

Autism Spectrum Disorder Performance Standards and Evaluation Criteria Rubric



1. Professional Knowledge

The teacher demonstrates an understanding of curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Category	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable	Where to Find Evidence
Demonstrates accurate knowledge of ASD and the characteristics	Teacher consistently demonstrates knowledge of ASD by addressing core deficits (social, communication, sensory, and behavior) in instruction and daily routines. Teacher is also able to instruct other professionals in addressing core characteristics in the educational setting.	Teacher consistently demonstrates knowledge of ASD and can address at least two core deficit areas (social, sensory, communication, and behavior) through instruction and daily routines in the educational setting.	Teacher demonstrates some knowledge of ASD but may have difficulty addressing core deficits (social, sensory, communication, behavior) through instruction.	Teacher does not demonstrate knowledge of ASD and does not address core deficits.	Lesson plans, teacher interview, classroom observation
Effectively addresses appropriate curriculum standards based on students' individual needs	Teacher consistently addresses student needs by implementing curriculum aligned with state standards, is socially relevant, and will support student growth. Teacher is able to teach other educators to address appropriate curriculum standards based on students' individual needs.	Teacher consistently addresses student needs by implementing curriculum that is aligned with state standards, is socially relevant, and will support student growth.	Teacher demonstrates knowledge of appropriate curriculum standards but is unable to implement them on a consistent daily basis.	Teacher does not demonstrate knowledge of appropriate curriculum standards. Does not base instruction on students' individual needs.	Lesson plans, teacher interview, classroom observation
Bases instruction on goals that reflect high expectations and are based on students' IEPs	Teacher consistently provides rigorous instruction with high expectations of student growth, based on students' IEP goals and objectives. Teacher is able to assist other educators in promoting rigorous instruction.	Teacher consistently provides rigorous instruction with high expectations of student growth, based on students' IEP goals and objectives.	Teacher provides some rigorous instruction but does not base instruction on students' IEP goals and objectives.	Teacher does not provide rigorous instruction or does not base instruction on students' IEP goals and objectives.	Lesson plans, teacher interview, classroom observation
Understands the sensory needs of students with ASD and is knowledgeable about ways to proactively use sensory strategies	Teacher understands the sensory needs of students with ASD, and consistently uses proactive sensory strategies in the classroom. Teacher is also able to instruct other professionals in proactive sensory strategies that can be used in the classroom setting.	Teacher understands the sensory needs of students with ASD and consistently uses sensory strategies proactively in the classroom setting.	Teacher inconsistently uses proactive sensory strategies in the classroom setting. May also use sensory strategies reactively.	Teacher does not understand sensory needs of students with ASD. Teacher does not use sensory strategies or supports proactively.	Lesson plans, sensory or behavior plan, student data, teacher interview, classroom observation

Category	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable	Where to Find Evidence
Demonstrates understanding of functions of behavior and is knowledgeable of interventions matched to each	Teacher understands the functions of behavior and is able to consistently match interventions to each. Teacher is able to instruct other professionals about functions of behavior and how to effectively match interventions.	Teacher understands and is consistently able to identify functions of behavior and implement interventions that are matched to each function.	Teacher may understand the functions of behavior, but inconsistently demonstrates that knowledge. May have difficulty matching interventions to behavioral function.	Teacher does not understand functions of behavior and is not able to articulate interventions matched to each.	Lesson plans, behavior intervention plans, behavior intervention data, teacher interview, classroom observation
Demonstrates accurate knowledge of evidence-based teaching practices (reinforcement, prompting, visual schedules, antecedent based interventions, etc)	Teacher is consistently able to demonstrate knowledge of a variety of evidence-based practices specific to students with ASD and consistently implements these practices in the classroom setting. Teacher is able to provide accurate information to other professionals on evidence-based practices for students with ASD.	Teacher has knowledge and is consistently able to implement at least five evidence based practices for students with ASD in the classroom setting. Teacher is able to individualize these practices based on students' needs.	Teacher may have knowledge of evidence-based practices for students with autism but inconsistently implements these practices in the classroom setting.	Teacher does not demonstrate knowledge of evidence-based practices for students with ASD.	Lesson plans, student data, teacher interview, classroom observation
