

Teacher Rubric

Domain 1: Planning and Preparation			
1a - Demonstrating Knowledge of Content and Pedagogy			
<p>UNSATISFACTORY</p> <p>Unit plans and practice display little knowledge of the standards.</p> <p>No connections of prerequisite relationships between different aspects of the standard are made.</p> <p>Instructional practices are not specific to that discipline.</p>	<p>PROGRESSING</p> <p>Unit plans and practice reflect some awareness of the standards.</p> <p>Builds on prior knowledge when introducing concepts.</p> <p>Some instructional practices are specific to the expected outcome.</p>	<p>EFFECTIVE</p> <p>Unit plans and practice reflect solid knowledge of the standards.</p> <p>Builds on prior knowledge, helping students examine the similarities and differences when introducing concepts.</p> <p>Instructional practices are aligned to the expected outcome.</p>	<p>HIGHLY EFFECTIVE</p> <p>Unit plans and practice reflect effective scaffolding of information.</p> <p>Actively builds on prior knowledge and common misconceptions when planning instruction.</p>
1b - Demonstrating Knowledge of Students			
<p>UNSATISFACTORY</p> <p>Demonstrates little or no knowledge of students' backgrounds and does not seek such understanding.</p>	<p>PROGRESSING</p> <p>Indicates the importance of understanding some students' backgrounds and attaining this knowledge.</p>	<p>EFFECTIVE</p> <p>Actively seeks and attains knowledge of all students' backgrounds and interests.</p>	<p>HIGHLY EFFECTIVE</p> <p>Uses the knowledge of students' backgrounds and interests to individualize instruction and close achievement gaps.</p>
1c - Setting Instructional Outcomes			
<p>UNSATISFACTORY</p> <p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are</p>	<p>PROGRESSING</p> <p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a</p>	<p>EFFECTIVE</p> <p>Instructional outcomes represent grade level expectations, and the information is effectively</p>	<p>HIGHLY EFFECTIVE</p> <p>Instructional outcomes are provided as rigorous learning goals that can</p>

<p>stated only as activities.</p> <p>They do not assess to understand the proficiency of student learning.</p>	<p>combination of activities and goals, some of which permit viable methods of assessment.</p> <p>They reflect more than one type of learning, but the teacher makes no attempt to utilize data to inform instruction.</p>	<p>scaffolded.</p> <p>Instructional outcomes are clearly designed.</p>	<p>be assessed, reflecting-proficiency of academic standards.</p> <p>Outcomes represented on a performance scale offer opportunities for students to progress on the scale.</p>
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1d - Demonstrating Knowledge of Resources

<p>UNSATISFACTORY</p> <p>Demonstrates little or no familiarity with resources to enhance their own knowledge, to use in teaching, or for students who need them.</p> <p>Does not seek such knowledge.</p>	<p>PROGRESSING</p> <p>Demonstrates some familiarity with resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them.</p> <p>The teacher does not seek to extend such knowledge.</p>	<p>EFFECTIVE</p> <p>Is fully aware of the resources available through the school or district to enhance own knowledge.</p> <p>Instructional materials used in instruction are of high quality and aligned with the established content standards.</p>	<p>HIGHLY EFFECTIVE</p> <p>Seeks out high-quality instructional materials and additional rigorous resources beyond the school or district to enhance their knowledge and meet the individual academic needs of students.</p>
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1e - Designing Coherent Instruction

<p>UNSATISFACTORY</p> <p>The progression of learning is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p>	<p>PROGRESSING</p> <p>The progression of learning demonstrates partial alignment with instructional outcomes.</p> <p>Some of the experiences are likely to engage students in grade level learning.</p> <p>The lesson or unit has a recognizable structure and reflects partial knowledge of students and standards.</p>	<p>EFFECTIVE</p> <p>Utilizes a progression of learning aligned to instructional outcomes.</p> <p>The lesson or unit has a clear structure and engages students in grade level learning.</p>	<p>HIGHLY EFFECTIVE</p> <p>Coordinates knowledge of standards, students, and resources, to design a progression of learning aligned to instructional outcomes, differentiated where appropriate for all students to engage them in rigorous grade-level learning.</p> <p>The lesson or unit structure is clear and planned accordingly to respond to students' academic needs</p>
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			(intervention or extension) based on academic standard.
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1f - Designing Student Assessments

