TEACHER EFFECTIVENESS RUBRIC

Domain 1 Planning and Preparation

Highly Effective	Effective	Improvement Necessary	Ineffective
1.1 Demonstrates knowledge of content and structure of the discipline			
Teacher demonstrates extensive knowledge of the important concepts in the discipline and how these relate to one another and to other disciplines.	Teacher demonstrates solid knowledge of the content and/or instructional practices specific to that discipline.	Teacher demonstrates limited knowledge of content and/or instructional practices specific to that discipline.	Teacher demonstrates little knowledge of the content or instructional practices specific to that discipline.
1.2 Demonstrates knowledge of students			
Teacher actively seeks knowledge of students' skills, backgrounds, cultures, language proficiency, interests, and special needs, and attains this knowledge for **individual** students.	Teacher actively seeks knowledge of student skills, backgrounds, cultures, language proficiency, interests, and special needs, and attains this knowledge for **groups** of students**.**	Teacher indicates knowledge of the importance of understanding students' skills, backgrounds, cultures, language proficiency, interest, and special needs, and attains this knowledge for the **class** as a whole.	Teacher demonstrates little or no knowledge of students' skills, backgrounds, cultures, language proficiency, interests, and special needs, and does not seek such understanding.
1.3 Establishes instructional outcomes			
Instructional outcomes are clear and represent high expectations and rigor. They offer opportunities for coordination and integration within the disciplines and are adapted to the individual student needs.	Instructional outcomes are clear and represent high expectations and rigor. They are connected to a sequence of learning.	Outcomes represent moderate expectations and rigor. Outcomes are somewhat based on assessment of student needs.	Outcomes represent low expectations of students and lack rigor and clarity. Outcomes are not based on assessment of student needs.
1.4 Establishes standards-based units of instruction and assessments			
Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (for	The teacher plans learning experiences that align with instructional outcomes and are suitable for the groups of students. The learning activities	Standards are identified, but there is insufficient structure for the plans to be coherent and progressive. Plans do not represent a moderate	There is little or no evidence of planning, or plans are rarely based on content standards. There is no clearly defined structure.

example technology, leveled readers, alternative delivery methods, etc.) resulting in a series of learning activities designed to engage students in higher order thinking (Depth of Knowledge). These are differentiated, as appropriate, for individual learners.	have reasonable time allocations; they represent significant levels of higher order thinking (Depth of Knowledge) with some differentiation for different groups of students. The lesson or unit has a clear structure.	cognitive challenge, and do not differentiate for different students.	

1.5 Utilizes assessments to plan and analyze progress

Teacher's plan for formative student assessments is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessments have been adapted for individual students, as need.	The plan for student assessment is aligned with the instructional outcomes; assessments may have been adapted for groups of students, as necessary. Assessment criteria and standards are clear. Teacher has a well-developed process for using formative assessment. Teacher uses assessment results to plan for future instruction for groups of students.	Some of the instructional outcomes are assessed through the proposed Approach. The use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intend to use assessment results to plan for future instructions for the class as a whole.	Assessments are not aligned with instructional outcomes and contain no criteria or standards. Teacher has no plan to incorporate formative assessment in the lessons or unit, not any plans to use assessment results in designing future instruction.

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Ineffective:
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Domain 2 The Classroom Environment			
Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**

2.1 Facilitates classroom culture/climate

Classroom interactions between the teacher and students are highly respectful. Students monitor themselves and ensure positive character and behavior among classmates.	Classroom interactions between the teacher and students are polite and respectful. Teacher reinforces positive behaviors and uses consequences to discourage negative behavior.	Classroom interactions between the teacher and students and among students are generally appropriate and free from conflict. There are occasionally displays of insensitivity or lack of responsiveness to individual differences among students.	Classroom environment conveys a negative culture for learning, with low teacher commitment, low expectations, for student achievement, and little or no student pride in work.

2.2 Establishes expectations for success

Instructional activities and assignments convey high expectations for all students. Students track their academic progress and are able to communicate and use results to self-evaluate. Student success is celebrated.	Instructional activities and assignments convey high expectations for student learning. Students track their academic progress and can somewhat communicate about their results. Student success is recognized.	Instructional activities and assignments convey moderate expectations for student learning. Teacher does not build buy-in by the students. Students track their academic progress but do not understand its implications. Student success is not recognized.	Instructional activities, and assignments convey low expectations for student learning. Students of not track their academic progress. There is no knowledge of student success.

