

Teacher Performance Rubric

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p><i>*Knowledge of Content and the Structure of the Discipline</i></p> <p><i>*Understanding prerequisite knowledge</i></p>	<p>In planning and practice, teacher makes significant content errors or does not correct errors made by students.</p> <p>Teacher’s plans and practice display little understanding of prerequisite knowledge that is important to student learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches that are suitable to student learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline – content knowledge could be stronger.</p> <p>Teacher’s plans and practice indicate some awareness of prerequisite knowledge that is important to student learning of the content.</p> <p>Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays strong knowledge of the important concepts in the discipline and how these relate to one another.</p> <p>Teacher’s plans and practice reflect an acceptable understanding of prerequisite knowledge that is important for student learning of the content.</p> <p>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.</p> <p>Teacher’s plans and practice reflect a strong understanding of prerequisite knowledge that is important for student learning of the content.</p> <p>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
<p>1b: Demonstrating Knowledge of Students</p> <p><i>*Knowledge of Child, Adolescent Development and the Learning Process</i></p> <p><i>*Knowledge of Students’ Skills, Knowledge, and Language Proficiency</i></p> <p><i>*Knowledge of Students’ Interests and Cultural Heritage</i></p> <p><i>*Knowledge of Students’ Special Needs</i></p>	<p>Teacher demonstrates minimal understanding of how students learn, and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages – and/or does not indicate that such knowledge is valuable.</p>	<p>Teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p>	<p>Teacher understands the active nature of student learning, and acquires information about levels of development for groups of students.</p> <p>Teacher also purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p>Teacher understands the active nature of student learning, and acquires information about levels of development for groups of students.</p> <p>Teacher also purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students and individual students.</p>

Teacher Performance Rubric

<p>1c: Setting Instructional Objectives</p> <p><i>*Objectives (Value, Sequence, and Alignment) include in definition...</i></p> <p><i>*Clarity of objectives</i></p> <p><i>*Lesson planning decisions are based on suitability for diverse learners</i></p>	<p>Objectives represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline.</p> <p>Objectives are stated as student activities, rather than as learning objectives.</p> <p>Lesson objectives are suitable for few students.</p>	<p>Objectives represent moderately high expectations and rigor. Some also reflect important learning in the discipline.</p> <p>Objectives consist of a combination of outcomes and activities.</p> <p>Lesson objectives are suitable for some students.</p>	<p>Most objectives represent rigorous and important learning in the discipline.</p> <p>Objectives are clear and written in the form of student learning.</p> <p>Lesson objectives are suitable for most students.</p>	<p>All objectives represent rigorous and important learning in the discipline.</p> <p>Objectives are clear, written in the form of student learning, and explicitly tied to the content of the lesson and written in a way students can understand.</p> <p>Lesson objectives are suitable for all students.</p>
<p>1d: Demonstrating Knowledge of Resources</p> <p><i>*Resources include anything a teacher selects to enhance a lesson, whether to be used directly by students or to be used by the teacher to deepen his/ her knowledge and/ or skills.</i></p>	<p>Teacher has a poor understanding of the resources that will help students reach the learning objectives.</p> <p>Poor understanding of resources available is directly affecting ability to select appropriate ones given the learning objectives and the students.</p>	<p>Teacher displays a beginning understanding of the resources that will help students reach the learning objectives but has not shown a great deal of initiative in going beyond what is immediately or obviously available, such as textbook resources.</p> <p>Limited knowledge of resources may be affecting ability to select ones that maximize opportunity for students to reach learning objectives.</p>	<p>Teacher demonstrates an understanding not only of resources that are immediately or obviously available, such as textbook resources, but a growing understanding of other resources that will help students reach learning objectives. That awareness of resources, however, still has room for growth.</p> <p>Teacher generally demonstrates good judgment about the selection of resources given the learning objectives and the students.</p>	<p>Teacher demonstrates an exceptional grasp of the variety of resources available to reach desired instructional outcomes. Teacher has been active in seeking resources within the school, within the community, from professional organizations, from universities, from workshops, and/or from the Internet.</p> <p>Teacher also demonstrates excellent discretion about the selection of resources given the learning objectives and the students and about what resources will help bring content to life.</p>