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>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.</p> <p>The results of assessment have minimal impact on the design of future instruction.</p>	<p>The plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students.</p> <p>The teacher intends to use assessment results to plan for future instruction for the class.</p>	<p>Student assessments are aligned with the instructional outcomes.</p> <p>Assessment criteria are clear and appropriate.</p> <p>Assessment results are used to plan for future instruction, extension and/or intervention.</p>	<p>The plan for student assessment is fully aligned with the instructional outcomes for a student to demonstrate mastery of the standard.</p> <p>Demonstration of proficiency may be adapted based on a learner's needs.</p> <p>Prepares assessments to inform instruction for individual students.</p>

Domain 2: The Classroom Environment

2a - Creating an Environment of Respect and Rapport

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Classroom interactions between the teacher and students are negative, inappropriate, or characterized by sarcasm, put-downs, or conflict.</p> <p>Classroom interactions between students are negative, inappropriate, or characterized by sarcasm, put-downs, or conflict.</p>	<p>Classroom interactions between the teacher and students are generally appropriate with occasional displays of insensitivity.</p> <p>Classroom interactions between the students are generally appropriate with occasional displays of insensitivity.</p>	<p>Classroom interactions between the teacher and all students are polite and respectful.</p> <p>Classroom interactions among students are polite and respectful.</p>	<p>Students themselves ensure high levels of civility among members of the class.</p>

2b - Establishing a Culture for Learning

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>The classroom environment conveys a negative culture for learning characterized by low teacher commitment to the subject, low expectations for student achievement,</p> <p>Students demonstrate little or no pride in work.</p>	<p>Modest expectations for student achievement.</p> <p>Some teacher commitment to the subject exists.</p> <p>Students demonstrate little pride in their work with both the teacher and students appear to be only "going through the motions."</p>	<p>Grade level learning expectations exist for all students.</p> <p>Commitment to the learning goals by both teacher and students exists.</p> <p>Students can articulate the learning expectation(s) and/or connection to previous learning.</p>	<p>Students can articulate the steps for progressing in the standard.</p>

2c - Managing Classroom Procedures

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Much instructional time is lost.</p> <p>Classroom routines and procedures operate inefficiently.</p> <p>Performance of noninstructional duties is inefficient.</p>	<p>Some instructional time is lost.</p> <p>Classroom routines and procedures are established but inconsistent.</p> <p>Noninstructional duties are partially effective.</p>	<p>Minimal instructional time is lost.</p> <p>Classroom routines and procedures operate smoothly.</p> <p>Noninstructional duties operate smoothly.</p>	<p>Students contribute to the seamless operation of classroom routines and procedures, and performance of noninstructional duties.</p>

2d - Managing Student Behavior

<p>UNSATISFACTORY</p> <p>There is no evidence that classroom behavior expectations have been established.</p> <p>Little or no teacher monitoring of student behavior exists.</p> <p>Response to student misbehavior is repressive or disrespectful.</p>	<p>PROGRESSING</p> <p>An effort has been made to establish classroom behavior expectations for students.</p> <p>Attempts, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>EFFECTIVE</p> <p>Classroom behavior expectations are established and apparent.</p> <p>Monitors student behavior against established expectations.</p> <p>Responses to student misbehavior are appropriate.</p>	<p>HIGHLY EFFECTIVE</p> <p>Behavior expectations are collaboratively developed with students and clearly communicated.</p> <p>Acknowledges positive behaviors and responds to misbehavior subtly and respectfully.</p> <p>Students actively participate and respectfully practice peer accountability through established behavior expectations.</p>
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2e - Organizing Physical Space

<p>UNSATISFACTORY</p> <p>The physical environment is unsafe.</p> <p>The teacher does not plan for the organization of students for a productive learning environment.</p> <p>The physical arrangement of the classroom is not conducive to lesson activities.</p>	<p>PROGRESSING</p> <p>The classroom is safe.</p> <p>The classroom is somewhat clean and orderly.</p> <p>Organizes most students to interact, practice, or complete learning tasks.</p> <p>Attempts to modify the physical arrangement to suit learning activities are met with inconsistent success.</p>	<p>EFFECTIVE</p> <p>The classroom is safe, clean, and orderly.</p> <p>The teacher organizes all students to interact, practice, or complete learning tasks.</p> <p>The physical arrangement contributes productively to the learning activities.</p>	<p>HIGHLY EFFECTIVE</p> <p>Students contribute to the physical environment to advance learning without disruption to instructional time.</p>
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Domain 3: Instruction

<p>3a - Communicating with Students</p>			
<p>UNSATISFACTORY</p>	<p>PROGRESSING</p>	<p>EFFECTIVE</p>	<p>HIGHLY EFFECTIVE</p>