2.3 Manages classroom procedures

Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.

2.4 Manages student behavior

Student behavior is appropriate and/or is effectively managed.	Student behavior is appropriate and/or effectively managed. The	Standards of conduct appear to have been established, but their	There appear to be no established standards of conduct, and little or not

Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respectful of students.	teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	teacher monitoring of students behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.

2.5 Physical Environment

The teacher adapts the physical environment of the classroom to complement a variety of learning activities. Appropriate supplies, materials, and technology are readily accessible to all students, and current student work is displayed.	The teacher adapts the physical environment of the classroom to allow for collaborative as well as individual work. Supplies and materials are usually available. Technology is used appropriately, when available. Student work is displayed.	The teacher occasionally adapts the physical environment of the room to allow for a variety of learning activities. Supplies, materials, and technology are minimally accessible. Student work is displayed occasionally.	The teacher rarely adapts the physical environment of the classroom to complement a variety of learning activities. Appropriate supplies, materials, and technology are not readily accessible. Student work is not displayed.

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Domain 3 Instruction			
Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
3.1 Facilitates student engagement			
Teacher extensively makes use of a variety of	Teacher often makes use of a variety of activities	Teacher varies some aspects of the	Teacher does not vary instructional methods to

activities including technology, academic games, interactive learning experiences etc. to facilitate engagement. All students are actively engaged in content at all times. The teacher checks for understanding and reacts proactively using varied techniques to maintain student engagement throughout the lesson.	including technology, academic games, interactive learning experiences, etc. to facilitate engagement. Most of the students are actively engaged in content at all times and are not off task. Teacher notices and reacts when students are not engaged and checks for understanding.	instructional approach to facilitate student engagement. Some of the students are engaged in the learning process. Teacher notices but is slow to react when student are not engaged.	maintain student engagement. Few of the students are engaged I the learning process. Teacher does not notice or react when student are not engaged.

3.2 Differentiates instruction

Teacher provides extensive differentiated ways of learning with content and assignments specific to individual student needs, all aligned to the lesson's objective. Technology is effectively integrated as an instructional tool as appropriate and as available.	Teacher provides multiple ways of learning, as appropriate, all aligned to the lesson's objective. Technology is used appropriately during instruction as available.	Teacher uses limited opportunities to differentiate instruction, activates or assignments to target different learning needs.	Teacher does not differentiate instruction, activities or assignments to target different learning needs.

3.3 Communicates content

Teacher's explanation of content is extensive and clear, developing conceptual understanding by previewing new content and connection with students' prior knowledge and interests. Teacher communicates content in various ways such as visual aids, graphic organizers, music, literature, and technology. Teacher's spoken and written language is expressive and the teacher finds opportunities to extend student' vocabularies.	Teacher's explanation of content is clear, accurate, and connects new content with students' prior knowledge and experience. Teacher communicates content in various ways such as visual aids, graphic organizers, music, literature and technology. Vocabulary is appropriate to the students' age and interests.	Teacher's explanation of the content may contain minor errors; some portions are clear while other portions are difficult to follow. The teacher's spoken or written language contains some errors of grammar or syntax. Vocabulary is somewhat vague or used incorrectly, causing some confusion among students.	Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague or used incorrectly, leaving students, confused.

3.4 Communicates desired outcomes

The teacher explicitly communicates the outcomes to the students. All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written, or spoken in the form of student learning, and permit extensive methods of assessment. Outcomes take into account the varying needs of individual students.	The teacher has clearly written all instructional outcomes in the form of student learning, and suggests solid methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	The teacher communicates outcomes with limited expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the student in the class based on student learning.	The teacher communicates the outcomes as activities, rather than as student learning objectives. The outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.

3.5 Uses questioning and discussion techniques

Teacher uses a variety of questions or series of prompts to challenge students cognitively, advance high level thinking and discourse, and promotes metacognition. Students formulate relevant question, initiate topics and make unsolicited contributions.	While the teacher may use some low-level questions, he or she poses questions to student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for student to respond, allowing students to lead and facilitate the discussion and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	Teacher's questions are of low cognitive challenge, single correct responses and asked in rapid succession. Interactions between teacher and students are predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.