Teacher Performance Rubric

<p>1e: Designing Coherent Instruction</p> <p><i>*Learning Activities</i></p> <p><i>*Instructional Materials and Resources</i></p> <p><i>*Instructional Groups Lesson and Unit Structure</i></p> <p><i>*Pacing</i></p>	<p>Learning activities are poorly aligned with the learning objectives.</p> <p>Learning activities do not follow an organized progression.</p> <p>Learning activities are not designed to engage students in active intellectual activity.</p> <p>Learning activities have unrealistic time allocations.</p> <p>Instructional groups are not suitable to the activities.</p> <p>Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.</p>	<p>Some of the learning activities and materials are aligned with the learning objectives.</p> <p>The lesson or unit has a recognizable structure, but the progression of activities is uneven. Learning activities represent moderate cognitive challenge.</p> <p>Only some learning activities have reasonable time allocations.</p> <p>Learning activities represent no differentiation for different students.</p> <p>Instructional groups partially support the activities.</p>	<p>Most of the learning activities are aligned with the learning objectives.</p> <p>Learning activities follow a coherent sequence.</p> <p>Learning activities represent significant cognitive challenge.</p> <p>Most learning activities have reasonable time allocations.</p> <p>Learning activities offer some reasonable differentiation for different groups of students.</p> <p>Instructional groups are organized and sufficiently support learning and utilize student strengths.</p>	<p>All of the learning activities are aligned with learning objectives.</p> <p>Learning activities follow a coherent sequence.</p> <p>Learning activities engage students in high-level cognitive challenge.</p> <p>All learning activities have reasonable time allocations.</p> <p>Learning activities are clearly differentiated for groups of students and may also be for individual learners.</p> <p>Instructional groups are organized thoughtfully to maximize learning and utilize student strengths.</p>
<p>1f: Designing Student Assessments</p> <p><i>*Congruence with Instructional Objectives</i></p> <p><i>*Criteria and Standards</i></p> <p><i>*Design of Formative Assessments (formal and informal as subheading)</i></p> <p><i>*Use for planning</i></p>	<p>Assessment procedures are not congruent with learning objectives and lack criteria by which student performance will be assessed.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit.</p> <p>Assessment methods are not adapted for the needs of students.</p>	<p>Assessment procedures are partially congruent with learning objectives; assessment criteria and standards are not clear.</p> <p>Teacher's approach to using formative assessment is rudimentary, including only some of the learning objectives.</p> <p>Assessment methods are intermittently adapted for groups — as well as individual students — as the need has arisen.</p>	<p>All the learning objectives may be assessed by the proposed assessment plan; assessment criteria and standards are clear.</p> <p>Teacher has a well-developed strategy for using formative assessment.</p> <p>Assessment methods may have been adapted for groups — as well as individual students — as the need has arisen.</p>	<p>All the learning objectives are assessed by the proposed assessment plan; assessment criteria and standards are clear.</p> <p>The approach to using formative assessment is well designed and includes student use — as well as teacher use — of the assessment information.</p> <p>Assessment methods have been adapted for groups — as well as individual students — as the need has arisen.</p>