Demonstrates knowledge of content curriculum and matches appropriate evidence-based practices	Teacher consistently demonstrates knowledge of a variety of evidence-based curriculum and learning materials that are aligned with state standards. Teacher is able to share this information with other professionals.	Teacher consistently demonstrates knowledge of a variety of evidence-based curriculum and learning materials that are aligned with state standards.	Teacher consistently demonstrates knowledge of at least one evidence-based curriculum and/or learning materials that are aligned with state standards.	Teacher does not demonstrate knowledge of evidence-based curriculum and learning materials for students with ASD.	Lesson plans, student data, teacher interview, classroom observation
Understands the importance of communication and its day to day impact for students with ASD	Teacher understands the need for communication training in the school setting for students with ASD. Teacher consistently implements strategies to target this skill area multiple times a day in the classroom setting. Teacher is able to coach other educational professionals to do the same.	Teacher consistently understands the need for communication instruction in the school setting for students with ASD. Teacher consistently implements strategies to target this skill area multiple times a day.	Teacher understands the need for communication instruction to occur throughout the day, but has difficulty implementing communication instruction on a daily basis.	Teacher does not demonstrate knowledge of the importance of communication instruction in the school setting. Instruction in communication training not evidenced in lesson plans.	Lesson plans, student data, teacher interview, classroom observation
Understands the importance of social skill development and it's day to day impact for students with ASD	Teacher understands the importance of social skill instruction for students with ASD and implements strategies to target this skill area multiple times a day. Teacher is able to mentor other professionals to target social skill instruction in the classroom.	Teacher consistently understands the importance of social skill instruction in the school setting for students with ASD and implements strategies several times a day. Teacher consistently implements strategies and supports to target this skill area at least four times a day.	Teacher consistently demonstrates understanding of the need for social skill training in the school setting. Teacher does not consistently implement strategies to target this skill on a daily basis.	Teacher does not understand the importance of social skill instruction and training for students with ASD. Teacher does not provide social skill instruction in the classroom setting.	Lesson plans, student data, teacher interview, classroom observation

2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Category	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable	Where to Find Evidence
Uses students learning data to guide planning	Teacher consistently uses student performance data to guide daily and weekly planning. Teacher is able to model and explain to other educational professionals how to use learning data to guide weekly and daily lesson plans.	Teacher consistently uses student performance data to guide daily and weekly planning. Lesson plans are modified on a weekly basis.	Teacher inconsistently uses student learning data to guide weekly planning. Lesson plans are modified on less than a weekly basis.	Teacher does not use student learning data to guide educational lesson planning. Lesson plans are not modified weekly.	Lesson plans, student learning data, teacher interview, and observation
Aligns IEP goals with instructional plans	Teacher consistently aligns IEP goals with daily and weekly instructional plans. Teacher is able to model and explain how to align IEP goals to guide educational planning efforts to other educational professionals.	Teacher consistently aligns IEP goals with daily and weekly instructional plans.	Teacher may align IEP goals with instruction but is not able to implement these plans consistently in the classroom.	Teacher does not align IEP goals with instructional plans.	Lesson plans, student learning data, teacher interview, and classroom observation.
Master schedule is used by all staff in the classroom	Teacher and classroom staff consistently keep a classroom routine and follow a master schedule posted in the classroom. Teacher is able to assist other teachers in creating a master classroom schedule.	Teacher and classroom staff consistently keep a classroom routine and follow a master schedule posted in the classroom.	Teacher and staff have an inconsistent classroom routine. Master schedule is not posted in the classroom.	Teacher and staff do not follow a classroom routine. There is no evidence of a classroom master schedule.	Classroom observation, classroom management plan, and teacher interview.
Staff roles and responsibilities are clearly communicated with all team members (including paraprofessionals)	There is ample evidence that the classroom teaching team has clear and differentiated roles and responsibilities. Each member of the team is able to communicate these responsibilities to an administrator. The teacher is able to assist other educational professionals in creating staff classroom roles and responsibilities.	There is ample evidence that the classroom teaching team has clear and differentiated roles and responsibilities. Each member of the team is able to communicate these responsibilities to an administrator.	There is some evidence that the teaching team has discussed roles and responsibilities. However, team members are not able to communicate these responsibilities to an administrator.	There is no evidence that the teaching team has discussed roles and responsibilities.	Classroom management plan, classroom team interview, classroom observation.
