



Clark-Pleasant Community School Corporation Teacher Evaluation Rubric

Proposed

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, AND lesson plans	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	Set Ambitious and Measurable Achievement Goals	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Meets the ambitious goal as described in effective	Teacher develops an annual student achievement goal that is: - Plans an <u>ambitious</u> annual student achievement goal - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: - Measurable The goal may not: - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	Develop Standards-Based Unit Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) and focuses on Essential Learnings - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	Based on achievement goals, teacher plans units by: - Identifying content standards (Essential Learnings) that students will master in each unit - Creating assessments before each unit begins for backwards planning focusing on Essential Learnings - Allocating an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit Teacher may not: - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.
1.4	Create Objective-Driven Lesson Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to the unit of study (1.3) - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. Teacher may not: - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	Track Student Data and Analyze Progress	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Checks for understanding for additional data points regularly and appropriately for the course of study - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	Teacher uses an effective data tracking system for: - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals and follows corporation grading practices	Teacher uses an effective data tracking system for: - Recording student assessment/ progress data - Maintaining a grading system Teacher may not: - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1: Develop student understanding and mastery of lesson objectives	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection - Students participate in forming academic goals for themselves and analyzing their progress 	<ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to standards and, when appropriate, to essential learnings. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective - Students are invested in their work and value academic success as evidenced by their effort and quality of their work 	<ul style="list-style-type: none"> - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective -- Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging 	<ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective. - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments and teacher takes no action to address the off-task behavior.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.2:</p> <p>Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students</p>	<p>Teacher is effective at demonstrating and clearly communicating content knowledge to students</p>	<p>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students</p>	<p>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students</p>
	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each other's learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<ul style="list-style-type: none"> - Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development 	<ul style="list-style-type: none"> - Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development 	<ul style="list-style-type: none"> - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts -Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3: Engage students in academic content	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> - Students demonstrate ways of engaging with content reflect different learning modalities or intelligences - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Students are given the opportunity to choose ways of engagement with content that best fits the way they learn or want to learn. - Student choice is evident at some point of the lesson - Students work hard and are active rather than passive/receptive 	<ul style="list-style-type: none"> - Teacher provides multiple ways of engaging with content aligned to the lesson objective. - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher effectively integrates technology as a tool to engage students in academic content - Teacher incorporates technology in a manner that allows each student to learn and advance at their own pace. - Teacher motivates / inspires students to move beyond surface learning toward deeper, meaningful learning. - Almost all students are active participants in the lesson / learning for the class. 	<ul style="list-style-type: none"> - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - Students may appear to be engaged, but there is no objective evidence to show they are or are not engaged in the content 	<ul style="list-style-type: none"> - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - Students do not actively listen and are overtly disinterested in engaging.

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, and kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.
4. **Engagement strategies to use in class: Socratic Seminars, Concept Mapping, Debates, Question Trails, Learning Stations, Peer Discussion / Feedback.**
5. **Technology examples: Flipgrid, Collaborative work on Google Suite, Hyperdocs, Mentimeter, EdPuzzle, Peardeck, Kahoot or any other interactive technology**

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: Check for Understanding	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses the results of a quick pre-assessment (pretest, bell ringer, etc...) to differentiate, regroup, alter, or confirm the lesson plan for the day based on the outcome / data from the formative assessment. -Teacher uses a follow up assessment at the end of the lesson to gauge student growth from the beginning to the end of the lesson. Teacher uses the data from end of class assessment to remediate / enrich students based on their knowledge acquisition. 	<ul style="list-style-type: none"> - Teacher checks for understanding at almost all key moments - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students 	<ul style="list-style-type: none"> - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students -Teacher uses formative assessment or check for understanding but misses some key components: <ul style="list-style-type: none"> o Appropriate wait time o Does nothing with the information to impact the lesson o Misses key moments when they should use formative assessments but do not. o is often unsuccessful in capturing an accurate "pulse" of the class's understanding 	<ul style="list-style-type: none"> -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students -Teacher fails to use formative assessments in the class.

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
 - Checks for Understanding: thumbs up/down, cold-calling
 - Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: Modify Instruction As Needed	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<ul style="list-style-type: none"> - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<ul style="list-style-type: none"> - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<ul style="list-style-type: none"> - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. A teacher can respond to misunderstandings using “scaffolding” techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using “think alouds”, providing visual cues, etc.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -Students can explain the links they are making between new knowledge and prior knowledge. -Students examine similarities and differences in the content being taught. -Students can identify errors and correct them. -Students can defend their conclusions using artifacts from the task. -Teacher chunks new information, allows for processing, and then practice. If a student is struggling, the teachers adapts with additional strategies. -The teacher monitors the extent to which strategies are having the desired effect. -Teacher asks a majority of open-ended questions. -Additional scaffolding is noticed throughout the lesson for varying levels of learners. 	<ul style="list-style-type: none"> -Students are actively engaged in appropriate practice activities. -Students ask questions about the procedure and seek out the teacher for advice regarding next steps. -Students can summarize what they are learning. -Students can answer inferential questions. -Teacher chunks new information and gives students time to process new knowledge before giving independent practice work. -Teacher has a balance of low level and high level questions. (Bloom's Taxonomy, Webb's Depth of Knowledge, etc.) -Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding. 	<ul style="list-style-type: none"> -Teachers ask a majority of "right there" questions. -Students can identify errors, but they don't know how to correct them on their own. -Students are not actively working if a teacher isn't around to monitor their work. -The teacher uses strategies to chunk but moves forward with individual practice without giving students a chance to process new knowledge. 	<ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks -Students are not actively working if a teacher isn't around to monitor their work. -The teacher uses strategies to chunk but moves forward with individual practice without giving students a chance to process new knowledge.