Teacher Performance Rubric

Domain 2: The Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>2a: Creating an Environment of Respect and Rapport</p> <p><i>*Teacher Interaction with Students</i></p> <p><i>*Student Interactions with One Another</i></p>	<p>Patterns of classroom interactions — both between teacher and students and among students — are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds and developmental levels.</p> <p>Interactions are characterized by sarcasm, put-downs or conflict. Teacher does not correct disrespectful behavior.</p>	<p>Patterns of classroom interactions — both between the teacher and students and among students — are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures and developmental levels.</p> <p>Students rarely demonstrate disrespect towards one another. Teacher attempts to respond to disrespectful behavior, but with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are positive and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures and developmental levels of the students.</p> <p>Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful and businesslike.</p>	<p>Teacher-student interactions are positive and demonstrate general caring and respect for all individuals. Such interactions are appropriate to the ages, cultures and developmental levels of the students.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civility. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>
<p>2b: Establishing a Culture for Learning</p> <p><i>*Importance of the Content</i></p> <p><i>*Expectations for Learning and Achievement</i></p> <p><i>*Classroom conditions and instructional processes develop self-regulated learners</i></p>	<p>Classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work and the precise use of language are not expected nor valued.</p> <p>Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>Classroom culture is characterized by little commitment to learning by teacher or students. Teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality.</p> <p>Teacher conveys that student success is the result of natural ability rather than hard work and reserves high expectations for learning for only those students thought to have a natural aptitude for the subject.</p>	<p>Classroom is a place where learning is clearly valued by the teacher. Classroom interactions support learning, hard work and the precise use of language.</p> <p>Teacher conveys high expectations for both learning and hard work for nearly all students.</p>	<p>Classroom is an intellectually vibrant place. Teachers lead students towards having a high regard for learning. Classroom interactions support learning, hard work and the precise use of language.</p> <p>Teacher conveys high expectations for learning for all students and insists on hard work.</p>
<p>2c: Managing Classroom Procedures</p> <p><i>*Management of Instructional Groups</i></p> <p><i>*Management of Transitions</i></p> <p><i>*Management of Materials and Supplies</i></p> <p><i>*Performance of Classroom Duties</i></p> <p><i>*Communicate and Facilitate Responsibilities of Volunteers and Paraprofessionals</i></p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures.</p> <p>There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures.</p> <p>Teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures.</p> <p>Teacher’s management of instructional groups and/or the handling of materials and supplies are generally effective.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient classroom routines and procedures.</p> <p>Teacher’s management of instructional groups and/or the handling of materials and supplies are consistently effective and efficient.</p> <p>Routines are well understood and may be initiated by students.</p>

Teacher Performance Rubric

<p>2d: Managing Student Behavior</p> <p><i>*Expectations</i></p> <p><i>*Monitoring of Student Behavior</i></p> <p><i>*Response to Student Misbehavior</i></p>	<p>Most students' behavior is inappropriate.</p> <p>There appears to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior.</p> <p>Teacher's response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Appropriate student behavior is inconsistent.</p> <p>Standards of conduct appear to have been established, but teacher monitoring is inconsistent.</p> <p>Teacher tries, with uneven results, to respond to student misbehavior.</p>	<p>Student behavior is mostly appropriate.</p> <p>Teacher monitors student behavior according to the established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.</p>	<p>Student behavior is entirely or almost entirely appropriate, and teacher may be particularly adept at preventative measures while holding students accountable to the standards of conduct.</p> <p>Teacher's monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
<p>2e: Organizing Physical Space</p> <p><i>*Safety and Accessibility</i></p> <p><i>*Arrangement of classroom and/or use of Physical Resources</i></p>	<p>Classroom environment is unsafe, or learning is not accessible to many.</p> <p>There is poor alignment between the physical arrangement and resources, including technology and the lesson activities.</p>	<p>Classroom is safe and essential learning is accessible to most students.</p> <p>Teacher's use of physical resources — including technology — is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities with partial success.</p>	<p>Classroom is safe and all students have equal access to learning activities.</p> <p>Teacher ensures that the physical arrangement is appropriate to support goals of learning activities and uses physical resources — including technology — effectively.</p>	<p>Classroom is safe and all students have equal access to learning activities.</p> <p>Teacher ensures that the physical arrangement is optimally arranged in order to maximize the goals of learning activities and uses physical resources — including technology — effectively.</p>