Instructional materials are organized and accessible to staff prior to instructional delivery	All staff can locate instructional materials when needed throughout the day in a manner that does not take away from instructional time. Materials are organized and labeled so that substitute teachers and support staff may also access them. Teacher is able to assist other educational professionals in setting up classroom spaces that allow for adequate material organization.	All staff can locate instructional materials when needed throughout the day in a manner that does not take away from instructional time. Materials are organized and labeled so that substitute teachers and support staff may also access them.	Some key staff can locate instructional materials when needed throughout the day in a manner that does not take much time away from instructional time. Materials may not be organized and labeled so that substitute teachers and supports staff may also access them.	Instructional materials are not organized and accessible to staff during the school day. Instructional time is lost due to disorganization of materials.	Classroom team interview and classroom observation.
Aligns instructional plans to the SOLs and school curriculum	Teacher consistently aligns SOLs and school curriculum with daily and weekly instructional plans. Teacher is able to model and explain how plans can be aligned with SOL and school curriculum to other professionals.	Teacher consistently aligns SOLs and school curriculum with daily and weekly instructional plans.	Teacher attempts, but has difficulty, aligning SOLs and school curriculum with daily and weekly instructional plans.	Teacher is unable to align SOLs and school curriculum with daily and weekly instructional plans.	Classroom lesson plans, teacher interview, and classroom observation.

Category	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable	Where to Find Evidence
Develops a classroom management plan and individual behavior plans as needed	Teacher has developed a written classroom management plan and written individual student behavior plans. Teacher has communicated these plans to all members on the students' team and has trained them on how to take data specific to each plan. Teacher is able to assist other teachers in creating classroom and individual student plans.	Teacher has developed a written classroom management plan and written individual student behavior plans. Teacher has communicated these plans to all members on the students' team and has trained them on how to take data specific to each plan.	Teacher has developed a classroom management plan and/or written individual student behavior plans. Teacher has not communicated these plans to all members of the students' educational team.	Teacher has not created a classroom management plan or written individual student behavior plans.	Classroom management plan, individual student behavior plans, teacher interview, support staff interview, and classroom observation
Plans instruction by imbedding communication and social skill development	Teacher consistently plans instruction by embedding communication and social skill opportunities into the general education setting and collecting data on the students' performance. Teacher is also able to model and coach other educational professionals to do the same.	Teacher consistently plans instruction by embedding communication and social skill opportunities into the general education setting and collecting data on the students' performance.	Teacher plans instruction to imbed communication and social skill opportunities into the general education setting but has difficulty following through in the course of the day.	Teacher does not plan instruction to include communication and social skills opportunities throughout the day.	Lesson plans, teacher interview, classroom observation
Develops plans based on evidence-based practices	Teacher consistently takes a leadership role in developing plans that are based on evidence-based practices. Teacher is able to explain, model, and coach other teachers to develop plans based on evidence-based practices.	Teacher consistently develops plans that are based on evidence-based practices.	Teacher creates plans that include some (three or less) evidence-based practices.	Teacher creates plans that do not include evidence-based practices.	Lesson plan, teacher interview, classroom observation
Classroom environment is clearly defined in order to promote students boundaries	Teacher creates an educational environment that has clear physical boundaries (but is still visually open) to assist students in understanding the areas that they are allowed to access, and those they are not allowed to access. Teacher is able to assist other teachers to set up classroom with clear physical boundaries.	Teacher creates an educational environment that has clear physical boundaries (but is still open) to assist students in understanding the areas that they are allowed to access and those they are not allowed to access.	Teacher attempts to create an educational environment that has clear boundaries, but students are unclear as to the areas they are able to access.	Classroom environment is not defined for students. Students do not understand the classroom boundaries.	Classroom observation, teacher interview
Plans for post-secondary transition while encouraging self-determination	According to Virginia Department of Education State Guidelines, teacher consistently plans for transition by providing opportunities for self-determination to support the student in reaching their career and college goals. Teacher is able to assist other teachers and team members to do the same.	According to Virginia Department of Education State Guidelines, teacher consistently plans for transition by providing opportunities for self-determination to support the student in reaching their career and college goals.	Teacher may plan for transition while encouraging self-determination. Teacher may not follow all Virginia Department of Education State Guidelines.	Teacher does not follow Virginia Department of Education State Guidelines in transition planning for students with ASD.	Observation, IEP transition plan

