



TEACHER EXCELLENCE AND SUPPORT SYSTEM



ASPIRING TEACHER RUBRIC

SUPPORT



EFFECTIVENESS



GROWTH

Teacher Framework

DOMAIN 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	DOMAIN 2: The Classroom Environment 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
DOMAIN 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	DOMAIN 3: Instruction 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness

1a: Demonstrating Knowledge of Content and Pedagogy

UNSATISFACTORY

Plans and practice display little knowledge of the standards.

No connections of prerequisite relationships between different aspects of the standards are made.

Instructional practices are not specific to that discipline.

PROGRESSING

Plans and practice reflect some awareness of the standards.

Builds on prior knowledge when introducing concepts.

Some instructional practices are specific to the expected outcome.

EFFECTIVE

Plans and practice reflect solid knowledge of the standards.

Builds on prior knowledge, helping students examine the similarities and differences when introducing concepts.

Instructional practices are aligned to the expected outcome.

HIGHLY EFFECTIVE

Plans and practice reflect effective scaffolding of information.

Actively builds on prior knowledge and common misconceptions when planning instruction.

Notes:

1b: Demonstrating Knowledge of Students

UNSATISFACTORY

Demonstrates little or no knowledge or interest of students' backgrounds or skills.

PROGRESSING

Shows interest, can articulate the importance of understanding students' backgrounds, and can provide examples.

EFFECTIVE

Actively seeks to understand students' backgrounds and interests.

HIGHLY EFFECTIVE

Differentiates lessons for individual students based on their backgrounds and interests.

Notes:

1c: Setting Instructional Outcomes

UNSATISFACTORY

Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities.

Instructional outcomes do not assess the proficiency of student learning.

PROGRESSING

Instructional outcomes partially represent grade level standards, some of which permit viable methods of assessment.

Instructional outcomes reflect more than one type of learning but makes no attempt at coordination or integration.

EFFECTIVE

Instructional outcomes represent grade-level standards and are connected to a sequence of learning.

Instructional outcomes are clear, written in the form of student learning.

HIGHLY EFFECTIVE

Instructional outcomes are stated as goals that can be assessed, reflecting grade-level standards.

Instructional outcomes represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account.

Varied approaches to learning are reflected and are suitable for most students based on evidence of student proficiency.

Notes:

1d: Demonstrating Knowledge of Resources

UNSATISFACTORY

Demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them.

Does not seek such knowledge.

PROGRESSING

Demonstrates some familiarity with resources available through the school.

EFFECTIVE

Is fully aware of the resources available through the school.

HIGHLY EFFECTIVE

Seeks out resources beyond the school to enhance own knowledge, to use in teaching, and for students who need them.

Notes:

1e: Designing Coherent Instruction

UNSATISFACTORY

The progression of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.

PROGRESSING

The progression of learning experiences demonstrates partial alignment with instructional outcomes.

Some of the experiences are likely to engage students in grade-level learning.

The lesson or unit has a recognizable structure and reflects partial knowledge of students and standards.

EFFECTIVE

Applies knowledge of standards, students, and resources to design a series of learning experiences aligned to instructional outcomes.

The lesson or unit has a clear structure and is likely to engage students in grade-level learning.

HIGHLY EFFECTIVE

Coordinates knowledge of standards, students, and resources, to design a progression of learning experiences aligned to instructional outcomes.

Instruction is differentiated where appropriate and engages all students in grade-level learning..

Notes:

1f: Designing Student Assessments

UNSATISFACTORY

The plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students.

The results of assessment have minimal impact on the design of future instruction.

PROGRESSING

The plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students.

Intends to use assessment results to plan for future instruction for the class.

EFFECTIVE

Student assessments are aligned with the instructional outcomes.

Assessment criteria are clear, and appropriate.

Articulates how they will use assessment results to inform future instruction.

HIGHLY EFFECTIVE

Can articulate a plan for adapting assessments based on learner needs.

Intends to use assessment results to plan future instruction for individual students.

Notes:

2a: Creating an Environment of Respect and Rapport

UNSATISFACTORY

Classroom interactions between the teacher and students are negative, inappropriate, or characterized by sarcasm, put-downs, or conflict.

Classroom interactions between students are negative, inappropriate, or characterized by sarcasm, put-downs, or conflict.

PROGRESSING

Classroom interactions between the teacher and students are generally appropriate with occasional displays of insensitivity.

Classroom interactions between the students are generally appropriate with occasional displays of insensitivity.

EFFECTIVE

Classroom interactions between the teacher candidate and all students are polite and respectful.

Most interactions among students are polite and respectful.

HIGHLY EFFECTIVE

All interactions between the teacher and individual students are highly respectful.

Interactions among students are polite and respectful.

Notes:

2b: Establishing a Culture for Learning

UNSATISFACTORY

The classroom environment conveys a negative culture for learning, characterized by low teacher-candidate commitment to the subject, and low expectations for student achievement.

Students demonstrate little or no pride in work.

