

# Rubric SISP (ED)

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## Standard I: Curriculum, Planning, and Assessment

Promotes the learning and growth of all students by providing high-quality and coherent instruction

### Indicator I-A. Curriculum and Planning

Has strong knowledge specific to subject matter and/or professional responsibility, has a good grasp of child development and how students learn, and designs effective and rigorous plans for support consisting of well-structured lessons with measurable outcomes.

#### I-A-1. Professional Knowledge

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Demonstrates mastery of professional content and its delivery by engaging all students in academic, behavioral, and social/emotional learning experiences, through the use of educational and/or clinical practices, that enable students to synthesize knowledge and skills. Is able to model this element.	Demonstrates sound knowledge and understanding of professional content and delivery by consistently engaging students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and skills.	Demonstrates factual knowledge of the professional content and delivery and sometimes applies it to engage students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.	Demonstrates limited professional knowledge; relies heavily on outdated practices as opposed to current practices supported by research. Rarely engages students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.

#### I-A-2. Child and Adolescent Development

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Demonstrates expert knowledge of the developmental levels of individual students and students in the grade or subject more generally and uses this knowledge to differentiate and expand learning experiences, supports, and/or types of assistance, enabling all students to make significant progress toward meeting stated outcomes. Is able to model this element.	Demonstrates knowledge of students' developmental levels and the different ways these students learn or behave by providing differentiated learning experiences, support, and/or assistance that enable all students to progress toward meeting intended outcomes.	Demonstrates general knowledge of child and adolescent development but does not apply this knowledge when providing differentiated learning experiences, support, and/or assistance that would enable all students--as opposed to just some--to move toward meeting intended outcomes.	Demonstrates little or no knowledge of child and adolescent development; typically develops one learning experience, and/or type of support or assistance for all students that does not adequately address intended outcomes.

### 1-A-3 Plan Development

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Develops or contributes to the timely development of comprehensive, well-structured plans with measurable outcomes that respond to all relevant individual student needs, are coordinated with other plans relevant to those students, and include supports that enable students to meet all goals or objectives of the plan. Is able to model this element.	Develops or contributes to the timely development of well-structured plans with measurable outcomes that respond to all relevant individual student needs, and include supports that enable students to meet the goals or objectives of the plan.	Develops or contributes to the timely development of plans that respond to some but not all relevant individual student needs, and/or plans that lack sufficient measurable outcomes or supports that enable students to meet all goals and objectives of the plan.	Develops or contributes to the development of plans that are not timely and/or not tailored to the needs of individual students; or, plans do not include appropriate supports or measurable outcomes that would enable students to meet the goals and objectives of the plan.

### I-A-4. Well-Structured Lessons

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Develops well-structured and highly engaging lessons (which may include individual and group activities and sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.	Develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops lessons (which may include individual and group activities or sessions) with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops lessons (which may include individual and group activities or sessions) with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping.

#### Note: I-A-4. Well-Structured Lessons

Plan is used throughout this document to refer to a variety of plans, including but not limited to: lesson plans, unit plans, Individualized Education Programs (IEPs), Individualized Health Care Plans (IHCPs), Career Plans, and 504 Plans. The type of plan that an educator is responsible for depends on the educator being evaluated; both the educator and evaluator should understand and agree upon the definition relevant to the educator's role.

### Indicator I-B. Assessment

Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

#### I-B-1. Variety of Assessment Methods

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Uses an integrated, comprehensive assessment system, including informal and formal assessment methods and common interim assessments where applicable, to measure student learning, growth, and development. Is able to model this element.	Designs and administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments and common interim assessments where applicable.	May design and administer assessments and/or collect some data to measure student learning, growth, or development, but uses a limited range of methods.	Administers assessments and/or collects only the data required by the school and/or measures only point-in-time student achievement or development.

## I-B-2. Adjustment to Practice

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, or programs for individuals and groups of students and appropriate modifications of plans. Is able to model this element.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, and programs for students.	May organize and analyze some assessment results but only occasionally adjusts practice and identifies and/or implements appropriate differentiated interventions, supports, and programs for students.	Makes few adjustments to practice by identifying and/or implementing appropriate differentiated interventions, supports, and programs based on formal and informal assessments.

