

## DIRECTIONS FOR USE OF STANDARDS RUBRIC FOR STAFF EVALUATION Early Childhood Special Education

### General Instructions

The Standards of Effective Teaching guide the process of professional development and evaluation for teachers. For non-tenured teachers and tenured teachers choosing an annual evaluation, the general expectations for using this tool to assess teacher performance are as follows:

1. The administrator will conduct a classroom observation of at least 25-30 minutes.
2. Administrators will assess non-tenured teachers using the numbers in the left-hand column as focus areas. For example, any area marked with a “1, 2, 3” is an expectation for first year teachers. Those marked with a “2, 3” are expectations for second year teachers. Third year teachers are expected to meet all standards. All areas should be rated, but the numbers indicate areas of focus.
3. Both the administrator and teacher will fill out the rubric continuum after the observation. Each will mark the point on the continuum that best describes observed behavior or overall performance.

Fall: Mark an “F”

Spring: Mark an “S”

Example:

<b>1, 2, 3</b>	The classroom is cluttered, disorganized, not conducive to learning	Classroom is safe and instructional resources are accessible to all	Teacher use physical resources in highly creative ways to maximize learning
		F	S

4. The administrator will write a brief explanation on the form of any area in which a teacher is marked “Below Standard.”
5. The administrator will hold a conference with the teacher focused on the classroom observation and other things known about that teacher’s overall job performance.

### Timelines

1. For non-tenured teachers, the first evaluation is completed by December 31<sup>st</sup>, and the second evaluation is completed by March 15<sup>th</sup> each school year.
2. If a teacher may be recommended for contract non-renewal, the second observation is completed by May 1<sup>st</sup>.
3. For tenured teachers, the evaluation is completed by May 15<sup>th</sup> each school year.
4. The conference following the observation is completed within ten school days of the observation, preferably sooner.
5. The Standards of Effective Teaching document, including the attached Summary Evaluation, are completed by the administrator and sent to the teacher’s Personnel File by June 30<sup>th</sup> of each school year.

# STANDARDS OF EFFECTIVE EARLY CHILDHOOD SPECIAL EDUCATION

Observer:                      Site ECSE              Staff:

Phase Two: 2009-2010

Date:

**Instructions:** Mark area on the continuum that best describes observed behavior or overall performance.

Fall: Mark an “F”

Spring: Mark an “S”

## DOMAIN 1: THE CLASSROOM ENVIRONMENT

SKILL AREA	PERFORMANCE LEVEL		
Environment of Respect and Rapport	Below Standard	Meets Standard	Exceeds Standard
	Early childhood teacher interactions may include negative or demeaning responses	Early childhood teacher focuses on building positive relationships with children through friendly and mutually respectful interactions	Early childhood teacher strengthens relationships by communicating regularly with families in and outside of class
	Interactions may not be age or developmentally appropriate and/or disregard culture	Interactions are appropriate to developmental, cultural and socioeconomic differences	Takes time with each individual child showing care, respect and interest
Cultural and Physical Environment for Learning	Below Standard	Meets Standard	Exceeds Standard
	Inconsistently evaluates the environment and/or makes few, if any, changes	Continually evaluates the teaching environment and makes changes to accommodate individual and family needs	Seeks outside resources to create a dynamic learning environment
	Supplies and procedures for diapering and cleaning toys are inadequate	Supplies for diapering, sanitizing toys, and cleaning surfaces are accessible and procedures are posted .	Procedures are posted in appropriate language and areas are fully stocked at all times
	Learning materials and equipment are inappropriate to developmental level, needs, and interests of children	Learning materials and equipment for children are appropriate to the developmental level, needs, and interests of the children involved	Offers a wide variety of learning materials and equipment for children which is continually updated
	Specific adaptations are inadequate to meet the needs of individual children	Specific adaptations are made to meet the needs of individual children, such as adaptive and assistive technology	Develops or seeks additional resources to make individualized adaptations
Managing Classroom Procedures	Below Standard	Meets Standard	Exceeds Standard
	Considerable instructional time is lost to transitions and non-instructional tasks	Flexible classroom routines are in place for smooth transitions and efficient handling of non-instructional tasks	Exceptionally smooth transitions and very minimal instructional time is lost to non-instructional tasks
	Teacher is not well prepared for daily activities	Materials, equipment and activities are well prepared	Teacher is exceptionally well prepared for daily activities
	Duties and/or responsibilities for assistants and volunteers are unclear or not set and performance feedback is not given	Clear expectations are set and performance feedback is given to assistants and volunteers	Sets clear expectations and trains assistants and volunteers to effectively meet them as well as offers consistent performance feedback