<p>Expectations for learning are not communicated.</p> <p>Directions are not provided or confusing to students.</p> <p>Procedures are unclear or confusing to students.</p> <p>Explanations of content are unclear or confusing to students.</p> <p>Communication contains errors or is inappropriate for levels of development.</p>	<p>Expectations for learning are not clearly communicated.</p> <p>Directions are provided, but most students request additional clarification.</p> <p>Procedures are clarified after initial confusion.</p> <p>Explanations of content are clarified after initial confusion.</p> <p>Communication is correct but may not be completely appropriate for students' levels of development.</p>	<p>Expectations for learning are clearly communicated to students.</p> <p>Directions are clear to students.</p> <p>Procedures are clear to students.</p> <p>Explanations of content are clear to students.</p> <p>Communications are developmentally appropriate.</p>	<p>Oral and written communication is clear and expressive, appropriate for students' levels of development, and anticipates possible student misconceptions.</p> <p>Supports students to examine their reasoning, reflect on learning, and revise knowledge.</p>
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3b - Using Questioning and Discussion Techniques

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Questions are low-level or irrelevant to the content.</p> <p>Student participation is limited.</p>	<p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession.</p> <p>Students are allowed some time to formulate responses.</p> <p>Inconsistently manages student response rates.</p> <p>Attempts to engage all students in the discussion are partially successful.</p>	<p>A majority of the teacher's questions elicit a thoughtful response.</p> <p>Students are allowed an appropriate time to formulate responses based on the question/discussion topic.</p> <p>The teacher consistently manages student response rates.</p> <p>All students participate in the discussion.</p>	<p>Questions reflect high expectations and are developmentally appropriate.</p> <p>Students formulate many of the high-level questions.</p> <p>Students lead discussions to present and/or defend their reasoning as it relates to the learning goal.</p>

3c - Engaging Students in Learning

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
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<p>Activities/Assignments are inappropriate for the instructional outcomes.</p> <p>Materials are inappropriate or nonexistent for the instructional outcomes.</p> <p>Groupings of students are inappropriate or not considered for the instructional outcomes.</p> <p>The lesson has no structure or is poorly paced.</p>	<p>Activities/Assignments are partially appropriate to the instructional outcomes.</p> <p>Materials are partially appropriate to the instructional outcomes.</p> <p>Groupings of students are partially appropriate to the instructional outcomes.</p> <p>The lesson has a recognizable structure, but that structure is not fully maintained.</p>	<p>Activities/Assignments support instructional outcomes.</p> <p>Materials support instructional outcomes.</p> <p>Groupings of students support instructional outcomes.</p> <p>All students are engaged in learning the instructional outcomes.</p> <p>The lesson's structure is clear and appropriately paced.</p>	<p>Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions.</p> <p>The lesson is adapted as necessary to the needs of individuals.</p> <p>The structure and pacing allow for student reflection and closure.</p>
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3d - Using Assessment in Instruction

<p>UNSATISFACTORY</p> <p>Assessment is not used in instruction.</p> <p>Monitoring of progress by the teacher or students does not exist or is seldom used.</p> <p>Little or no feedback is provided to students.</p> <p>Students are unaware of the assessment criteria used to evaluate their work.</p>	<p>PROGRESSING</p> <p>Assessment of and for learning is occasionally used.</p> <p>Monitoring of progress of learning by the teacher and/or students is inconsistent.</p> <p>Feedback is provided to some students or is generic.</p> <p>Students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>EFFECTIVE</p> <p>Assessment of and for learning is used regularly.</p> <p>Progress monitoring of learning by the teacher and/or students is consistent.</p> <p>Provides appropriate and timely feedback to students.</p> <p>Students are fully aware of the criteria used to evaluate their work.</p>	<p>HIGHLY EFFECTIVE</p> <p>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.</p> <p>High-quality feedback is provided to all students from a variety of sources.</p>
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3e - Demonstrating Flexibility and Responsiveness

<p>UNSATISFACTORY</p> <p>Adheres to the instruction plan, even when a change would improve the lesson or address students' lack of</p>	<p>PROGRESSING</p> <p>Attempts to modify the lesson when needed and to respond to student</p>	<p>EFFECTIVE</p> <p>Ensures high levels of learning for all students.</p>	<p>HIGHLY EFFECTIVE</p> <p>Ensures growth of all students.</p> <p>Seizes an opportunity to enhance</p>
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<p>interest.</p> <p>Brushes aside student questions.</p> <p>When students experience difficulty, the teacher blames the students or their home environment.</p>	<p>questions, with moderate success.</p> <p>Accepts responsibility for student growth but has only a limited repertoire of strategies to draw upon.</p>	<p>Adjustments are made for students who were not successful.</p> <p>Extensions are made for students who were successful.</p>	<p>learning, building on a spontaneous event or student interests.</p>
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Domain 4: Professional Responsibilities