## Indicator I-C. Analysis

Analyzes data from assessments, draws conclusions, and shares them appropriately.

### I-C-1. Analysis and Conclusions

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Individually and with colleagues, draws appropriate, actionable conclusions about programs, plans, and practices from a thorough analysis of a wide range of data that improve short- and long-term planning decisions. Is able to model this element.	Individually and with colleagues, draws appropriate conclusions about programs, plans, and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.	Draws conclusions from a limited analysis of data to inform student learning, growth, and development.	Does not analyze data and/or draw conclusions from data beyond completing minimal requirements.

### I-C-2. Sharing Conclusions With Colleagues

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning and/or development. Is able to model this element.	Regularly shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development.	Only occasionally shares with colleagues conclusions about student progress and/or seeks feedback from them about practices that will support improved student learning and/or development.	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback from them about practices that will support improved student learning and/or development.

### I-C-3. Sharing Conclusions With Students and Families

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Establishes early, constructive feedback loops with students and families that create a dialogue about student growth, progress, and improvement. Is able to model this element.	Based on assessment results and/or other data, provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.	Provides some feedback about student growth or progress beyond required reports but rarely shares strategies for students to grow and improve.	Provides little or no feedback on student growth or progress except through minimally required reporting or provides inappropriate feedback that does not support students to grow and improve.

## Standard II: Teaching All Students

Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

### Indicator II-A. Instruction

Uses instructional and clinical practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

#### II-A-1. Quality of Effort and Work

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently defines high expectations for student work and behavior and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.	Consistently defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors.	May state high expectations for student work and behavior, but provides few exemplars and rubrics, or limited guided practice, and/or few other supports to help students know what is expected of them.	Establishes no or low expectations for student work and behavior and/or offers few supports to help students know what is expected of them.

#### II-A-2. Student Engagement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently uses instructional and clinical practices that typically motivate and engage most students during the lesson, activity, or session, and during independent work. Is able to model this element.	Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.	Uses instructional and/or clinical practices that motivate and engage some students but leave others uninvolved and/or passive.	Uses instructional and/or clinical practices that leave most students uninvolved and/or passive.

#### II-A-3. Meeting Diverse Needs

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Uses a varied repertoire of practices and/or supports to create structured opportunities for each student to meet or exceed expectations for growth and development. Is able to model this element.	Uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	May use some appropriate practices and/or supports to accommodate differences, but fails to address an adequate range of differences.	Uses limited and/or inappropriate practices and/or supports to accommodate differences.

### Indicator II-B. Learning Environment

Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

### II-B-1. Safe Learning Environment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role individually and collectively in preventing behaviors that interfere with learning. Is able to model this element.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.

### II-B-2. Collaborative Learning Environment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.	Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.

### II-B-3. Student Motivation

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently supports students to identify their strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Is able to model this element.	Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks.	Directs all learning experiences, providing few, if any, opportunities for students to take risks or challenge themselves.

## Indicator II-C. Cultural Proficiency

Actively creates and maintains an environment in which students diverse backgrounds, identities, strengths, and challenges are respected.

### II-C-1. Respects Differences

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this element.	Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Establishes an environment in which students generally demonstrate respect for individual differences.	Establishes an environment in which students demonstrate limited respect for individual differences.

## II-C-2. Maintains Respectful Environment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this element.	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	Minimizes or ignores conflicts and/or responds in inappropriate ways.

## Indicator II-D. Expectations

Plans and implements lessons and/or supports that set clear and high expectations and also make knowledge, information, and/or supports accessible for all students.

### II-D-1. Clear Expectations

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Clearly communicates and consistently enforces specific standards for student work, effort, interactions, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	May communicate specific standards for student work, effort, interactions, and behavior, but inconsistently or ineffectively enforces them.	Does not make specific standards for student work, effort, interactions, and behavior clear to students.

### II-D-2. High Expectations

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Effectively models and reinforces ways that students can consistently accomplish challenging goals through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.	Effectively models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.	May tell students that a goal is challenging and that they need to work hard but does not model ways students can accomplish the goal through effective effort.	Gives up on some students or communicates that some cannot accomplish challenging goals.

