

EDEX Rubric for Teacher Evaluation

CEC Standard	Exceeds 4	Acceptable-High 3	Acceptable-Low 2	Unacceptable 1
1. Understand how exceptionalities interact with development and learning and use knowledge to provide meaningful learning experiences for individuals with exceptionalities	Consistently and systematically designs learning activities that build on strengths and needs of students with exceptionalities and address the social, academic, language and functional skills	Routinely designs learning activities that link to strengths and needs of students with exceptionalities; addresses at least three of the following: social, academic, language and functional skills	Seldom designs learning activities that link to strengths and needs of students with exceptionalities; addresses at least two of the following: social, academic, language and functional skills	Fails to design learning activities that link to strengths and needs of students with exceptionalities; only addresses one of the following: social, academic, language and functional skills
2. Create safe, inclusive, culturally responsible learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination	Demonstrates consistent understanding of an effective learning environment by providing all of the following: organized space, clear procedures and rules, access to materials and frequent feedback	Demonstrates understanding of an effective learning environment by providing at least three of the following: organized space, clear procedures and rules, access to materials and frequent feedback	Demonstrates some understanding of an effective learning environment by providing two of the following: organized space, clear procedures and rules, access to materials and frequent feedback	Demonstrates little understanding of an effective learning environment by providing one of the following: organized space, clear procedures and rules, access to materials and frequent feedback
3. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities	Consistently and systematically makes adaptations in general education curricula and modifications to support students with exceptionalities	Consistently makes adaptations in general education curricula and modifications to support students with exceptionalities	Occasionally makes adaptations in general education curricula and modifications to support students with exceptionalities	Fails to make adaptations in general education curricula and modifications to support students with exceptionalities
4. Use multiple methods of assessment and data-sources in making educational decisions	Consistently and systematically uses formal, informal, curriculum based assessments and progress monitoring to guide planning for and implementation of instruction.	Routinely uses formal, informal, curriculum based assessments and progress monitoring to guide planning for and implementation of instruction.	Occasionally uses formal, informal, curriculum based assessments and progress monitoring to guide planning for and implementation of instruction.	Fails to use formal, informal, curriculum based assessments and progress monitoring to guide planning for and implementation of instruction.
5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities	Consistently and systematically uses assessment data and knowledge of the individual's strengths, needs and individual learning preferences to select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities	Uses assessment data and knowledge of the individual's strengths and needs to select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities	Considers assessment data and some of the individual's strengths and needs to select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities	Does not use assessment data and fails to identify the individual's strengths and needs to select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities
6. Use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance profession	Demonstrates a thorough understanding of the six provisions and principles of IDEA and applies the principles through personal interactions with individuals, families, and professionals in the planning and delivery of instruction. Advocates for individuals with exceptionalities and their families to meet their needs.	Demonstrates a good understanding of the six provisions and principles of IDEA and applies most of the principles through personal interactions with individuals, families, and professionals in the planning and delivery of instruction. Advocates for individuals with exceptionalities and their families to meet their needs.	Has a limited understanding of the six provisions and principles of IDEA applies some of the principles through personal interactions with individuals, families, and professionals in the planning and delivery of instruction. Supports individuals with exceptionalities and their families to meet some of their needs.	Lacks understanding of the six provisions and principles of IDEA Fails to apply the principles through personal interactions with individuals, families, and professionals in the planning and delivery of instruction. Does not advocate for individuals with exceptionalities and their families to meet their needs.

<p>7. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences</p>	<p>Employs excellent collaborative skills as part of a multidisciplinary team which includes parents, professionals, and individuals with exceptionalities in the preparation, writing and/or implementation of at least one of the following : an IEP, IFSP or transition plan (either preschool or school age/post-secondary). Collaborative interactions are culturally responsive and meet the individual needs of students with exceptionalities.</p>	<p>Employs appropriate collaborative skills as part of a multidisciplinary team which includes parents, professionals, and individuals with exceptionalities in the preparation, writing and/or implementation of at least one of the following : an IEP, IFSP or transition plan (either preschool or school age/post-secondary). Collaborative interactions consider cultural diversity and meet the individual needs of students with exceptionalities.</p>	<p>Utilizes some collaborative skills as part of a multidisciplinary team which includes parents, professionals, and individuals with exceptionalities in the preparation, writing and/or implementation of at least one of the following : an IEP, IFSP or transition plan (either preschool or school age/post-secondary). Collaborative interactions consider cultural diversity and meets only some of the individual needs of students with exceptionalities.</p>	<p>Does not employ collaborative skills as part of a multidisciplinary team which includes parents, professionals, and individuals with exceptionalities in the preparation, writing and/or implementation of at least one of the following : an IEP, IFSP or transition plan (either preschool or school age/post-secondary). Collaborative interactions are not culturally responsive and/or do not meet the individual needs of students with exceptionalities.</p>
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