

TEACHER/EDUCATIONAL SPECIALIST EVALUATION INDIVIDUAL SLO/PLO RUBRIC

Element/Category	Unsatisfactory	Basic	Proficient	Exemplary
Quality and Rigor of the Objective and Targets	<p>The objective is not based on important learning or program improvement content or important content is not expressed effectively in the objective. The growth, mastery, or program improvement targets are not sufficiently rigorous and linked to baseline data. Differentiated (tiered) targets are not clearly defined nor are short-term benchmarks. The quality of proposed assessments is inadequate.</p>	<p>The objective is based on important learning content or program improvement content. The growth, mastery, or program improvement targets are acceptable but not particularly rigorous. The use of baseline data may be inconsistent. Few differentiated (tiered) targeted are clearly defined and there is little attention to short-term benchmarks. The quality of proposed assessments is adequate in general, but may show some inconsistencies.</p>	<p>The objective is based on critical learning content or program improvement content. The growth, mastery, or program improvement targets are rigorous and anchored in baseline data. Differentiated (tiered) targets are defined. Short-term benchmarks are identified. The quality of proposed assessments is appropriate.</p>	<p>The objective is based on critical learning or program improvement content. The use of multiple sources of data and the effective analysis of data is evident. The growth, mastery, or program improvement targets are rigorous and anchored in baseline data and differentiated (tiered) targets are defined. Special population targets are clearly identified. Both short-term and long-term benchmarks are identified in the plan. Multiple assessment options are proposed, if appropriate. The plan is a model for other district staff.</p>

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<p>Effectiveness in implementing the Planned Strategies.</p>	<p>The teacher/educational specialist has not identified and implemented appropriate instructional or program improvement strategies. Data and/or formative assessment is not collected or used to adjust strategies. Instructional/program improvement strategies are implemented ineffectively.</p>	<p>The teacher/educational specialist has generally identified appropriate strategies, but implementation of these may be inconsistent. Data and/or formative assessment are evident but there is limited use of data to make adjustments in strategies. Strategies are implemented inconsistently and may not be consistently evaluated for effectiveness.</p>	<p>The teacher/educational specialist has identified appropriate strategies designed to achieve the objective. There is evidence of skillful use of data and/or formative assessment in order to make continuous adjustments in strategies. Strategies are implemented with fidelity and evaluated for effectiveness.</p>	<p>The teacher/educational specialist has identified a wide variety of instructional or program improvement strategies designed to achieve the objective. The use of data and/or formative assessment in order to make continuous adjustments in strategies is exceptionally skillful. Strategies are implemented with a high level of fidelity and continuously evaluated for effectiveness. The use of instructional or program improvement strategies are a model for other district staff.</p>

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Accomplishment of the SLO/SPO Goals.	Student achievement growth or program improvement is significantly below expectations and the objective has not been met to a significant degree. Growth in special populations may be significantly below expectations. Program elements show minimal or no improvement. There is little or no evidence of a positive impact by the teacher/educational specialist on student learning or program improvement.	The objective has not been met on an overall basis although some student achievement growth or program criteria improvement is shown. Growth in special populations may be somewhat below expectations. Program elements show improvement below expected levels. There is some evidence of a positive impact by the teacher/educational specialist on student learning or program improvement.	The objective has been met or nearly met on an overall basis and all or nearly all students/program criteria show growth. Special populations show significant learning gains, or program elements improve at the expected level. The teacher/educational specialist's impact on student learning or program improvement is evident.	The objective has been met or exceeded in all respects. All students, including special populations, show exceptional learning gains, or program elements improve at a level beyond expectations. The teacher/educational specialist's impact on student learning or program improvement is evident and sets an example for other district staff.