| **Standard I:**  **Curriculum, Planning, and Assessment** | **Standard II:**  **Teaching All Students** | **Standard III:**  **Family and Community Engagement** | **Standard IV:**  **Professional Culture** |
| --- | --- | --- | --- |
| **A. Curriculum and Planning Indicator**  3. Well-Structured Lessons | **A. Instruction Indicator**  2. Student Engagement  3. Meeting Diverse Needs |  | **A. Reflection Indicator**  1. Reflective Practice |
| **B. Assessment Indicator**  1. Variety of Assessment Methods  2. Adjustments to Practice  3. Diverse Learners Needs  **(NEW from Admin I-B-3)** | **B. Learning Environment Indicator**  1. Safe Learning Environment  2. Collaborative Learning Environment  4. Time for Collaboration  **(NEW from Admin II-C-2)** |  | **B. Professional Growth Indicator**  1. Continuous Learning of Staff  **(NEW from Admin IV-D-1)** |
| **D. Evaluation Indicator**  1. Observation & Feedback  **(NEW from Admin I-D-2)** | **C. Cultural Proficiency Indicator**  1. Respects Differences | **C. Communication Indicator**  1. Two-Way and Culturally Proficient Communication  **(NEW from Admin III-C-1)** | **C. Collaboration Indicator**  1. Professional Collaboration |
| **E. Data-Informed Decision Making**  1. Dept & School Goals  **(NEW from Admin I-E-2)** | **D. Expectations Indicator**  1. Clear Expectations  2. High Expectations |  | **F. Professional Responsibilities Indicator**  2. Response to disagreement  **(NEW from Admin IV-F-1)**  3. Communication Skills  **(NEW from Admin IV-C-1)** |

How to reference parts of the rubric:

**Indicator terminology:** under the “Teaching All Students**”** Standard (II), the "Instruction Indicator**”** (A) can be referred to as Indicator II-A

**Element terminology:** under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as Element II-A-2

**Standard I: Curriculum, Planning, and Assessment.** The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I-A. Elements** | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| I-A-3.  Well-Structured Lessons | Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class. | Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping. | Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. | Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student’s needs. Is able to model this element. |

Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I-B.**  **Elements** | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| I-B-1.  Variety of Assessment Methods | Administers only the assessments required by the school and/or measures only point-in-time student achievement. | May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards. | Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student’s learning, growth, and progress toward achieving state/local standards. | Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element. |
| I-B-2.  Adjustment to Practice | Makes few adjustments to practice based on formal and informal assessments. | May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings. | Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students. | Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element. |

**DEPARTMENT HEAD ADDITION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator I-B.       Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of**  **effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and**  **levels of readiness.** | | | | |
| **I-B Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-B-3.  Diverse Learners’ Needs | Does not look for evidence of and/or cannot accurately identify more than a few effective teaching strategies and practices. | While observing practice and reviewing unit plans, occasionally looks for evidence of or accurately identifies teaching strategies and practices that are appropriate for diverse learners. | While observing practices and/or reviewing unit plans, looks for, identifies and employs a variety of teaching strategies and practices that are effective with all learners and supports educators uphold these expectations consistently **\*\*Note: Eliminate IA3 from Teacher Rubric** | Ensures, through observation and review of unit plans, that teachers know and employ teaching strategies and practices that are effective with diverse learners while teaching their content. Is able to model this element. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator I-D.      Evaluation: Provides effective and timely supervision and evaluation in alignment with state regulations and contract**  **provision, including:**   1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals. 2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers. 3. Exercises sound judgment in assigning ratings for performance and impact on student learning. 4. Reviews alignment between judgment about practice and data about student learning, growth or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists. | | | | |
| **I-D. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-D-1.  Observations and Feedback | Observes educators only in formal observation visits and/or does not provide honest feedback to educators who are not performing proficiently. | Makes infrequent unannounced visits to classrooms, rarely provides feedback that is specific and constructive, and/or critiques struggling educators without providing support to improve their performance. | Regularly makes unannounced visits and walkthroughs to classrooms and provides targeted constructive feedback to all educators in the department. Acknowledges effective practice and provides support for those whose practice is less than Proficient. | Makes multiple unannounced visits to classrooms every day and provides targeted constructive feedback within 48 hours. Engages with all educators in conversations about improvement, recognizescelebrates effective practice, and provides targeted support to educators whose practice is less than Proficient. Is able to model this element. |

**DEPARTMENT HEAD ADDITIONS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator I-E.      Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district,**  **and school assessment results and growth data, to inform school and district goals and improve organizational**  **performance, educator effectiveness, and student learning.** | | | | |
| **I-E. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-E-1.  Dept & School Goals | Gathers limited information on the school’s strengths and weaknesses and/or does not use these data to inform school/department  plans or actions. | Assesses the school/department strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan. | Uses data to appropriately/effectively assess the school/departmentchool’s strengths and areas for improvement to inform the creation of focused, measurable department goals. | Involves stakeholders in a comprehensive diagnosis of the school/department’s strengths and weaknesses using appropriate data and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element. |