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Category	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable	Where to Find Evidence
Engages and maintains students in active learning	All students are consistently engaged in work related tasks that are appropriate for their instructional level. Any breaks are closely monitored so they are not too long but give appropriate time for students. Teacher is able to model and coach other professionals in this practice.	Students are consistently working on assigned tasks without excessive breaks. Assigned tasks are appropriate for students' instructional levels.	Most students are working on assigned tasks that are mostly appropriate to their instructional level. Some students may take excessive breaks at times.	Students are off task or have little to work on, instructional is too far above or below their instructional level. Students tend to take excessive breaks and may have more break time than actual work time.	Observation, lesson plans
Promotes independence by using a variety of effective instructional strategies and resources to meet student needs	Teacher consistently uses a variety of effective instructional strategies and resources that are based on individual student needs that promote student growth and independence. Teacher is a resource to others on effective instructional strategies. Teacher is able to model and coach other professionals in this practice.	Teacher consistently uses a variety of effective instructional strategies and resources that are based on individual student needs that promote student growth and independence.	Teacher uses few effective instructional strategies and resources that may or may not be based on individual student needs.	Teacher uses few or no effective instructional strategies and resources and these are not based on the individual needs of the student.	Observation, Lesson Plans
Provides motivators for students based upon their individual needs and preferences	Multiple and various motivators are present for each student and students are allowed to choose their motivators. Teacher uses preference assessments and alters reinforcers on a regular basis. Teacher is able to model and coach other professionals in this practice.	Multiple and various motivators are present for each student and students are allowed to choose their motivators.	Multiple motivators are available for at least some students. Students are not typically given a choice in their motivators.	Few motivators are present and are not based on students' preferences or needs.	Observation, lesson plan, teacher interview
Effectively uses and fades prompts to support students to promote independence	Teacher has a systematic plan for using prompts to encourage student success, especially on new or difficult skills. There is a systematic plan for fading prompts to promote independence. Teacher is able to model and coach other professionals in this practice.	Teacher systematically uses prompts to encourage student success, especially on new or difficult skills. Prompts are faded as student shows success and independence.	Teacher uses prompts, though not always systematically, to promote success. Prompts are not always effectively faded and prompt dependence or over-prompting occurs.	Prompts are not used effectively or are used minimally. Prompts that are used are not faded and prompt dependence or over-prompting is common.	Observation, prompting procedures, interview
Implements accommodations and modifications defined in the IEP	Accommodations and modifications are consistently implemented as dictated by the IEP and data are collected on the effectiveness of the accommodations and modifications. Teacher is able to model and coach other professionals in this practice.	Accommodations and modifications are consistently implemented as dictated by the IEP.	Accommodations and modifications are usually implemented as dictated by the IEP.	Accommodations and modifications are not implemented as dictated by the IEP.	IEP, observation, teacher interview
Differentiates instruction to meet students' needs	Instruction is consistently planned to include different teaching methods, different materials, and student choice to meet students' needs. Teacher is able to model and coach other professionals in this practice.	Instruction is consistently planned to include different teaching methods and different materials to meet students' needs.	Instruction is inconsistently planned to include different teaching methods and different materials to meet students' needs.	Instruction is planned to be uniform for all students and may not meet students' needs.	Observation, lesson plans, teacher interview

Category	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable	Where to Find Evidence
Implements instruction based on students' needs in the areas of communication and social skills	Instruction consistently includes planned and natural opportunities to work on communication and social skills based on individual students' needs and is often interwoven with academic instruction. Teacher is able to model and coach other professionals in this practice.	Instruction consistently includes planned and/or natural opportunities to work on communication and social skills based on individual students' needs.	Instruction includes some planned and natural opportunities to work on communication and social skills that may or may not be based on individual students' needs.	Instruction does not include planned and/or natural opportunities to work on communication and social skills.	Observation, lesson plans
