style-type: none"> 5 Advocate for their learning needs. 6 Communicate the value of new and different ways of learning. 7 Understand identified supports that are aligned with the student's unique needs and interests related to the Individualized Education Plan (IEP). 	<p>... and</p> <p>STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ol style="list-style-type: none"> 8 Utilize the identified supports in their educational environments to meet the student's unique needs related to the Individualized Education Plan (IEP).
<p>ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.</p>				
<p>THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 1 Determines the students' current skill levels and uses that information to plan instruction. 2 Selects assessment strategies aligned to the learning objective. 3 Monitors student learning in relation to the learning objective. 	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 4 Uses assessment results to guide real-time adjustments to instruction. 5 Evaluates and documents student performance based on multiple measures to set learning goals. 6 Provides timely feedback to students that is academically focused, frequent, and high quality. 	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 7 Models how to incorporate feedback to improve learning. 8 Provides students opportunities to revise their work based on feedback. 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> 9 Participate in self-assessment on a variety of skills and learning goals. 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> 10 Participate in the discussion on performance with the teacher, family and/or significant adults. 11 Monitor and revise their learning goals based on feedback with the teacher, family, and/or significant adults.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.				
THE SPECIAL EDUCATION TEACHER: 1 Plans lessons incorporating available technology. 2 Assesses available technology to use with instruction.	... and THE SPECIAL EDUCATION TEACHER uses available technology to: 3 Facilitate classroom instruction. 4 Develop students' knowledge and skills based on lesson outcomes. 5 Models responsible and ethical use of technology and applications.	... and THE SPECIAL EDUCATION TEACHER: integrates available technology to enhance: 6 Accessibility. 7 Use of information. 8 Collaboration.	... and STUDENTS: 9 Demonstrate responsible use of technology, including assistive technology and learning tools. 10 Use available technology to collaborate and/or communicate. 11 Use available assistive technology and learning tools to self-advocate as part of their Individualized Education Plan (IEP).	... and STUDENTS: 12 Self-select appropriate assistive technology and learning tools identified in their Individualized Education Plan (IEP) for tasks and/or assignments. 13 Utilize selected technology to solve authentic problems.
ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.				
THE SPECIAL EDUCATION TEACHER: 1 Establishes expectations at a level that challenges students. 2 Plans lessons that incorporate critical-thinking and problem-solving skills relative to the Individualized Education Plan (IEP) of the student.	... and THE SPECIAL EDUCATION TEACHER: 3 Uses questioning strategies to develop students' critical-thinking and problem-solving skills. 4 Uses wait time to encourage student responses.	... and THE SPECIAL EDUCATION TEACHER: 5 Models critical-thinking and problem-solving skills.	... and STUDENTS: 6 Use learning strategies to experiment with new ideas and skills. 7 Demonstrate critical-thinking and problem-solving skills.	... and STUDENTS: 8 Construct logical arguments. 9 Use concepts to solve problems.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.				
<p>THE SPECIAL EDUCATION TEACHER:</p> <p>1 Has a clear purpose for student collaboration.</p>	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER:</p> <p>2 Provides opportunities for students to participate using various roles and modes of communication.</p> <p>3 Adjusts team composition based on learning objectives and student needs.</p>	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER:</p> <p>4 Holds students accountable for work product and collaboration processes.</p> <p>5 Promotes teamwork and leadership skills.</p>	<p>... and</p> <p>STUDENTS IN COLLABORATION WITH STAFF:</p> <p>6 Understand and identify leadership roles within their teams.</p> <p>7 Promote and engage in effective team interactions.</p>	<p>... and</p> <p>STUDENTS IN COLLABORATION WITH STAFF:</p> <p>8 Use team and staff feedback to reflect on and improve the quality of their own work and participation within the team.</p>
ELEMENT F: Teachers model and promote effective communication.				
<p>THE SPECIAL EDUCATION TEACHER:</p> <p>1 Establishes classroom practices to support effective communication.</p> <p>2 Provides clear directions to guide student learning and behavior.</p>	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER:</p> <p>3 Articulates thoughts and ideas clearly and effectively.</p> <p>4 Uses active listening strategies with students.</p>	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER:</p> <p>5 Teaches students, with audience in mind, to articulate thoughts and ideas clearly and effectively.</p>	<p>... and</p> <p>STUDENTS:</p> <p>6 Practice effective communication skills.</p> <p>7 Formulate questions and express thinking.</p>	<p>... and</p> <p>STUDENTS:</p> <p>8 Apply communication skills in a variety of situations.</p> <p>9 Invite others to participate.</p>

QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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ELEMENT A: Teachers demonstrate high standards for professional conduct.