**Standard II: Teaching All Students.** The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

| **II-A.**  **Elements** | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| --- | --- | --- | --- | --- |
| II-A-2.  Student Engagement | Uses instructional practices that leave most students uninvolved and/or passive participants. | Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants. | Consistently uses instructional practices that are likely to motivate and engage most students during the lesson. | Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element. |
| II-A-3.  Meeting Diverse Needs | Uses limited and/or inappropriate practices to accommodate differences. | May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences. | Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners. | Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element. |

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

| **II-B.**  **Elements** | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| --- | --- | --- | --- | --- |
| II-B-1.  Safe Learning Environment | Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students’ learning. | Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element. |
| II-B-2.  Collaborative Learning Environment | Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective. | Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups. | Develops students’ interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers. | Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice. |
| **II-B-4.**  **Time for Collaboration** | **Sets unrealistic expectations for team meetings if at all and/or does not  set adequate  meeting time for teams. Does not work to prevent or deflect time-wasting activities.  Does not maximize meeting time.** | **Sets inconsistent expectations for team meetings and/or creates a schedule that only provides adequate meeting time for some teams. Works to prevent or deflect activities, but with limited success.** | **Consistently and effectively plans and facilitates collaboration among colleagues in such work as developing standards based units, examining student work, and planning interventions.** | **Is transparent and forthcoming about expectations for all team meetings. Creates and implements a schedule that maximizes meeting time for all teams. Effectively prevents time-wasting activities. Is able to model this element.** |

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected.

| **II-C.**  **Elements** | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| --- | --- | --- | --- | --- |
| II-C-1.  Respects Differences | Establishes an environment in which students demonstrate limited respect for individual differences. | Establishes an environment in which students generally demonstrate respect for individual differences | Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others’ differences related to background, identity, language, strengths, and challenges. | Establishes an environment in which students respect and affirm their own and others’ differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this practice. |

Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

| **II-D. Elements** | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| --- | --- | --- | --- | --- |
| II-D-1.  Clear Expectations | Does not make specific academic and behavior expectations clear to students. | May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them. | Clearly communicates and consistently enforces specific standards for student work, effort, and behavior. | Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element. |
| II-D-2.  High Expectations | Gives up on some students or communicates that some cannot master challenging material. | May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability. | Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. | Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students’ misconceptions about innate ability. Is able to model this element. |

**Standard III: Family and Community Engagement.** The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

**DEPARTMENT HEAD ADDITION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator III-C.      Communication: Engages in regular, two-way, culturally proficient communication with families about student learning**  **and performance.** | | | | |
| **III-C. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| III-C-1.  Two-Way & Culturally Proficient Communication | Does not set clear expectations for or provide support to educators to communicate with families. School and classroom communication regarding student learning and performance primarily occurs through report cards. | May set expectations for and provide limited support to educators to communicate with families, but does not stress the importance of two-way communication channels. School and classroom communication regarding student learning and performance primarily occurs through newsletters and other one-way media. | **Sets clear expectations for, and provides support, to educators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families and encourages family/teacher interactions that are sensitive to different families’ home language, culture, and values.** | Sets clear expectations for, and provides differentiated support, to ensure that all educators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element. |

**Review unsat, NI and Ex**

**Standard IV: Professional Culture.** The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

| **IV-A. Elements** | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| --- | --- | --- | --- | --- |
| IV-A-1.  Reflective Practice | Demonstrates limited reflection on practice and/or use of insights gained to improve practice. | May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice. | **Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.** | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator IV-B.      Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use**  **student data, current research, best practices and theory to continuously adapt instruction and achieve improved**  **results.** | | | | |
| **IV-B. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-B-1. Continuous Learning of Staff | Accepts the practice of educators working largely in isolation, without consideration of data and best practices, or discourages reflection among staff. | May encourage educators and team to reflect on the effectiveness of instruction and interactions with students and use data and best practices to adapt instruction but does not support educators in these practices. | Leads department staff to reflect on the effectiveness of lessons, units and interactions with students. Encourages staff to use data, research and best practices to adapt instruction to achieve improved results. | Models for educators how to reflect on the effectiveness of lessons, units, and interactions with students. and Uuses data, research, and best practices to adapt instruction to achieve improved results. Supports all educators to work in teams as often isas in feasible and appropriate. Is able to model this element. |

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

| **IV-C. Elements** | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| --- | --- | --- | --- | --- |
| IV-C-1.  Professional Collaboration | Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning. | Does not consistently collaborate with colleagues in ways that support productive team effort. | **Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.** | Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Is able to model this element. |

Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets responsibilities consistently including constructive conflict resolution in the department.

| **IV-F. Elements** | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| --- | --- | --- | --- | --- |
| **IV-F-2. Response to Disagreement** | **Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.** | **May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach** | Employs a direct approach for responding respectfully and appropriately to disagreement and dissent, using both as an opportunity for learning. | **Employs/Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Is able to model this element.** |
| **IV-F-3. Communication Skills** | **Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.** | **May demonstrate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.** | **Demonstrates strong interpersonal, written and verbal communication skills.  that are appropriate to the context and audience.** | **Demonstrates strong context – and audience-specific interpersonal, written, and verbal communication skills that are appropriate to the context and audience. Is able to model this element.** |