

TEACHER/EDUCATIONAL SPECIALIST EVALUATION COMBINED SLO/PLO RUBRIC

Element/Category	Unsatisfactory	Basic	Proficient	Exemplary
Formative/ Summative Evaluation Document Rubric	<p>Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives were not met or met only partially, and student achievement growth or program improvement is significantly below expectations. In addition, SLO/SPO design may have been deficient in quality and/or rigor and implementation strategies were not effectively carried out.</p>	<p>Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives have not been met on an overall basis, although some student achievement growth or program criteria improvement is evident. Growth in student achievement or program improvement is somewhat below expectations. SLO/SPO design may have been somewhat lacking in quality and /or rigor and implementation strategies were not carried out as effectively as could be expected.</p>	<p>Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives have been met or nearly met on an overall basis, and all or nearly all students or program criteria show growth. Special populations show significant learning gains, or program elements improved at the expected level. SLO/SPO design shows appropriate quality and rigor and implementation strategies were effectively carried out. The teacher/educational specialist's impact on student learning or program improvement is evident.</p>	<p>Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives have been met or exceeded in all respects. Students, including those in special populations, show exceptional learning gains, or program elements improved at a level beyond expectations. SLO/SPO design shows exemplary quality and rigor and implementation strategies were executed diligently. The teacher/educational specialist's impact on student learning or program improvement can serve as a model for other faculty.</p>