SKILL AREA		PERFORMANCE LEVEL	
Managing Student Behavior	Below Standard	Meets Standard	Exceeds Standard
	Sets inappropriate or confusing expectations for children's behavior	Sets developmentally appropriate expectations for children's behavior based on individual needs	Shares expertise with colleagues/team members in managing student behavior
	Does not effectively monitor children's behavior	Aware of class and individual behavior and works to minimize disruptions	Highly aware of classroom activities and is proactive in classroom management
	Response to inappropriate behavior is not: <ul style="list-style-type: none"> <li>- timely</li> <li>- appropriate</li> <li>- effective</li> <li>- consistent</li> <li>- adapted to individual needs</li> </ul>	Response to inappropriate behavior is: <ul style="list-style-type: none"> <li>- timely</li> <li>- appropriate</li> <li>- effective</li> <li>- consistent</li> <li>- adapted to individual needs</li> </ul>	Seeks additional training in best practices to manage inappropriate behavior

## DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION

SKILL AREA		PERFORMANCE LEVEL	
Effective Instructional Practices	Below Standard	Meets Standard	Exceeds Standard
	Lessons lack some or all elements of effective early childhood education <ul style="list-style-type: none"> <li>• Concrete, experiential learning</li> <li>• Emphasis in process over product</li> <li>• Imagination and creativity</li> <li>• Multisensory approach to learning</li> </ul>	Implements effective individual and group instructional design including activities that: <ul style="list-style-type: none"> <li>• Provide concrete, experiential learning</li> <li>• Emphasize the learning process rather than the product</li> <li>• Promote imagination and creativity</li> <li>• Are multisensory</li> </ul> NA	Seeks additional training and implements new instructional practices which regularly meet all elements of effective early childhood education
	Discourages <ul style="list-style-type: none"> <li>• Self discipline</li> <li>• Verbalizing</li> <li>• Problem solving</li> <li>• Self help skills</li> </ul>	Encourages <ul style="list-style-type: none"> <li>• Self discipline</li> <li>• Communication</li> <li>• Problem solving</li> <li>• Self help skills</li> </ul> S1 S2	Intentional about helping children develop self discipline, self help and problem solving skills
	Parent-child activities are not relevant to the needs of individual families	Parent-child activities are relevant to the needs of individual families S1 S2	Seeks information from families to plan activities
	Displays inadequate knowledge about: <ul style="list-style-type: none"> <li>- child development</li> <li>- parent-child relationships</li> <li>- early childhood education</li> <li>- specific disabilities</li> </ul>	Displays knowledge about: <ul style="list-style-type: none"> <li>- child development</li> <li>- parent-child relationships</li> <li>- early childhood education</li> <li>- specific disabilities</li> </ul> S1 S2	Demonstrates extensive knowledge or expertise in: <ul style="list-style-type: none"> <li>- child development</li> <li>- parent-child relationships</li> <li>- early childhood education</li> <li>- specific disabilities</li> </ul>
	Does not consistently assess the effectiveness of lessons and meeting objectives	Assesses the effectiveness of lessons, including degree to which objective was achieved S 1 S2	Assesses the effectiveness of lessons thoroughly and plans new lessons accordingly