<p>THE SPECIAL EDUCATION TEACHER maintains confidentiality of:</p> <ol style="list-style-type: none"> 1 Student records and data as required by law. 2 Student, family and fellow teacher interactions with colleagues. 3 Demonstrates reliable and responsible behavior. 	<p>... and THE SPECIAL EDUCATION TEACHER engages in interactions that are:</p> <ol style="list-style-type: none"> 4 Respectful. 5 Consistent. 6 Reasonable. 7 Models ethical behavior. 8 Completes all documentation related to the student's Individualized Education Plan (IEP) in a timely and professional manner. 	<p>... and THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 9 Promotes ethical behavior of students as individuals and as members of a community. 	<p>... and THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 10 Encourages colleagues' accountability to school and district vision and mission. 	<p>... and THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 11 Advocates for inclusive school environments for students with disabilities. 12 Serves as an advocate for school and district vision and mission.
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ELEMENT B: Teachers link professional growth to their professional goals.

<p>THE SPECIAL EDUCATION TEACHER: reflects on and engages in professional learning activities aligned to:</p> <ol style="list-style-type: none"> 1 Colorado Academic Standards. 2 School and district goals. 3 Professional goals and growth plan. 	<p>... and THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 4 Applies knowledge and skills learned through professional learning to improve student outcomes. 5 Seeks performance feedback from supervisor and/or colleagues to improve practice. 	<p>... and THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 6 Implements performance feedback from supervisor and/or colleagues to improve practice. 7 Applies research as a key component of ongoing learning and development. 	<p>... and THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 8 Uses data to monitor and evaluate instructional strategies acquired through professional learning. 9 Reflects on and adjusts instruction resulting in student growth. 	<p>... and THE SPECIAL EDUCATION TEACHER:</p> <ol style="list-style-type: none"> 10 Self-selects professional learning beyond district/school offerings that builds instructional expertise.
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QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers respond to a complex, dynamic environment.				
<p>THE SPECIAL EDUCATION TEACHER:</p> <p>1 Maintains a productive and respectful relationship with colleagues.</p>	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER</p> <p>adapts to the changing demands of the:</p> <p>2 Classroom environment.</p> <p>3 School environment.</p>	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER</p> <p>collaborates with colleagues to:</p> <p>4 Navigate change while maintaining a focus on student learning.</p> <p>5 Implement change efforts.</p>	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER:</p> <p>6 Contributes to school improvement planning efforts.</p>	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER:</p> <p>7 Contributes to district improvement planning efforts.</p>
ELEMENT D: Teachers demonstrate leadership in the school, the community, and the teaching profession.				
<p>THE SPECIAL EDUCATION TEACHER:</p> <p>1 Contributes to school committees and teams.</p>	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER:</p> <p>2 Actively participates in school decision-making processes.</p> <p>3 Acts as an informal mentor/resource to colleagues.</p>	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER:</p> <p>4 Increases the capacity of colleagues to improve practice.</p> <p>5 Seeks opportunities to lead.</p> <p>6 Promotes an inclusive school culture through family or community outreach.</p>	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER:</p> <p>7 Advocates for improvements to teaching and learning at the local, state, and/or national level.</p> <p>8 Works with colleagues to promote changes to school-wide systems to improve student learning.</p>	<p>... and</p> <p>THE SPECIAL EDUCATION TEACHER:</p> <p>9 Leads activities designed to improve local, state and/or national level policies and procedures.</p> <p>10 Collaborates with community partners, organizations, and/or networks to address educational issues.</p>