Teacher Performance Rubric

Domain 3: Delivery of Services

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>3a: Communicating with Students</p> <p><i>*Expectations for Learning</i></p> <p><i>*Directions and Procedures</i></p> <p><i>*Explanations of Content</i></p> <p><i>*Use of Oral and Written Language</i></p>	<p>Lesson’s objectives are unclear to students.</p> <p>Directions and procedures are confusing, incorrect or incomplete.</p> <p>Teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use.</p> <p>Teacher’s spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague or used incorrectly, leaving students confused.</p>	<p>Teacher’s attempt to explain the lesson’s objective is only partially successful.</p> <p>Directions and procedures are clarified after initial student confusion.</p> <p>Teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently.</p> <p>Teacher’s spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds. Teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>Teacher clearly communicates (visually an/or orally) the lesson’s objectives.</p> <p>Directions and procedures are explained clearly and may be modeled.</p> <p>Teacher’s explanation of content is scaffolded, clear and accurate, and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement.</p> <p>Teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teachers’ use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>Teacher clearly communicates (visually and/or orally) the lesson’s objectives and links them to the larger curriculum or broader learning.</p> <p>The directions and procedures are explained clearly and may be modeled. Teacher can anticipate possible student misunderstanding.</p> <p>Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience. During the explanation of content, teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement.</p> <p>Teacher’s spoken and written language is not only clear and correct but engaging. Not only is the teacher’s use of academic vocabulary precise and helpful for extending student understanding, but the teacher finds opportunities to expand student vocabularies.</p>

Teacher Performance Rubric

<p>3b: Using Questioning and Discussion Techniques</p> <p><i>*Quality of Questions</i></p> <p><i>*Discussion Techniques</i></p> <p><i>*Student Participation</i></p>	<p>Teacher's questions are consistently of low-cognitive challenge, single-correct responses and/or asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. Teacher accepts all contributions without asking students to explain their reasoning.</p> <p>Only a few students participate in the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, teacher attempts to ask some questions designed to promote students in thinking, but only a few students are involved.</p> <p>Teacher attempts to encourage all students to respond to one another and to explain their thinking with uneven results.</p> <p>Teacher attempts to engage all students in the discussion with uneven results.</p>	<p>While teacher may use some low-level questions, s/he poses uses a variety of techniques to promote student thinking and understanding.</p> <p>Teacher creates a discussion among students, providing time for students to respond while managing the discussion. Teacher accepts students reasoning for their thinking.</p> <p>Teacher successfully engages most students, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher frequently seeks to engage students in higher level thinking through well formulated questioning/techniques, that may include promoting meta-cognition.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher challenges students to justify their thinking.</p> <p>Teacher encourages students to formulate questions and challenge one another's thinking.</p>
<p>3c: Engaging Students in Learning</p> <p><i>*Activities and Assignments</i></p> <p><i>*Instructional Materials and Resources</i></p> <p><i>*Organization (grouping) of Students</i></p> <p><i>*Structure and Pacing</i></p> <p><i>*Responsive to Student thinking and Reasoning</i></p>	<p>Learning tasks/activities, materials and resources are poorly aligned with the learning objectives, or require only rote responses with only one approach possible.</p> <p>Organization of students is unsuitable to the activities.</p> <p>Lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>Learning tasks /activities, materials and resources are partially aligned with the learning objectives, but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant.</p> <p>Organization of students is moderately suitable to the activities.</p> <p>Lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged, or may be so slow that many students have a considerable amount of "downtime."</p>	<p>Learning tasks/activities, materials and resources are fully aligned with the learning objectives and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active and/or appropriate intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement.</p> <p>Organization of students is suitable to the activities.</p> <p>Lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Well-designed learning tasks/activities, materials and resources are fully aligned with the learning objectives, and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The teacher is especially adept at pushing students toward more complex thinking given their current ability level.</p> <p>Organization of students enhances the lesson.</p> <p>Lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed, not only to intellectually engage with and reflect upon their learning, but also to consolidate their understanding.</p>