Instructional language is clear and concise for the individual learner	Instructional language is consistently given in a manner that is understandable to the student and is typically supplemented by visual supports. Teacher is able to model and coach other professionals in this practice.	Instructional language is consistently given in a manner that is understandable to the student and may be supplemented by visual supports.	Instructional language is sometimes given in a manner that is understandable to the student.	Instructional language is often given in a manner that is confusing or too difficult for the student.	Observation
Implements classroom management and behavior intervention plans to fidelity	Teacher has a classroom management plan that has been taught to the students and consistently implements this plan. Teacher also consistently implements any behavior intervention plans that are individualized to students and incorporates strategies from the behavior intervention plans into the classroom management plan. Teacher is able to model and coach other professionals in this practice.	Teacher has a classroom management plan that has been taught to the students and consistently implements this plan. Teacher also consistently implements any behavior intervention plans that are individualized to students.	Teacher has a classroom management plan and inconsistently implements this plan. Teacher also inconsistently implements any behavior intervention plans that are individualized to students.	Teacher does not have a classroom management plan. Teacher does not consistently implement behavior intervention plans that are individualized to students.	Observation, behavior Intervention plans, teacher interview
Implements evidence-based practices during instruction to fidelity	Teacher can identify and consistently uses evidence-based practices in the classroom based on individual student need. Teacher is a resource to others on evidence-based practices.	Teacher can identify and consistently use evidence-based practices in the classroom based on individual students needs.	Teacher can identify evidence-based practices but uses them inconsistently.	Teacher cannot identify or use evidence-based practices in the classroom.	Observation, lesson plans, teacher interview

4. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Category	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable	Where to Find Evidence
Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning and student growth	Teacher identifies and describes results of pre-assessment data. There is a clear link between pre-assessment data and how lesson plans are differentiated. Teacher has a clear and systematic method for collecting data on student learning. Teacher is able to model and coach other professionals in this practice.	Teacher can consistently identify pre-assessment data and describe the results. Lesson plans consistently describe how instruction is differentiated based on that data. Teacher has evidence of how learning is documented.	Teacher can identify pre-assessment data. Lesson plans show evidence of some differentiation but this may not be linked to pre-assessment data. Little to no evidence of documentation on learning and student growth exists.	Teacher cannot identify pre-assessment data. Lesson plans are not differentiated. There is no evidence of how learning and student growth is documented.	Lesson plans, data collection system
Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the individual student	Teacher consistently uses more than two assessments and/or instruments that are valid and appropriate for the content to assess student growth. Teacher is able to assist other educators in identifying appropriate assessments and/or instruments to measure growth.	Teachers consistently uses at least two assessments and/or instruments that are valid and appropriate for the content to assess student growth.	Teacher uses one assessment strategy or instrument that is valid and appropriate for the content to assess student growth. Teacher may inconsistently use a second strategy or instrument.	Teacher does not use valid assessment strategies and instruments or strategies and instruments used are not valid or appropriate for the content or student.	Assessments used
Analyzes data to make data driven decisions	Teacher consistently uses visual displays of data such as graphs or charts to analyze data collected and make decisions about instruction based on that data weekly or more. Teacher is able to model and coach other professionals in this practice.	Teacher consistently uses visual displays of data such as graphs or charts to analyze data collected and make decisions about instruction based on that data at least twice per month.	Teacher uses some visual displays of data such as graphs or charts to analyze data collected but may not use that data to make instructional decisions.	Teacher does not use visual displays of data such as graphs or charts to analyze data collected.	Data collection system, data analysis (graphs, charts, etc.), teacher interview
Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning	Teacher uses assessment tools for both formative and summative purposes more than once per week and consistently makes changes to instruction based upon the results of that data. Teacher is able to model and coach other professionals in this practice.	Teacher consistently uses assessment tools for both formative and summative purposes at least once per week and makes changes to instruction based upon the results of that data.	Teacher uses assessment tools for formative or summative purposes less than one time per week, and sometimes makes changes to instruction based upon the results of that data.	Teacher does not use assessment tools for formative or summative purposes and/or makes no changes to instruction based upon the results of assessments that are available.	Assessment results, lesson plans, teacher interview