4a - Reflecting on Teaching

<p>UNSATISFACTORY</p> <p>Does not accurately assess the effectiveness of the lesson.</p> <p>Has no ideas about how the lesson could be improved.</p>	<p>PROGRESSING</p> <p>Provides a partially accurate and objective description of the lesson but does not cite specific evidence.</p> <p>Makes only general suggestions as to how the lesson might be improved.</p>	<p>EFFECTIVE</p> <p>Provides an accurate description of the lesson with specific evidence.</p> <p>Makes some specific suggestions as to how the lesson might be improved.</p>	<p>HIGHLY EFFECTIVE</p> <p>Draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.</p>
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4b - Maintaining Accurate Records

<p>UNSATISFACTORY</p> <p>Systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.</p>	<p>PROGRESSING</p> <p>Systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.</p>	<p>EFFECTIVE</p> <p>Systems for maintaining both instructional and noninstructional records are:</p> <p>Accurate,</p> <p>Efficient,</p> <p>Effective</p> <p>A system for monitoring student achievement and growth exists.</p>	<p>HIGHLY EFFECTIVE</p> <p>Students contribute to the monitoring of their achievement and growth.</p>
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4c - Communicating with Families			
<p>UNSATISFACTORY</p> <p>Communication with families about the instructional program or about individual students is sporadic or inappropriate.</p> <p>Makes no attempt to engage families in the instructional program.</p> <p>Communications, when attempted, are mostly inappropriate.</p>	<p>PROGRESSING</p> <p>Adheres to school procedures for communicating with families. Makes modest attempts to engage families in the instructional program are made.</p> <p>Communications are not always appropriate.</p>	<p>EFFECTIVE</p> <p>Communicates frequently with families. Families are successfully engaged in the instructional program.</p> <p>Information to families about individual students is conveyed in an appropriate manner.</p>	<p>HIGHLY EFFECTIVE</p> <p>Students participate in the communication with their families.</p>
4d - Participating in a Professional Community			
<p>UNSATISFACTORY</p> <p>Avoids participating in a professional community or in school and district events and projects.</p> <p>Relationships with colleagues are negative or self-serving.</p>	<p>PROGRESSING</p> <p>Becomes involved in the professional community and in school and district events and projects when specifically asked.</p> <p>Relationships with colleagues are cordial.</p>	<p>EFFECTIVE</p> <p>Participates actively in the professional community and in school and district events.</p> <p>Maintains positive and productive relationships with colleagues.</p>	<p>HIGHLY EFFECTIVE</p> <p>Makes a substantial contribution to the professional community and to school and district events and projects.</p> <p>Assumes a leadership role among the faculty.</p>
4e - Growing and Developing Professionally			
<p>UNSATISFACTORY</p> <p>Does not participate in professional development activities and makes no effort to share knowledge with colleagues.</p> <p>Is resistant to feedback from supervisors or colleagues.</p>	<p>PROGRESSING</p> <p>Participates in professional development activities that are convenient or are required and makes limited contributions to the profession.</p>	<p>EFFECTIVE</p> <p>Seeks out opportunities for professional development based on an individual assessment of need.</p> <p>Actively shares expertise with others.</p>	<p>HIGHLY EFFECTIVE</p> <p>Actively pursues professional development opportunities and initiates activities to contribute to the profession.</p> <p>Seeks feedback from supervisors and colleagues.</p>

	Accepts, with some reluctance, feedback from supervisors and colleagues.	Welcomes feedback from supervisors and colleagues.	
4f - Showing Professionalism			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students.</p> <p>Fails to comply with school, district, state and federal laws and policies.</p>	<p>Is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited.</p> <p>Has minimal understanding and application of school, district, state and federal laws and policies.</p>	<p>Displays a high level of ethics and professionalism in dealings with students.</p> <p>Displays a high level of ethics and professionalism in dealings with colleagues.</p> <p>Complies fully with school, district, state and federal laws and policies.</p>	<p>Is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students are honored in the school.</p> <p>Displays the highest standards of ethical conduct.</p> <p>Takes a leadership role in seeing that colleagues comply with school, district, state and federal laws and policies.</p>