SISP Evaluation Rubric

Standard I: Curriculum, Planning, and Assessment
Promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

I-A-1. Professional Knowledge
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.

I-A-2. Child and Adolescent Development
Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.

I-A-3. Plan Development
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.

I-A-4. Well-Structured Lessons
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.

I-B-1. Variety of Assessment Methods
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.

I-B-2. Adjustment to Practice
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 and enhancements for students

I-C-1. Analysis and Conclusions
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.

I-C-2. Sharing Conclusions with Colleagues
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.

I-C-3. Sharing Conclusions with Students & Families
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.

Standard II: Teaching All Students

The teacher 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.

II-A-1. Quality of Effort and Work

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.

II-A-2. Student Engagement

Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.

II-A-3. Meeting Diverse Needs

Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.

II-B-1. Safe Learning Environment

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.

II-B-2. Collaborative Learning Environment

Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.

II-B-3. Student Motivation

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.

II-C-1. Respects Differences

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.

II-C-2. Maintains Respectful Environment

Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.

II-D-1. Clear Expectations

Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.

II-D-2. High Expectations

Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.

II-D-3. Access to Knowledge

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.

Standard III: Family and Community Engagement

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

III-A-1. Parent/Family Engagement

Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.

III-B-1. Learning Expectations

Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.

III-B-2. Student Support

Regularly communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.

III-C-1. Two-Way Communication

Regularly uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communications from families.

III-C-2. Culturally Proficient Communication

Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.

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Standard IV: Professional Culture

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

IV-A-1. Reflective Practice
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.

IV-A-2. Goal Setting
Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.

IV-B-1. Professional Learning and Growth
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.

IV-C-1. Professional Collaboration
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.

IV-C-2. Consultation
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.

IV-D-1. Decision-Making
Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.

IV-E-1. Shared Responsibility
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.

IV-F-1. Judgement
Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.

IV-F-2. Reliability and Responsibility
Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.