Gives constructive and frequent feedback to students on their learning	Teacher has multiple ways to provide positive feedback to students (more than daily) about their learning and multiple ways to provide constructive and corrective feedback to promote learning. Teacher is able to model and coach other professionals in this practice.	Teacher provides positive feedback to students daily about their learning and provides constructive and corrective feedback to promote learning.	Teacher provides positive feedback to students less than daily but more than once per week about their learning and provides constructive and corrective feedback to promote learning.	Teacher provides inconsistent feedback to students about their learning and/or feedback is not positive and constructive.	Observation

Category	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable	Where to Find Evidence
Collects data related to student's IEP goals and objectives	Teacher collects data related to student's IEP goals and objectives more than twice per week. Teacher is able to model and coach other professionals in this practice.	Teacher collects data related to student's IEP goals and objectives at least twice per week.	Teacher collects data related to student's IEP goals and objectives less than twice per week but more than once per month.	Teacher does not collect data on student's IEP goals and objectives or does so less than once per month.	Data collection system
Uses accommodations and modifications as determined by the IEP when assessing student's growth	Teacher has a list of accommodations/modifications for each student and consistently implements them during any and all assessments as determined by the IEP. Teacher is able to model and coach other professionals in this practice.	Teacher has a list of accommodations/modifications for each student and consistently implements them during any and all assessments as determined by the IEP.	Teacher has a list of the accommodations/modifications for each student and inconsistently implements them during assessments as determined by the IEP.	Teacher does not implement accommodations/modifications for each student during assessments as determined by the IEP or provides accommodations not determined by the IEP.	IEPs, observation, lesson plans

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Category	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable	Where to Find Evidence
Arranges the classroom to maximize learning while providing a safe structured environment while considering students' individual needs	Students can be seen and monitored for safety by adults in the classroom at all times. Classroom is mostly free of clutter. Individual needs of all students are met through classroom layout. The classroom layout promotes independence of the students and there are separate areas designated for different instructional purposes. Can coach other educational professionals to do the same.	Students can be seen and monitored for safety by adults in the classroom at all times. Classroom is mostly free of clutter. Individual needs of all students are met through classroom layout. Examples may include independent work stations, group work areas, and consideration of distractions, among others.	Students can mostly be seen and monitored for safety by adults in the classroom. Classroom is cluttered. Individual needs are not considered for all students.	Students cannot be seen or monitored for safety in multiple areas of the room. Classroom is cluttered and unorganized. Individual needs are not considered for the students.	Observation in classroom
Maximizes instructional time and minimizes disruptions	Instruction occurs for more than 80% of the observation. Distractions are minimized. Teacher is able to model and coach other professionals in this practice.	Instruction occurs for at least 80% of the observation. Distractions are minimized.	Instruction occurs for less than 80% but more than 50% of the observation. Distractions are present and little is done to minimize them.	Instruction occurs in less than 50% of the observation. There are multiple distractions that are not addressed.	Observation

Category	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable	Where to Find Evidence
Establishes a student centered climate that promotes dignity and respect	Teacher consistently uses positive language including person first language when talking about students. Teacher uses activities that promote independence for the student. Concerns about the students are handled privately away from other students. Confidentiality is maintained. Teacher coaches others in these skills.	Teacher consistently uses positive language including person first language when talking about students. Teacher uses activities that promote independence for the student. Concerns about the students are handled privately away from other students. Confidentiality is maintained.	Teacher uses mostly positive language including person first language. Teacher uses some activities that promote independence for the student. Concerns about the students are mostly handled privately away from other students. Confidentiality is mostly maintained.	Teacher uses little if any positive language when talking about students. Teacher uses few or no activities that promote independence for the student. Concerns about the students are not handled privately away from other students. Confidentiality is not always maintained.	Observation
Uses visual supports including classroom and individual visual schedules to promote independence	Visual supports such as visual schedules or other visual cues based on student need are available in the classroom. Visual supports are individualized to the student and are used consistently. Students consistently have access to visual supports. Students are taught to use visual supports in the classroom to promote independence. Can model and coach other professional in this practice.	Visual supports such as visual schedules or other visual cues based on student need are available in the classroom. Students have access to visual supports. Students are taught to use the visual supports to the classroom to promote independence.	Visual supports such as visual schedules or other visual cues are available in the classroom. Student are not consistently taught how to use visual supports.	Visual supports such as visual schedules or other visual cues are not present in the classroom or individually.	Visual supports, observation