SKILL AREA		PERFORMANCE LEVEL	
Clear and Accurate Communication	Below Standard	Meets Standard	Exceeds Standard
	Oral language is unclear. Vocabulary is incorrect or vague, leading to confusion	Oral language is clear and correct, appropriate to child's developmental level, disability, and interests	Oral language is clear, correct, enriching, and developmentally appropriate
	Directions and procedures are unclear	Directions and procedures are clear to children, contain an appropriate level of detail and are modified as needed	Directions and procedures are clear to children and communicated using a variety of methods
	Questions are often lower order-knowledge and comprehension-and require limited student response	Teacher uses an appropriate range of questions from simple understanding to analysis and evaluation	Questions lead to students creating their own conceptual frameworks
	Few accommodations are made for second language learners and children are rarely encouraged to communicate	Accommodations are made for second language learners and children are encouraged to communicate functionally	Interpreters, families, and other resources are used to encourage functional communication
	Instructional feedback is vague or not given	Instructional feedback is constructive, given in a timely manner	Instructional feedback is individualized for language and learning differences

### DOMAIN 3: PROFESSIONAL RESPONSIBILITIES

SKILL AREA		PERFORMANCE LEVEL	
Attendance/ Attire/ Student Records	Below Standards	Meet Standards	Exceeds Standards
	Has poor attendance and/or lesson plans are unavailable	Meets program expectations for on time attendance with effective lesson plans available if absent	Communicates with substitutes and co-workers before and after absences to stay informed
	Inappropriate attire	Appropriate attire	
	Records and files are inaccurate or incomplete	Records and files are accurate and complete	
Informing and Engaging Families	Below Standard	Meets Standard	Exceeds Standard
	Demonstrates inappropriate expectations for children	Reinforces appropriate parental expectations for individual children	Initiates purposeful conversation with parents about their expectations for their children
	Communicates inconsistently with parents	Communicates with parents regularly and as needed	Provides both positive and negative feedback to parents with great sensitivity
	Rarely conveys the meaning and value of activities to parents	Interprets the meaning and value of activities to parents	Posts the objectives of activities and communicates consistently with parents after class
	Does not know or make information readily available to parents	Knowledgeable about school and community resources and assists families in accessing services	Initiates family use of school and community resources through handouts, speakers etc.
	New families are not appropriately welcomed and initiated	Introduces new families to the program in personalized ways and respects parents are prime educators	Encourages established families to welcome new families and to help them feel comfortable
	Offers little or no flexibility in delivery of service to families	Teacher offers flexibility in delivery of service to families	Offers exceptional flexibility in delivery of service to families
	Rarely facilitates and encourages parents to be involved with and enjoy their children	Facilitates and encourages parents to be involved with and enjoy their children	Takes time to communicate and model ways for families to delight in their children