PROGRESSING

Attempts to create a culture for learning is partially successful with modest expectations for student achievement.

Both the teacher candidate and students appear to be only "going through the motions."

EFFECTIVE

The classroom culture is characterized by high expectations of students and commitment to learning by both teacher candidate and students.

Most students demonstrate high quality work.

HIGHLY EFFECTIVE

Classroom culture conveys high level of energy and a passion for learning.

Students can articulate the learning expectation(s) and/or connection to previous learning.

All students demonstrate high quality work.

Notes:

2c: Managing Classroom Procedures

UNSATISFACTORY

Does not use established classroom procedures.

Much instructional time is lost.

Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are inefficient.

PROGRESSING

Uses some established classroom procedures.

Some instructional time is lost.

Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are mostly efficient.

EFFECTIVE

Uses established classroom procedures.

Minimal instructional time is lost.

Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are efficient.

HIGHLY EFFECTIVE

Uses well-established classroom procedures.

Students contribute to the establishment of some classroom routines and procedures.

Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are highly efficient.

Notes:

2d: Managing Student Behavior

UNSATISFACTORY

There is no evidence that classroom behavior expectations have been established.

There is little or no teacher candidate monitoring of student behavior.

Response to student behavior is repressive or disrespectful.

PROGRESSING

An effort has been made to establish classroom behavior expectations for students.

Attempts, with uneven results, to monitor student behavior and respond to student misbehavior.

EFFECTIVE

Behavior expectations are clear to students.

Monitors student behavior against established expectations.

Responses to student behavior is appropriate and respectful.

HIGHLY EFFECTIVE

Behavior expectations are clear, with evidence of student participation in setting them.

Monitors student behavior in a subtle and preventive manner, and the response to student misbehavior is sensitive to individual student needs.

Students take an active role in monitoring the behavior standards.

Notes:

2e: Organizing Physical Space

UNSATISFACTORY

The physical environment is unsafe.

Alignment between the physical arrangement and the lesson activities is poor.

PROGRESSING

The classroom is safe to most students.

Use of physical resources, including technology, is moderately effective.

Modifies the physical arrangement to suit learning activities, with inconsistent success.

EFFECTIVE

The classroom is safe and accessible to all students.

Ensures that the physical arrangement is appropriate to the learning activities.

Makes effective use of physical resources, including technology.

HIGHLY EFFECTIVE

Students contribute to the use or adaptation of the physical environment to advance learning.

Technology is used skillfully, as appropriate to the lesson.

Notes:

3a: Communicating with Students

UNSATISFACTORY

Expectations for learning are unclear or confusing to students.

Directions are unclear or confusing to students.

Procedures are unclear or confusing to students.

Explanations of content are unclear or confusing to students.

Use of language contains errors or is inappropriate for levels of development.

PROGRESSING

Expectations for learning are clarified after initial confusion.

Directions are clarified after initial confusion.

Procedures are clarified after initial confusion.

Explanations of content are clarified after initial confusion.

Use of language is correct but may not be completely appropriate for students' levels of development.

EFFECTIVE

Expectations for learning are clear to students.

Directions are clear to students.

Procedures are clear to students.

Explanations of content are clear to students.

Communications are developmentally appropriate.

HIGHLY EFFECTIVE

Oral and written communication is clear and expressive.

Anticipates possible student misconceptions.

Notes:

3b: Using Questioning and Discussion Techniques

UNSATISFACTORY

Questions are low-level or inappropriate.

Student participation is limited.

PROGRESSING

Questions elicit a thoughtful response, but most are low-level, posed in rapid succession.

Attempts to engage all students in the discussion are only partially successful.

EFFECTIVE

A majority of the teacher's questions elicit a thoughtful response.

Allows appropriate student think time.

Allows sufficient time for students to answer.

A majority of students participate in the discussion.

HIGHLY EFFECTIVE

Questions reflect high expectations and are developmentally appropriate.

Students formulate some of the high-level questions and ensure that all voices are heard.

All students participate in the discussion.

Notes:

3c: Engaging Students in Learning

UNSATISFACTORY

Activities and assignments are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement.

Materials are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement.

Groupings of students are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement.

The lesson has no structure or is poorly paced.

PROGRESSING

Activities/Assignments are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement.

Materials are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement.

Groupings of students are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement.

The lesson has a recognizable structure, but that structure is not fully maintained.

EFFECTIVE

Activities and assignments are appropriate for the instructional outcomes and students' levels of understanding.

Materials are appropriate for the instructional outcomes and students' levels of understanding.

Groupings of students are appropriate for the instructional outcomes and students' levels of understanding.

Most students are engaged in learning.

The lesson's structure is coherent, with appropriate pace.

HIGHLY EFFECTIVE

All students are engaged in learning and make material contributions to the activities, student groupings, and materials.

The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.

Notes:

3d: Using Assessment in Instruction

UNSATISFACTORY

Assessment is not used in instruction.

Monitoring of progress by the teacher candidate or students does not exist or is seldom used.