Teacher Performance Rubric

<p>3d: Using Assessment in Instruction</p> <p><i>*Assessment Criteria</i></p> <p><i>*Monitoring of Student Learning</i></p> <p><i>*Feedback to Students</i></p> <p><i>*Student Self-Assessment and Monitoring of Progress</i></p>	<p>Students do not appear to be aware of the assessment criteria.</p> <p>There is little or no monitoring of student learning.</p> <p>Questions and assessments are not used to diagnose evidence of learning.</p> <p>Teacher feedback is absent or of poor quality.</p> <p>Students do not engage in self-assessment.</p>	<p>Students appear to be only partially aware of the assessment criteria.</p> <p>Teacher monitors student learning but does not provide for groups or individuals.</p> <p>Questions and assessments are rarely used to diagnose evidence of learning.</p> <p>Teacher feedback to students is general.</p> <p>A few students assess their own work in the lesson, but self-assessment is not included in a meaningful manner in the lesson as a whole.</p>	<p>Students appear to be aware of the assessment criteria.</p> <p>Teacher monitors student learning through formative and summative assessment and may differentiate for groups or individuals.</p> <p>Questions and assessments are regularly used to diagnose evidence of learning by groups or the class as a whole.</p> <p>Teacher feedback is accurate and specific to individuals.</p> <p>Most students engage in meaningful self-assessment during the lesson.</p>	<p>Students appear to understand the assessment criteria.</p> <p>Teacher differentiates instruction to address students' misunderstandings based on extensive use of formative and summative assessment.</p> <p>Questions and assessments are used regularly to diagnose evidence of learning by individual students.</p> <p>Teacher and/or peer feedback is accurate and specific to individuals, from a variety of sources and advances learning.</p> <p>All or nearly all students engage in meaningful self-assessment, and monitor their own progress using the information to further their own learning.</p>
<p>3e: Demonstrating Flexibility and Responsiveness</p> <p><i>*Lesson Adjustment</i></p> <p><i>*Persistence</i></p> <p><i>*Response to Students</i></p>	<p>Teacher ignores students' questions; when students have difficulty learning, teacher blames them or their home environment for their lack of success.</p> <p>Teacher makes no attempt to adjust the lesson, even when students don't understand the content.</p> <p>When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.</p>	<p>Teacher accepts responsibility for success of some students, but has only a limited repertoire of strategies to use.</p> <p>Teacher makes minimal or ineffective attempts to adjust the lesson even when students don't understand the content.</p> <p>Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.</p>	<p>Teacher accommodates students' questions and interests by drawing on an acceptable repertoire of strategies.</p> <p>If impromptu measures are needed, teacher makes a minor adjustment to the lesson and does so smoothly.</p> <p>Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p>	<p>Teacher successfully accommodates students' questions and interests by drawing on an extensive repertoire of strategies.</p> <p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event(s) or student(s) interests, or teacher successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.</p>

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>4a: Reflecting on Teaching</p> <p><i>*Accuracy</i></p> <p><i>*Use in Future Teaching</i></p>	<p>Teacher does not know whether a lesson was effective or achieved its learning objectives, or teacher profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson’s effectiveness, and the extent to which learning objectives were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its learning objectives, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
<p>4b: Maintaining Accurate Records</p> <p><i>*Student Completion of Assignments</i></p> <p><i>*Student Data - Progress in Learning</i></p> <p><i>*Non-Instructional Records</i></p>	<p>Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.</p> <p>Teacher’s system for providing timely and effective feedback related to student work and progress is nonexistent or in disarray.</p>	<p>Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher’s records for non-instructional activities are adequate but inefficient and — unless given frequent oversight by teacher — prone to errors.</p> <p>Teacher’s system for providing timely and effective feedback related to student work and progress is sporadic.</p>	<p>Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is effective.</p> <p>Teacher’s system for providing timely and effective feedback related to student work and progress is adequate.</p>	<p>Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is accurate without fail.</p> <p>Teacher’s system for providing timely and effective feedback related to student work and progress is exemplary.</p>