SKILL AREA		PERFORMANCE LEVEL	
Commitment to Professional Growth	Below Standard	Meets Standard	Exceeds Standards
	Ignores or minimizes feedback	Open to feedback from colleagues and supervisors	Actively seeks feedback from colleagues and supervisors
	Ignores best practice research	Maintains or seeks current information of best practices	Develops expertise and shares best practice information
	Participates in professional development if required or at a minimal level	Seeks out and participates in opportunities for professional development	Regularly participates in professional development and shares information with others
	Input from families and peers is not solicited or considered	Feedback surveys are used to adjust professional practice	A variety of parent, child, and peer feedback is sought and effectively implemented
	Does not seek out or learn needed technology skills	Seeks out and learns needed technology skills	Teaches technology skills to others
Collaboration with Peers Service to the Profession	Below Standard	Meets Standard	Exceeds Standard
	Is an ineffective team member	Works effectively as a member of a school team and/or community based program	Takes leadership at the school or program site
	Rarely collaborates with specialists	Effectively collaborates with specialists, including interpreters	Seeks specific help from specialists
	Rarely offers assistance to other educators	Assists other educators when appropriate	Contributes to the profession by mentoring, publishing, etc.
	Avoids staff or team meetings or does not participate	Participates in staff or team meetings	Takes leadership for staff or team meetings
Lead Teacher Responsibilities	Below Standard	Meets Standard	Exceeds Standard
	Inconsistently facilitates staff meetings	Facilitates consistent staff meetings and child study in accordance with program standards	Facilitates exceptionally effective staff meetings
	The processing of program paperwork and data is inaccurate and/or consistently late	Oversees the accurate and timely enrollment of children, response to parent feedback, data collection, etc.	Shares information with team and others to use data for program planning
	Is inefficient and/or irresponsible in fiscal management	Monitors the program budget in a fiscally efficient and responsible manner	Seeks out additional revenues and resources to add to the budget
	Rarely takes leadership in problem solving or design of program systems	Takes leadership in problem solving with staff	Inspires high levels of staff commitment
	Does not facilitate effective daily program operations	Facilitates the design of systems for daily program operation	Facilitates an exceptionally well run site
	Rarely communicates with principals, site councils, or special education administrators	Acts as the ECSE site liaison with principals, site councils, and special education administrators	Has a good working relationship with principal or administrators and is able to solve site problems at that level
Notes:			

<b>DUE PROCESS</b> <b>[See Page 7]</b>	<b>Below Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
	Due Process procedures are not followed	Due Process procedures are followed completely and in a timely manner	Due Process procedures are followed completely and in a timely manner. Content shows collaboration with families and other professionals

### **Standards of Effective Due Process: Early Childhood Special Education**

- \_\_\_\_\_ 1. Conducts pre-referral interventions and consults with staff
- \_\_\_\_\_ 2. Meets with the Child Study Team to review the referral information
- \_\_\_\_\_ 3. Involve parents as team members in planning for Evaluation and any subsequent child study
- \_\_\_\_\_ 4. Evaluation
  - \_\_\_\_\_ Selects and implements a variety of approved evaluations/procedures
  - \_\_\_\_\_ Adapts the evaluation to meet the individual needs of the child
  - \_\_\_\_\_ Interprets and integrates evaluation results, leading to appropriate recommendations
- \_\_\_\_\_ 5. Communicates the results of the evaluation to parents/staff
- \_\_\_\_\_ 6. Determines the child's eligibility for service
- \_\_\_\_\_ 7. Develops a plan (IFSP, IIP, IEP) which considers:
  - \_\_\_\_\_ Present level of performance
  - \_\_\_\_\_ Needs of the child
  - \_\_\_\_\_ Measurable goals and objectives
  - \_\_\_\_\_ Least restrictive environment
  - \_\_\_\_\_ Other factors: behavior, vision and hearing, second language, assistive technology
  - \_\_\_\_\_ Extended School Year
  - \_\_\_\_\_ Transition Planning
- \_\_\_\_\_ 8. Effectively schedules, prioritizes, and delivers direct and indirect services as per plan
- \_\_\_\_\_ 9. Reports progress as designed in the Individual Plan and the law
- \_\_\_\_\_ 10. Follows requirements for due process documentation and timelines
- \_\_\_\_\_ 11. Processes documentation for third party billing.

**ST. PAUL PUBLIC SCHOOLS**

Standards of Early Childhood Special Education

**SUMMARY EVALUATION**

Please rate the overall performance of

\_\_\_\_\_ Exceeds Standard

\_\_\_\_\_ **Meets Standard**

\_\_\_\_\_ Below Standard  
(if tenured, refer to the Teacher Assistance Program)

Comments:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Supervisor

This Performance Appraisal has been discussed with me and I have received a copy of it.  
(Teachers may submit a letter for inclusion in their personnel file pertaining to this appraisal)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Early Childhood Teacher

C: Original Copy to Personnel File

Effective August, 2008