

Teacher On Special Assignment (TOSA) Evaluation Rubric

This document was created in collaboration with Teachers on Special Assignment and evaluators from the six Rhode Island Innovation districts (Central Falls, Cranston, Pawtucket, Providence, West Warwick, Woonsocket) in order to provide a tool to be used in evaluating teachers on special assignment.

- Positions being evaluated with this rubric are teachers who are in a certified teaching position and part of the bargaining unit, who do not directly instruct/service students and SLO or SOOs do not apply.
 - Examples: Non-teaching department chairs, screeners, coaches, diagnostic assessors, in-take center, district coordinators/program supervisors/specialists, etc.
- Each LEA's DEC will identify which educators will be evaluated using the TOSA rubric.
- TOSAs using this rubric may develop SAOs (Special Assignment Objectives) in place of SLO/SOOs.

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Standard 1: Planning and Preparation

Component 1.1: Knowledge of Specialty Area

Elements	Ineffective	Developing	Effective	Highly Effective
1.1a Knowledge of Specialty Area <i>RIPTS 1, 2, 3, 4, 5</i>	In planning, TOSA demonstrates little or no familiarity with job-specific area.	In planning, TOSA demonstrates basic familiarity with job-specific area.	In planning, TOSA demonstrates broad knowledge of job-specific area.	In planning, TOSA demonstrates extensive knowledge of job-specific area.

Component 1.2: Establishing Outcomes

Element	Ineffective	Developing	Effective	Highly Effective
1.2 Establishing Outcomes <i>RIPTS 1,2,3,4,5</i>	TOSA has no clearly established outcomes, or they are inappropriate to either the situation or the needs of participants.	TOSA's outcomes are rudimentary and are partially suitable to the situation and the needs of participants.	TOSA's outcomes are clear and are suitable to the situation and the needs of participants.	TOSA's outcomes are clear and are suitable to the situation and the needs of participants. They have been developed following consultations with stakeholders.

Component 1.3: Designing Activities, Interactions & Protocols

Elements	Ineffective	Developing	Effective	Highly Effective
<p>1.3a Session Activities, Interactions & Protocols <i>RIPTS 1, 2, 3, 4, 5</i></p>	<p>Session activities, interactions and/or protocols are not suitable to the outcomes. The session/protocol has no clearly defined structure, and/or time allocations are unrealistic.</p>	<p>Session activities interactions and/or protocols are partially suitable to the outcomes. The session/protocol has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities/ interactions /protocols is uneven, with unreasonable time allocations.</p>	<p>Session activities, interactions and/or protocols are suitable to the outcomes. The session/protocol has a clearly defined structure with reasonable time allocations.</p>	<p>Session activities, interactions and/or protocols are suitable to the outcomes. The session/protocol has a clearly defined structure with reasonable time allocations. Input from stakeholders is taken into consideration.</p>
<p>1.3.b Materials and Resources <i>RIPTS 1, 2, 3, 4, 5</i></p>	<p>Materials, technology and/or resources being used/selected do not support the outcomes.</p>	<p>Some of the materials, technology, and /or resources being used/selected support the outcomes.</p>	<p>Materials, technology, and/or resources being used/selected support the outcomes.</p>	<p>Materials, technology, and/or resources being used/selected support the outcomes and are designed to promote participation, as appropriate.</p>
<p>1.3.c Planning for Groups</p>	<p>Planning for groups does not support the established outcomes.</p>	<p>Planning for groups minimally supports the established outcomes.</p>	<p>Planning for groups does support the established outcomes.</p>	<p>Planning for groups is appropriate to the needs of the participants and the</p>

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<p>(if applicable) <i>RIPTS 1, 2, 3,4,5,9</i></p>				<p>established outcomes. There is evidence of the use of data and/or participant choice in grouping.</p>
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Component 1.4: Use of Data for Planning

Element	Ineffective	Developing	Effective	Highly Effective
<p>1.4 Use of Data for Planning <i>RIPTS 7</i></p>	<p>TOSA rarely uses data to inform decisions in planning.</p>	<p>TOSA inconsistently uses data to inform decisions in planning.</p>	<p>TOSA consistently uses data to inform decisions in planning.</p>	<p>TOSA consistently uses data in planning and applies it to future planning and decision making.</p>

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Standard 2: Educational Environment

Component 2.1: Creating an Environment of Respect and Rapport

Elements	Ineffective	Developing	Effective	Highly Effective
2.1a TOSA Interactions with Participants <i>RIPTS 5, 6</i>	TOSA-Participant interactions with at least some participants and/or other professionals are negative or inappropriate.	TOSA-Participant interactions with participants and/or other professionals are generally appropriate, positive and respectful, but may reflect occasional inconsistencies.	TOSA-Participant interactions with participants and/or other professionals are appropriate, positive and respectful.	TOSA-Participant interactions with participants and/or other professionals are appropriate, positive and respectful to groups as well as individuals.