Little or no feedback is provided to students.

Students are unaware of the assessment criteria used to evaluate their work.

PROGRESSING

Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher candidate and/or students.

Feedback to students is inconsistent or does not prompt further learning.

The students are somewhat aware of the assessment criteria used to evaluate their work.

EFFECTIVE

Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher candidate and/or students.

Feedback to students is consistent and may prompt further learning.

Students are aware of the assessment criteria used to evaluate their work.

HIGHLY EFFECTIVE

Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher candidate.

High-quality feedback is provided to all students.

Notes:

3e: Demonstrating Flexibility and Responsiveness

UNSATISFACTORY

Adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest.

Brushes aside student questions.

When students experience difficulty, the teacher candidate blames the students or their home environment.

PROGRESSING

Attempts to modify the lesson when needed and to respond to student questions, with moderate success.

Accepts responsibility for student success but has only a limited repertoire of strategies to draw upon and limited reflection for future teaching.

EFFECTIVE

Promotes the successful learning of all students by adjusting the instructional plans as needed and accommodating student questions, needs, and interests.

Is reflective and able to discuss how they might adjust in the future.

HIGHLY EFFECTIVE

Seizes an opportunity to enhance learning, building on a spontaneous event or student interests.

Adjustments are made for students who are not successful.

Extensions are made for students who are successful.

Notes:

4a: Reflecting on Teaching

UNSATISFACTORY

Does not accurately assess the effectiveness of the lesson.

Has no ideas about how the lesson could be improved.

PROGRESSING

Provides a partially accurate and objective description of the lesson but does not cite specific evidence.

Makes only general suggestions as to how the lesson might be improved.

EFFECTIVE

Provides an accurate description of the lesson, citing specific evidence.

Makes some specific suggestions as to how the lesson might be improved.

HIGHLY EFFECTIVE

Suggests alternative strategies and predicts its success.

Notes:

4b: Maintaining Accurate Records

UNSATISFACTORY

Does not maintain both instructional and non-instructional records.

There is no awareness of the need for data privacy.

There is no response to data.

PROGRESSING

Maintains both instructional and non-instructional records partially effectively.

Is aware of the need for data privacy.

The response to data is inconsistent.

EFFECTIVE

Maintains both instructional and non-instructional records that are accurate, efficient, and effective.

Respects data privacy and responds to data to inform their instructional practice.

HIGHLY EFFECTIVE

Demonstrates the ability to appropriately share data with others.

A system for monitoring student achievement and growth is used.

Notes:

4c: Communicating with Families

UNSATISFACTORY

Communication with families about the instructional program or about individual students is sporadic or inappropriate.

Makes no attempt to engage families in the instructional program.

PROGRESSING

Adheres to school procedures for communicating with families.

Makes modest attempts to engage families in the instructional program.

Communication is not always appropriate.

EFFECTIVE

Communicates frequently with families.

Families are successfully engaged in the instructional program.

Information to families about individual students is conveyed in an appropriate manner.

HIGHLY EFFECTIVE

Students participate in the communication with their families.

Notes:

4d: Participating in a Professional Community

UNSATISFACTORY

Avoids participating in a professional community or in school events and projects.

Relationships with colleagues are negative or self-serving.

PROGRESSING

Becomes involved in the professional community and in school events and projects when specifically asked.

Relationships with colleagues are cordial.

EFFECTIVE

Participates and engages in the professional community and in school events and projects.

Maintains positive and productive relationships with colleagues.

HIGHLY EFFECTIVE

Makes a contribution to the professional community and to school and district events and projects.

Notes:

4e: Growing and Developing Professionally

UNSATISFACTORY

Does not participate in professional development activities and makes no effort to share knowledge with colleagues.

Is resistant to feedback from supervisors or colleagues.

PROGRESSING

Participates in professional development activities that are convenient or are required and makes limited contributions to the profession.

Accepts, with some reluctance, feedback from supervisors and colleagues.

EFFECTIVE

Seeks out opportunities for professional development based on an individual assessment of need.

Actively shares expertise with others.

Welcomes and implements feedback from supervisors and colleagues.

HIGHLY EFFECTIVE

Actively pursues professional development opportunities and initiates activities to contribute to the profession.

Seeks and implements feedback from supervisors and colleagues.

Notes:

4f: Showing Professionalism

UNSATISFACTORY

Has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students.

Fails to comply with preparation program, school, or district regulations and timelines.

PROGRESSING

Is honest and well intentioned in serving students and contributing to decisions in the school, but attempts to serve students are limited.

Complies mostly with preparation program, school or district regulations and timelines.

EFFECTIVE

Displays a high level of ethics and professionalism in dealings with students.

Displays a high level of ethics and professionalism in dealings with colleagues.

Complies fully and voluntarily with preparation program, school, and district regulations and timelines.

HIGHLY EFFECTIVE

Is proactive in making sure that school practices and procedures ensure that all students are honored in the school.

Displays the highest standards of ethical conduct.

Notes:



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