Multiple simultaneous activities occur that are supported by classroom layout	All students are consistently actively engaged in productive tasks in the classroom. The teacher supports multiple instructional groups simultaneously including individual, small group, and/or large group instruction. Students consistently have little down time.	Most students are consistently actively engaged in productive tasks in the classroom. The teacher supports multiple instructional groups simultaneously including individual, small group, and/or large group instruction. Students consistently have little down time.	Some or few students are actively engaged in productive tasks in the classroom. The teacher uses multiple instructional groupings including individual, small group, and/or large group instruction on an inconsistent basis. Students have more down time than needed.	Few or no students are actively engaged in productive tasks in the classroom. The teacher uses one instructional grouping such as individual, small group, and/or large group instruction. Students have more down time than needed.	Observation
Classroom environment promotes language development	Teacher models use of good language. Teacher plans for communication instruction daily and takes advantage of natural opportunities to teach communication skills daily.	Teacher models use of good language. Teacher plans for communication instruction at least three times per week and takes advantage of natural opportunities to teach communication skills multiple times per week.	Teacher sometimes models use of good language. Teacher plans for communication instruction at least once per week and takes advantage of natural opportunities to teach communication skills at least once per week.	Teacher inconsistently models use of good language. Teacher plans for communication instruction less than once per week and does not takes advantage of natural opportunities to teach communication skills on a regular basis.	Lesson plans, observation
Uses routines and procedures to promote a structured and predictable environment	Routines and procedures are evident for multiple tasks during the day. Routines and procedures are taught to students and practiced until they are mastered. Routines and procedures are used to promote independence. Routines and procedures are supported with visual supports.	Routines and procedures are evident for multiple tasks during the day. Routines and procedures are taught to students and practiced until they are mastered. Routines and procedures are used to promote independence.	Routines and procedures are evident for at least two tasks during the day. Routines and procedures are inconsistently taught to students and/or are inconsistently practiced.	Routines and procedures are evident for less than two tasks during the day. Routines and procedures are not taught to students and are not practiced.	Observation

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Category	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable	Where to Find Evidence
Collaborates and communicates effectively within the school community to promote inclusion and student success	Teacher consistently collaborates with other teachers and support staff for the students on his/her caseload. Teachers consistently plan together at least once per week, share resources on a regular basis, and engage in long term planning to promote successful inclusion of students and student success. Collaborative planning to focus on instructional strategies, accommodation/modifications, promoting independence, increasing communication and social skills, and data analysis, among other appropriate topics. Teachers can model and coach others in this practice.	Teacher consistently collaborates with other teachers and support staff for the students on his/her caseload. Teachers consistently plan together at least once per week, share resources on a regular basis, and engage in long term planning to promote successful inclusion of students and student success. Collaborative planning to focus on instructional strategies, accommodation/modifications, promoting independence, increasing communication and social skills, and data analysis, among other appropriate topics.	Teacher inconsistently communicates with other teachers and support staff about the needs of the students on his/her caseload. Teachers plan together one time per month and share some resources in order to promote greater inclusion of students and student success. Collaborative planning to include items such as scheduling, content, and accommodation/modifications.	Teacher infrequently communicates with other teachers and support staff about the needs of the students on his/her caseload. Teachers do not plan together on a regular basis.	Observation, collaboration logs, teacher and team interviews
Adheres to federal and state laws, school policies, and ethical guidelines	Teacher adheres to federal and state laws, school policies, and ethical guidelines on a consistent basis. Teacher asks the appropriate personnel questions about unknown issues related to any laws, policies, or guidelines. Teacher is a resource for others in these areas.	Teacher adheres to federal and state laws, school policies, and ethical guidelines on a consistent basis. Teacher asks the appropriate personnel questions about unknown issues related to any laws, policies, or guidelines.	Teacher inconsistently adheres to federal and state laws, school policies, and ethical guidelines or is late in adhering to such requirements and guidelines. Teacher is inconsistent about asking the appropriate personnel questions about unknown issues related to any laws, policies, or guidelines.	Teacher does not adhere to federal and state laws, school policies, and ethical guidelines on a consistent basis.	Observation, personnel file, IEPs, progress notes, student files, teacher interviews