Component 2.2 Importance of Specialty Area

Elements	Ineffective	Developing	Effective	Highly Effective
2.2a Importance of the Specialty Area <i>RIPTS 6, 8</i>	TOSA does not communicate the importance of the specialty area and/or conveys a negative attitude toward it.	TOSA communicates importance of the specialty area.	TOSA communicates importance of the specialty area using real-world connections.	TOSA communicates importance of the speciality area making real-world connections to participants' needs.

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Component 2.3: Managing Procedures

Elements	Ineffective	Developing	Effective	Highly Effective
2.3b Management of Transitions (if applicable) <i>RIPTS 6</i>	Transitions are chaotic with significant loss of time.	Transitions are uneven resulting in some loss of time.	Transitions are efficient, with minimal loss of time.	Transitions are seamless, with no loss of time.
2.3c Management of Materials And Supplies <i>RIPTS 6</i>	Management of materials and supplies is inefficient, resulting in significant loss time.	Management of materials and supplies is uneven resulting in some loss of time.	Management of materials and supplies is efficient with little loss of time.	Management of materials and supplies is efficient with no loss of time.

Component 2.4: Behavioral Expectations

Elements	Ineffective	Developing	Effective	Highly Effective
2.4a Behavioral Expectations <i>RIPTS 6</i>	No evidence that norms/standards have been established or communicated to participants.	Norms/standards of conduct have been established and communicated to participants.	Norms/standards of conduct have been established and communicated clearly to participants.	Norms/standards of conduct have been established and communicated to participants. Participant behaviors consistently reflect the expectations, or TOSA models and reinforces norms/standards of conduct.

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Standard 3: Instruction/Service Delivery

Component 3.1:Communication

Elements	Ineffective	Developing	Effective	Highly Effective
<p>3.1a Requesting Feedback <i>RIPTS 7, 10</i></p>	<p>TOSA rarely requests feedback from colleagues and/or participants to be used for professional growth.</p>	<p>TOSA occasionally requests feedback from colleagues and/or participants to be used for professional growth.</p>	<p>TOSA consistently requests feedback from colleagues and/or participants to be used for professional growth.</p>	<p>TOSA consistently requests timely, specific feedback from colleagues and/or participants to be used for professional growth.</p>
<p>3.1b Utilizes and Maintains Professional Communications with Colleagues/ Participants <i>RIPTS 8</i></p>	<p>TOSA rarely uses or maintains respectful communications with colleagues and participants..</p>	<p>TOSA occasionally uses or maintains respectful communications with colleagues and participants.</p>	<p>TOSA consistently uses and maintains respectful communications with colleagues and participants.</p>	<p>TOSA consistently uses and maintains timely, productive, respectful communications with colleagues and participants.</p>

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Component 3.2: Organization & Management

Elements	Ineffective	Developing	Effective	Highly Effective
3.2a Meets professional obligations <i>RIPTS 10, 11</i>	TOSA rarely meets professional obligations.	TOSA occasionally meets professional obligations.	TOSA consistently meets professional obligations.	TOSA consistently meets professional obligations and assumes a leadership role within their assignment.
3.2b Organizes and manages materials/resources <i>RIPTS 3, 4</i>	TOSA rarely organizes and manages applicable resources and materials.	TOSA occasionally organizes and manages applicable resources and materials.	TOSA consistently organizes and manages applicable resources and materials.	TOSA consistently organizes and manages applicable resources and materials, seeking out new and efficient ways as the situation dictates.
3.2c Time management <i>RIPTS 11</i>	TOSA rarely meets deadlines.	TOSA occasionally meets deadlines.	TOSA consistently meets deadlines and manages time well.	TOSA consistently meets deadlines and manages time well. TOSA is proactive in adjusting deadlines based on new data/benchmarks.

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Component 3.3: Data Use

Elements	Ineffective	Developing	Effective	Highly Effective
3.3 Data Use <i>RIPTS 10</i>	TOSA does not utilize individual, group data, and/or professional feedback to inform practice.	TOSA inconsistently utilizes individual, group data, and/or professional feedback to inform practice.	TOSA consistently utilizes individual, group data, and/or professional feedback, to inform practice.	TOSA consistently utilizes individual, group data, and/or professional feedback to inform current and future practice.

Component 3.4: Resources

Elements	Ineffective	Developing	Effective	Highly Effective
3.4a Demonstrating knowledge of resources <i>RIPTS 1, 2, 3, 4, 5</i>	TOSA demonstrates little or no knowledge of available resources.	TOSA demonstrates basic knowledge of available resources.	TOSA demonstrates full awareness of available resources.	TOSA demonstrates full awareness of available resources. TOSA actively seeks out new resources when available.
3.4b Technology Integration (if applicable) <i>RIPTS 4, 8</i>	TOSA does not integrate available, applicable technologies.	TOSA rarely integrates available, applicable technologies.	TOSA consistently integrates available, applicable technologies.	TOSA consistently integrates available technology. TOSA actively seeks out new technologies when available.

