



Teacher Effectiveness Rubric for Dynamic Minds Academy Teachers

Domain 1: Instructional Planning

The teacher plans using the Indiana State Standards, the school's curriculum, effective strategies, resources, and data that meet the needs of all students.

Indicator	Highly Effective	Effective	Improvement Necessary	Ineffective
1a. Uses students learning data to guide planning	Teacher consistently uses student performance data to guide daily and weekly planning. <u>Lesson plans are modified in the moment to meet student individual needs based on real-time data. Teacher is a resource for others in this area.</u>	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
1b. Aligns IEP goals and accommodations with instructional plans	Teacher consistently aligns IEP goals and accommodations with daily and weekly instructional plans <u>for all students on caseload. Teacher is a resource for others in this area.</u>	Teacher consistently aligns IEP goals and accommodations with daily and weekly instructional plans for <u>most</u> students.	Teacher may align IEP goals and accommodations with instruction but is not able to implement these plans consistently in the classroom.	Teacher does not align IEP goals or accommodations with instructional plans.
1c. 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 and consistently implements these practices in the classroom setting <u>for all students on caseload. Teacher can individualize these practices based on students' needs and they are evident in lesson</u>	Teacher has knowledge and is consistently able to implement a variety of evidence-based practices for <u>most</u> students in the classroom setting. Evidence-based practices are clear in lesson plans.	Teacher may have knowledge of evidence-based practices for students but inconsistently implements these practices in the classroom setting and does not include in lesson plans.	Teacher does not demonstrate knowledge of evidence-based practices for students through lesson plans and delivery.

	<u>plans. Teacher is a resource for other teachers in this area.</u>			
1d. Staff roles and responsibilities are clearly communicated with all team members (including instructional assistants and therapy staff)	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. <u>The teacher takes the lead within their team to create staff classroom roles and responsibilities.</u> Roles and responsibilities are evident in <u>all</u> lesson plans.	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. Roles and responsibilities are evident in most lesson plans.	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 of roles and responsibilities in lesson plans.	There is no evidence that the teaching team has discussed roles and responsibilities. No evidence in lesson plans.
1e. Aligns instructional plans to the State Standards and school curriculum	Teacher consistently aligns Indiana State Standards and school curriculum with daily and weekly instructional plans <u>for all students on caseload and groups on schedule.</u>	Teacher consistently aligns Indiana State Standards and school curriculum with daily and weekly instructional plans.	Teacher attempts, but has difficulty, aligning Indiana State Standards and school curriculum with daily and weekly instructional plans.	Teacher is unable to align Indiana State Standards and school curriculum with daily and weekly instructional plans.
1f. Uses pre- and post-assessment data to develop expectations for students, to differentiate instruction, and to document learning and student growth	Teacher consistently analyzes both pre- and post-assessment data to establish ambitious, appropriate learning goals for individual students and groups. Lesson plans clearly and consistently demonstrate differentiation directly tied to assessment results. The teacher uses ongoing assessment data to adjust instruction throughout the learning process. A systematic and well-organized process exists for documenting student learning and growth over time, and evidence clearly demonstrates measurable progress from pre-assessment to post-assessment. The teacher can articulate how data informs	Teacher identifies, analyzes, and describes results of both pre- and post-assessment data. There is a clear connection between assessment data and instructional decisions, including differentiation for students' learning needs. Lesson plans consistently reflect how instruction is adjusted based on assessment results. Teacher maintains clear documentation of student learning and growth and can provide evidence of progress demonstrated through pre- and post-assessment measures.	Teacher can identify pre- and post-assessment data but demonstrates limited analysis of the results. Lesson plans show some evidence of differentiation, though strategies may not be consistently linked to assessment findings. Documentation of student learning and growth is incomplete, inconsistent, or lacks sufficient evidence to demonstrate progress from pre-assessment to post-assessment. Data is collected but used	Teacher cannot identify or provide evidence of pre- or post-assessment data. Lesson plans are not differentiated based on student needs or assessment results. There is little or no evidence that assessment data is used to develop expectations, adjust instruction, or support learning. Documentation of student learning and growth is absent or insufficient to demonstrate student progress over time.

	instructional decisions and student outcomes.		inconsistently to inform instructional decisions.	
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Domain 2: Instructional Delivery