Works in a collegial and collaborative manner with administrators, related service personnel, paraprofessionals, other school personnel, and the community	Teacher consistently collaborates with others in the school and community and is often leads collaborative efforts. Teacher has a positive attitude about collaborating with others and frequently offers support to others.	Teacher consistently collaborates with others in the school and community both when required and as a voluntary activity. Teacher has a positive attitude about collaborating with others. Teacher offers support to others.	Teacher inconsistently collaborates with others in the school and community or does so only when it is required. Teacher usually has a positive attitude about collaborating with others.	Teacher does not collaborate with others in the school and community. Teacher has a negative attitude about collaborating with others.	Observation, teacher interview
Follows division and school policy on use of technology including use of personal cell phones	Teacher consistently follows division policies on use of technology and personal cell phones. Teacher promotes the use of technology in his/her class in accordance with these policies. Teacher supports others in the school on the use of technology models division and school policies on the use of technology.	Teacher consistently follows division policies on use of technology and personal cell phones. Teacher promotes the use of technology in his/her class in accordance with these policies.	Teacher inconsistently follows division policies on use of technology and personal cell phones. Teacher sometimes uses their personal cell phone during the school day not in accordance with the division policy. Teacher is inconsistent in monitoring the use of technology in his/her class in accordance with these policies.	Teacher does not follow division policies on use of technology and personal cell phones. Teacher uses their personal cell phone during the school day on a consistent basis not in accordance with the division policy. Teacher does not monitor the use of technology in his/her class in accordance with these policies.	Observation

Category	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable	Where to Find Evidence
Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress	Teacher communicates with parents on a consistent basis in a mutually agreeable format such as phone calls, letters home, and/or e-mails. Teacher communicates students' progress to parents in a timely manner and shares positive feedback with parents.	Teacher communicates with parents on a consistent basis in a mutually agreeable format such as phone calls, letters home, and/or e-mails. Teacher communicates students' progress to parents in a timely manner and shares positive feedback with parents.	Teacher communicates with parents on an inconsistent basis or in a format decided upon by the teacher without regard to parent preference such as phone calls, letters home, and/or e-mails. Teacher sometimes communicates students' progress to parents though not always in a timely manner and shares some positive feedback with parents.	Teacher does not communicate with parents on a consistent basis or in a mutually agreeable format such as phone calls, letters home, and/or e-mails taking into consideration parents' preferences. Teacher does not communicate students' progress to parents in a timely manner and feedback is typically negative when it is shared.	Parent contact log, copies of notes home, observation
Demonstrates consistent mastery of standard oral and written English in all communication	Demonstrates consistent mastery of standard oral and written English in all communication and supports others in this area.	Demonstrates consistent mastery of standard oral and written English in all communication.	Demonstrates inconsistent mastery of standard oral and written English in some communication.	Demonstrates inconsistent mastery of standard oral and written English in all communication.	Observation, written communication
Models appropriate social and communication skills with students and adults	Teacher consistently models appropriate social and communication skills with students and adults in all school environments and in the community. Teacher is a resource for others in this area.	Teacher consistently models appropriate social and communication skills with students and adults in all school environments.	Teacher inconsistently models appropriate social and communication skills with students and adults in some school environments.	Teacher displays inappropriate social and communication skills with students and adults in the school setting.	Observation
Avoids the use of seclusion and restraint and follows all division policies and procedures	Teacher follows all division policies on restraint and seclusion and avoids the use of both unless absolutely necessary for safety of the student or others. Teacher provides support or training to others in how to avoid the use of restraint and/or seclusion.	Teacher follows all division policies on restraint and seclusion and avoids the use of both unless absolutely necessary for safety of the student or others.	Teacher inconsistently follows all division policies on restraint and seclusion but uses them more than necessary.	Teacher does not follow all division policies on restraint and seclusion and uses them unnecessarily.	Observation
Follows division and school dress code	Teacher consistently follows the division and school dress codes and ensures that attire is appropriate for the students with whom he/she works.	Teacher consistently follows the division and school dress codes.	Teacher inconsistently follows the division and school dress codes.	Teacher does not follow the division and/or school dress codes.	Observation