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Standard 4: Professional Growth & Responsibilities

4.1: Reflecting on Practice

Every TOSA should demonstrate professional growth over time through professional development, reflective practice, lifelong learning and adaptation of practice in response to research and data to improve student learning. (Danielson's FFT, 2007)

Element	Ineffective	Developing	Effective	Highly Effective
4.1 Reflecting on Practice <i>RIPTS 10</i>	TOSA does not reflect on their strength and areas for growth. <p style="text-align: center;">OR</p> TOSA reflects on their strength and areas for growth, but does not identify any practices that they would address differently in the future.	TOSA reflects on their strengths and areas for growth, identifying general practices that they may address differently in the future.	TOSA reflects on their strengths and areas for growth, identifying specific practices that they would address differently in the future.	TOSA reflects on their strengths and areas for growth, identifying specific practices that they would address differently in the future complete with the probable success of different courses of action.

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Component 4.2: Communicating with Stakeholders

Element	Ineffective	Developing	Effective	Highly Effective
4.2 Communicating with Stakeholders (ie. students, families, colleagues, school/district/ community leaders) <i>RIPTS 7,11</i>	TOSA rarely communicates with stakeholders.	TOSA occasionally communicates with stakeholders.	TOSA consistently communicates with stakeholders.	TOSA consistently communicates with stakeholders and attempts to engage in two-way communications.

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Component 4.3: Showing Professionalism

TOSAs recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will succeed. TOSAs are keenly alert to and advocate for the needs of their students. TOSAs demonstrate a commitment to professional standards. Professional TOSAs comply with school, district, state and federal regulations and procedures. (Danielson's FFT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
4.3a Maintaining Accurate Records <i>RIPTS 9</i>	TOSA does not maintain accurate records.	TOSA is inconsistent in maintaining accurate records.	TOSA maintains accurate records.	TOSA maintains accurate records. TOSA regularly shares data with appropriate stakeholders.
4.3b Commitment to Professional Standards <i>RIPTS 7, 11</i>	TOSA does not comply with school and district regulations, policies, and contractual language. TOSA does not comply with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	TOSA complies minimally with school and district regulations, policies, and contractual language. TOSA complies minimally with school State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	TOSA complies fully with school and district regulations, policies, and contractual language. TOSA complies with State and Federal Law and Regulations including, but not limited to, IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	TOSA complies fully with school and district regulations, policies, and contractual language, taking a leadership role with colleagues. TOSA complies fully with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA. TOSA stays current on the standards of their profession beyond their LEA.

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4.4: Growing and Developing Professionally

In a world of rapidly expanding access to information, opportunity, and technology, TOSAs have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. TOSAs use information from a variety of sources to inform their professional development and practice. (Danielson's FFT, 2007)

Elements	Ineffective	Developing	Effective	Highly Effective
4.4a Growing and Developing in a Professional Learning Community <i>RIPTS 7, 10</i>	TOSA does not engage in a professional learning community.	TOSA minimally engages in a professional learning community by seeking out current, targeted professional development opportunities.	TOSA actively engages in a professional learning community by using feedback to identify areas of growth, seeking out current, targeted professional development opportunities that are aligned to school/district initiatives.	TOSA actively engages in a professional learning community by using feedback to identify areas of growth, seeking out current, targeted professional development opportunities that are aligned to school/district initiatives. TOSA takes a leadership role in promoting professional development opportunities for their colleagues.

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<p>4.4b Evidence for Approval of Professional Growth Goal</p> <p><i>RIPTS 7, 9,10,11</i></p>	<p>The Professional Growth Goal is not submitted OR is missing any of the following pieces:</p> <p>S – Specific: The TOSA clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p>	<p>The Professional Growth Goal does not fully address the following pieces:</p> <p>S – Specific: The TOSA clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p>	<p>The Professional Growth Goal fully addresses the following pieces:</p> <p>S – Specific: The TOSA clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p>	<p>The Professional Growth Goal fully addresses the following pieces:</p> <p>S – Specific: The TOSA clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p> <p>PLUS Benchmarks for gauging progress partway through the year are included</p>
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4.4c Evidence of Attainment of Professional Growth Goal <i>RIPTS 10</i>	Evidence provided indicates little/no progress of the PGG Action Plan.	Evidence provided indicates some progress with the PGG Action Plan.	Evidence provided indicates sufficient progress of the PGG Action Plan.	Evidence provided indicates completion of the PGG Action Plan.
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The following sources were used in the development of this rubric: The RI Innovation Consortium Educator Evaluation and Support System Rubric and Charlotte Danielson's *Enhancing Professional Practice: A Frameworks for Teaching* (2007, pp. 114-121).

NOTE: Numbering system for the TOSA Rubric is similar to the Instructional Rubrics, however, the title of the elements may differ. Therefore, 2.1a in one rubric may be different than 2.1a in a different rubric, so please use caution when comparing data.