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

Indicator	Highly Effective	Effective	Improvement Necessary	Ineffective
2a. Engages and maintains students in active learning	Learning is student-centered, highly engaging, and appropriately rigorous. Student thinking, discourse, collaboration, inquiry, and application drive the majority of the lesson (typically 60-80% student engagement and discourse). Teacher talk is purposeful, concise, and strategically used to facilitate, clarify, and deepen learning. Virtually all students are actively engaged in meaningful learning throughout the lesson.	Learning is structured to actively engage most students through discussion, collaboration, problem-solving, inquiry, practice, and reflection. Teacher talk is balanced with student learning experiences (typically 40-60% of instructional time). The teacher facilitates learning rather than solely delivering information. Most students remain engaged and can articulate the learning objective and task purpose.	Learning includes occasional opportunities for student participation, but teacher talk remains the dominant mode of instruction (typically 60-80% of instructional time). Student engagement is inconsistent and often limited to responding to teacher questions or completing procedural tasks. Some students participate while others remain passive.	Learning is predominantly teacher-directed with minimal opportunities for student interaction, discussion, inquiry, or application. Teacher talk occupies the vast majority of instructional time (typically over 80%). Students are largely passive recipients of information, with limited evidence of engagement, critical thinking, or participation. Many students are off-task, disengaged, or unable to explain the learning purpose.
2b. Implements accommodations and modifications defined in the IEP	Accommodations and modifications are consistently implemented as dictated by the IEP <u>and data are collected on the effectiveness of the accommodations and modifications.</u>	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.
2c. Differentiate instruction to meet students' needs	Instruction is consistently planned to include different teaching methods, different materials, and student choice to meet students' needs. <u>Evidence</u>	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	Instruction is planned to be uniform for all students and may not meet students' needs.

	of the utilization of UDL is observable.		different materials to meet students' needs.	
2d. 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 supplemented by visual supports <u>for all students on caseload.</u>	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.
2e. Gives constructive and frequent feedback to students on their learning	Teacher <u>has multiple ways</u> to provide positive feedback to students (more than daily) about their learning and multiple ways to provide constructive and <u>specific</u> corrective feedback to promote learning.	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.

Domain 3: Learning Environment

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

Indicator	Highly Effective	Effective	Improvement Necessary	Ineffective
4a. Arranges the classroom to maximize learning while providing a safe structured environment while considering students' individual needs and active engagement	Students can be seen and monitored for safety by adults in the classroom at all times. Classroom is <u>completely</u> 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. <u>Students are involved in maintaining the learning environment. Students</u>	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 teacher supports multiple instructional groups simultaneously including individual, small group, and/or large group instruction. Students consistently have little down time.	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. 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	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. 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.

	<u>consistently have little downtime, and any down time is appropriately structured</u>		group instruction on an inconsistent basis. Students have more down time than needed.	
4b. Understands the sensory needs of students and is knowledgeable about ways to proactively use sensory strategies	Teacher understands the sensory needs of students and consistently uses proactive <u>and varied</u> sensory strategies in the classroom for <u>all students on caseload</u> . Teacher models the <u>use of sensory strategies for other staff working in the classroom</u> .	Teacher understands the sensory needs of students 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. Teacher does not use sensory strategies or supports proactively
4c. 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 and dignity are maintained. <u>There is a mutual respect between the teacher and his/her students</u> .	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 and dignity are 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 and dignity are 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 and dignity are not always maintained.
4d. 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 <u>consistently</u> . Students <u>consistently have access to visual supports</u> . Students are taught to use visual supports in the classroom to promote independence.	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.

4e. 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. <u>Routines and procedures are supported with visual support and require no verbal prompts.</u>	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 and require minimal verbal prompts.	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. Heavy verbal prompting is required.	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. Transitions require verbal prompting.
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Domain 4: Professional Responsibilities

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.

Indicator	Highly Effective	Effective	Improvement Necessary	Ineffective
5a. Collaborates and communicates effectively within the school community to promote inclusion and student success	Teacher <u>proactively</u> 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 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.

5b. Adheres to federal and state laws, school policies, and ethical guidelines	Consistently adheres to all federal and state laws, district and school policies, and professional ethical guidelines. Proactively seeks clarification when questions arise and ensures compliance in all aspects of professional practice. Serves as a resource or mentor to colleagues by sharing knowledge and supporting others in understanding and implementing legal, policy, and ethical requirements.	Consistently adheres to federal and state laws, district and school policies, and professional ethical guidelines. Appropriately seeks guidance from administrators or other personnel when clarification is needed regarding laws, policies, procedures, or ethical expectations.	Demonstrates inconsistent compliance with federal and state laws, district and school policies, or professional ethical guidelines. Required procedures, documentation, timelines, or expectations may be completed inconsistently or after established deadlines. Does not consistently seek clarification when uncertain about legal, policy, or ethical requirements.	Fails to comply with federal and state laws, district and school policies, or professional ethical guidelines. Does not appropriately seek guidance when questions or concerns arise and may engage in actions that place students, colleagues, or the school at risk of noncompliance.
5c. Works in a collegial and collaborative manner with administrators, related service personnel, paraprofessionals, therapy personnel, and the community	Teacher consistently and <u>proactively</u> collaborates with others in the school and community and <u>often leads collaborative efforts</u> . Teacher has a positive attitude about collaborating with others and <u>frequently</u> 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.
5d. 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 shared positive feedback with parents. <u>Communication with parents is authentic and individualized for all students.</u>	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.
5e. Fulfills all professional responsibilities by assigned deadlines (i.e.	Teacher completes all professional responsibilities <u>ahead</u> of assigned deadlines and	Teacher completes 90% to 100% of professional responsibilities by the assigned deadlines.	Teacher completes between 50% to 90% of professional responsibilities by the assigned deadlines.	Teacher completes less than 50% of professional responsibilities by the assigned deadlines.

report cards, IEPs, progress reports, lesson plan submission, etc.)	is a resource for others in this <u>area</u> .			
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