Teacher Performance Rubric

<p>4c: Communicating with Families</p> <p><i>*Information About the Instructional Program</i></p> <p><i>*Information About Individual Student Progress</i></p>	<p>Teacher provides little information about the instructional program to families.</p> <p>Teacher communication about students' progress is minimal, and the teacher responds insensitively to student and family concerns.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program, but does not provide parents a clear idea about what students can do to improve or what they do well.</p> <p>Teacher makes sporadic attempts to communicate about the progress of individual students.</p> <p>Communication that takes place may not be sensitive to the needs of the individual student or family.</p>	<p>Teacher provides frequent and appropriate information to families about the instructional program and provides parents a clear idea about what students can do to improve or what they do well.</p> <p>Teacher frequently conveys information about individual student progress and responds to family concerns in a timely and sensitive manner.</p> <p>Communications recognizes the needs of the individual student or family.</p>	<p>Teacher's efforts to engage families in the instructional program are frequent and successful and exceeds what is required by district policy. In addition, teacher initiates family contact regarding positive communication.</p> <p>As a part of regular practice, teacher conveys information about individual student progress and responds to family concerns in a timely and sensitive manner.</p> <p>Communications recognizes the needs of the individual student or family.</p>
<p>4d: Participating in a Professional Community</p> <p><i>*Relationships with Colleagues</i></p> <p><i>*Involvement in a Culture of Professional Inquiry</i></p>	<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher participates in the school's culture of professional inquiry when invited to do so.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation.</p> <p>Teacher voluntarily participates actively in a culture of professional inquiry.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p>
<p>4e: Growing and Developing Professionally</p> <p><i>*Individual Growth Plan (IGP)</i></p> <p><i>*Enhancement of Content Knowledge and Pedagogical Skill</i></p> <p><i>*Service to the Profession</i></p>	<p>Teacher engages in no — or almost no — professional-development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort — or almost no effort — to share knowledge with others or to assume professional responsibilities</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher engages in a limited way with colleagues and supervisors in professional conversations about practice, including some feedback on teaching performance.</p> <p>Teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher actively engages with colleagues and supervisors in professional conversations about practice, and is open to feedback about practice.</p> <p>Teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to monitor the impact of that professional development on student learning.</p> <p>Teacher solicits feedback on practice from both supervisors and colleagues.</p> <p>Teacher actively participates and may initiate assisting other educators and contributes to the profession.</p>

Teacher Performance Rubric

<p>4f: Demonstrating Professionalism</p> <p><i>*Integrity and Ethical Conduct</i></p> <p><i>*Service and Advocacy to Students</i></p> <p><i>*Decision Making</i></p> <p><i>*Compliance with school and district regulation</i></p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and other stakeholders.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests.</p> <p>Teacher does not comply with school and district policies and procedures.</p>	<p>Teacher is honest in interactions with colleagues, students and other stakeholders.</p> <p>Teacher's attempts to serve students are inconsistent and unknowingly contribute to some students being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited, though genuinely professional, considerations.</p> <p>Teacher must be reminded by supervisors about complying with school and district policies and procedures.</p>	<p>Teacher displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and other stakeholders</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind and positively contributes in team or departmental decision-making.</p> <p>Teacher complies fully with school and district policies and procedures.</p>	<p>Teacher displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and other stakeholders, while taking a leadership role with colleagues to do the same.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students — particularly those traditionally underserved — are honored in the school.</p> <p>Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues to do the same.</p>
<p>4g: Support for the total school program</p>	<p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher participates in school events and school and district projects only when specifically asked.</p>	<p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>