3.6 Assesses for instruction

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of the assessment criteria. A	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Student of not appear to be aware of the assessment criteria.

variety of feedback, from the teacher and/or students, is accurate, specific, and advances learning. Questions/prompts/asses sments are used regularly to diagnose evidence of learning by individual students.	advances learning. Students appear to be aware of the assessment criteria. Questions/prompts/asses sments are used to diagnose evidence of learning.	general, and students appear to be only partially aware of the assessment criteria. Questions/prompts/asses sments are rarely used to diagnose evidence of learning.	

3.7 Monitors student learning with formative assessments

Teacher actively, frequently, and systematically uses formative assessments to inform instruction and to elicit and apply diagnostic information on individual students to monitor and improve their progress.	Teacher monitors the progress of groups of students in the curriculum, making use of formative assessments to inform instruction and to elicit and apply diagnostic information on individual students to monitor and improve their progress.	Teacher monitors the progress of the class as a whole but does not use formative assessments to inform instruction.	Teacher does not monitor student learning in the curriculum.

3.8 Adapts structure and pacing

Teacher takes advantage of a "Teachable Moments." Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.	Teacher promotes the successful learning of all student, making minor adjustments as needed to instruction plans and accommodating student question, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but had only a limited repertoire of strategies to draw upon.	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores students and their questions when they are having difficulty.

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Domain 4 Professionalism and Collegiality

Highly Effective	Effective	Improvement Necessary	Ineffective
4.1 Reflects on teaching			
Teacher's reflection on the lesson is highly accurate and perceptive and cites specific characteristics. Teacher draws on an extensive repertoire to suggest alternative strategies.	Teacher's reflection provides an accurate and objective description of the lesson and cites specific characteristics. Teacher makes some specific suggestions as to how the lesson might be improved is necessary.	Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific details within the reflection. Teacher makes general suggestions as to how the lesson might be improved, if necessary.	Teacher's reflection on the lesson does not provide an accurate or objective description of the lesson, or teacher fails to provide reflections on lessons
4.2 Communicates with families			
Teacher finds opportunities to engage families in the instructional program, as appropriate. Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Information to families about individual students is conveyed in an appropriate, confidential and timely manner.	Teacher communicates on a regular basis with families and makes regular attempts to engage them in the instructional process. Information to families about individual students is conveyed in an appropriate, confidential manner.	Teacher adheres to school procedures from communicating with families and makes some attempt to engage families in the instructional process.	Teacher communication with families about the instructional program or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.
4.3 Professional Growth			
Teacher actively pursues optional professional opportunities to improve knowledge and practice. Teacher accepts constructive feedback to improve practices, and seeks out ways to implement new practices into instruction, where	Teacher actively pursues optional professional learning opportunities to improve knowledge and practice, accepts constructive feedback to improve practices, and seeks out ways to implement new practices	Teacher attends all mandatory professional learning opportunities, but does not seek opportunities for personal professional growth.	Teacher rarely or never attends professional learning opportunities. Teacher show little or no interest in new ideas, programs, professional reading or classes to improve teaching or learning.

applicable. Teacher regularly shares newly learned practice and knowledge with others and seeks opportunities to lead professional learning.	into instruction, where applicable.		

4.4 Follows policies and procedures

Teacher complies fully with school and Corporation policies and procedures, taking a leadership role with colleagues.	Teacher complies fully with school and Corporation policies and procedures.	Teacher complies minimally with school and Corporation policies and procedures, often failing to meet deadlines, submit reports.	Teacher has a pattern of failing to follow state, corporation, and/or school policies and procedures.

4.5 Demonstrates professionalism

Teacher displays the highest standards of ethical conduct. Teacher assumes a leadership role in ensuring that school practices and procedures are honored within the school.	Teacher displays high level of ethics and professionalism in dealings with students and colleagues, and complies fully with school and Corporation regulations and timelines.	Teacher behaves in an ethical manner towards students and colleagues. Teacher complies minimally with Corporation and school regulations, doing just enough to "get by."	Teacher has little sense of ethics and professionalism. Relationships with peers are negative or nonexistent. Teacher fails to comply with school and Corporation regulations and timelines.

4.6 Collaborates with peers

Teacher takes on leadership roles within collaborative groups at the school and/or Corporation level. When the opportunity exists, teacher serves as a coach or mentor to assist peers. Teacher is an active participant in collaborative endeavors.	Teacher seeks out and participates in opportunities to work with and learn from others. The teacher asks for assistance when needed and provides assistance to others in need.	Teacher participates occasionally in opportunities to work with and learn from others. Teacher does not seek assistance when needed.	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.

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