### II-D-3. Access to Knowledge

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Individually and with colleagues, consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities. Is able to model this element.	Consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/ supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.	Occasionally adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	Rarely adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.

### Standard III: Family and Community Engagement

Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

#### Indicator III-A. Engagement

Welcomes and encourages every family to become active participants in the classroom and school community.

##### III-A-1. Parent/Family Engagement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.	Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.	Does not welcome families to become participants in the classroom and school community or actively discourages their participation.

#### Indicator III-B. Collaboration

Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

##### III-B-1. Learning Expectations

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Successfully conveys to most parents clear, user-friendly student learning, behavior, and wellness expectations. Is able to model this element.	Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.	Sends home only a list of rules/expectations and an outline of the student learning, behavior, or wellness plan for the year.	Does not inform parents about learning, behavior, and/or wellness expectations.

##### III-B-2. Student Support

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Regularly communicates with parents to share and/or identify strategies for supporting learning and development at school and home, successfully encourages most families to use at least one of these strategies, and seeks out evidence of their impact. Is able to model this element.	Regularly communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.	Sends home occasional suggestions on how parents can support learning and development at home or at school.	Rarely, if ever, communicates with parents on ways to support learning and development at home or at school.

#### Indicator III-C. Communication

Engages in regular, two-way, and culturally proficient communication with families about student learning, behavior and wellness.



### III-C-1. Two-Way Communication

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about individual student learning, behavior, and wellness. Is able to model this element.	Regularly uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communications from families.	Relies primarily on sharing general information and announcements with families through one-way media and usually responds promptly to communications from families.	Rarely communicates with families except through required reports; rarely solicits or responds promptly to communications from families.

### III-C-2. Culturally Proficient Communication

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.	Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.

## Standard IV: Professional Culture

Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

### Indicator IV-A. Reflection

Demonstrates the capacity to reflect on and improve the educators own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

#### IV-A-1. Reflective Practice

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues; and uses and shares with colleagues insights gained to improve practice and student outcomes. Is able to model this element.	Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes.	May reflect on the effectiveness of instruction, supports, and interactions with students but not with colleagues and/or rarely uses insights gained to improve practice.	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.

#### IV-A-2. Goal Setting

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student data. Is able to model this element.	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.	Proposes one goal that is vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student data.	Participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.



## Indicator IV-B. Professional Growth

Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

### IV-B-1. Professional Learning and Growth

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction, academic support, and leadership. Is able to model this element.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Participates only in required professional development and learning activities and/or inconsistently or inappropriately applies new learning to improve practice.	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.

## Indicator IV-C. Collaboration

Collaborates effectively with colleagues on a wide range of tasks

### IV-C-1. Professional Collaboration

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Facilitates effective collaboration among colleagues through shared planning and/or informal conversation in such work as analyzing student performance and development and planning appropriate, comprehensive interventions at the classroom and school level. Is able to model this element.	Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on student performance and/or development.

### IV-C-2. Consultation

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Utilizes a variety of means to regularly provide advice and expertise that is customized to support general education teachers and other colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for students. Is able to model this element.	Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.	Provides advice and expertise to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for only some students for whom responsibility is shared, or sometimes provides advice that is inappropriate or poorly customized.	Regularly provides inappropriate advice; does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.

## Indicator IV-D. Decision-Making

Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.

### IV-D-1. Decision-Making

Exemplary	Proficient	Needs Improvement	Unsatisfactory
In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.

### Indicator IV-E. Shared Responsibility

Shares responsibility for the performance of all students within the school.

### IV-E-1. Shared Responsibility

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.	Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces school-wide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	Rarely reinforces school-wide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.

### Indicator IV-F. Professional Responsibilities

Is ethical and reliable, and meets routine responsibilities consistently.

### IV-F-1. Judgment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	Demonstrates poor judgment and/or discloses confidential student information inappropriately.

### IV-F-2. Reliability & Responsibility

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently fulfills all professional responsibilities to high standards. Is able to model this element.	Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.	Occasionally misses or is late to assignments, completes work late, and/or makes errors in records.	Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.