Notes***1. Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context
- Posing a question that increases the rigor of the lesson content
- Prompting students to make connections to previous material or prior knowledge

2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.

3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency

4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: Maximize Instructional Time	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teacher is ineffective at maximizing instructional time
	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -Each activity within the class lesson is intentional and aligned with the desired student outcomes for the class (for example, bell ringers, group work, & video clips) -Students independently demonstrate a shared vision for the class by demonstrating class engagement & a collaborative approach to accomplishing the class objective. -All students are engaged with lesson or activity minimal prompting -Disruptive behaviors and off-task are rare; When they occur, they are always addressed without major interruption to the lesson 	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> -Teacher is organized and prepared for class to start on-time -Students demonstrate they understand the rules, procedures, and high expectations that have been established within the classroom with minimal prompting from the teacher -Most activities within the class lesson are intentional and aligned with the desired student outcomes for the class (for example, bell ringers, group work, & video clips) -Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective -Almost all students are engaged with the lesson or activity minimal prompting -Disruptive and off-task behaviors are rare; When they occur, they are almost always addressed without major interruption to the lesson. 	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> -Class may consistently start a few minutes late because the teacher is not organized and prepared for class to start on-time -Students demonstrate they understand the rules, procedures, and high expectations that have been established within the classroom but require significant teacher direction or prompting to be followed -Most activities within the class lesson are not intentional nor aligned with the desired student outcomes for the class (for example bell ringers, group work, & video clips) -Teacher may delegate lesson time inappropriately between parts of the lesson -Significant prompting from the teacher is necessary for students to follow instructions and remain on-task -Disruptive and off-task behaviors sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem 	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> -Teacher may frequently start class late because the teacher is not organized and prepared for class to start on-time -There are few or no evident rules, procedures, or high expectations in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times -Most activities within the class lesson are not intentional nor aligned with the desired student outcomes for the class (for example, bell ringers, group work, & video clips) -Teacher wastes significant time between parts of the lesson due to classroom management. -Even with significant prompting, students frequently do not follow directions and are off-task -Disruptive and off-task behaviors are common and frequently cause the teacher to have to make adjustments to the lesson

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: Create Classroom Culture of Respect and Collaboration	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance -Students work in a systematic way while collaborating with peers. -Teacher is purposeful when forming collaborative, peer groups. 	<ul style="list-style-type: none"> - Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts, opinions, and backgrounds. 	<ul style="list-style-type: none"> - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others -Teacher may not be purposeful when forming collaborative, peer groups. -Teacher is unaware of lack of collaboration or respect within <i>student</i> peer groups. 	<ul style="list-style-type: none"> - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior Teacher shows negative emotion or lack of control.

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9: Provide Impactful Feedback	Teacher is highly effective at providing impactful feedback to students.	Teacher is effective at providing impactful feedback to students.	Teacher needs improvement in providing impactful feedback to students.	Teacher is ineffective in providing impactful feedback to students.
	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -Deliberately teaches students how to ask for, understand, and use the feedback provided to develop student self-regulation -Recognizes the value of peer feedback, and deliberately teaches students to give other peers appropriate feedback¹ -Feedback is usable and results in improved student performance. 	<ul style="list-style-type: none"> -Feedback is individualized -Feedback is focused on the task, not the learner -Feedback is presented in manageable units ² -Teacher creates a feedback environment that welcomes errors as learning opportunities -Feedback is clearly connected to the student's learning goal. 	<ul style="list-style-type: none"> -Feedback is sometimes individualized but Most feedback during instruction is whole group -Feedback is sometimes focused on the task -Feedback is more often general and/or corrective in nature -Feedback is sometimes not clear or usable to the learner -Teacher sometimes allows errors as learning opportunities 	<ul style="list-style-type: none"> -Feedback is rarely given -Feedback is rarely focused on the task and is often general to the student such as "good job" -Feedback is rarely clear or usable to the learner -Errors are not used as learning opportunities

Note:

¹See figure 7.2 on page 133 in Visible Learning for Teachers by Hattie

²Manageable Units-The amount of feedback is appropriate for the learner (Few action oriented items)

Reference include Shute 2008 as provided by Hattie plans, etc.

Examples for Kindergarten demonstrating impactful feedback at that level will be developed.

This competency may be evidence based or observed
Updated 6/7/13

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture Proposed elimination of domain 3	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	Teacher will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	Teacher will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Teacher may not: - Frequently dedicates time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	Teacher will: - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	Teacher will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Teacher may not: - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	Seek Professional Skills and Knowledge	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	Teacher will: - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	Teacher will: - Attend all mandatory professional development opportunities Teacher may not: - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
3.4	Advocate for Student Success	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	Teacher will: - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs	Teacher will: - Display commitment to the education of all his/her students Teacher may not: - Advocate for students' needs	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.
3.5	Engage Families in Student Learning	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	Teacher will: - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	Teacher will: - Respond to contact from parents - Engage in all forms of parent outreach required by the school Teacher may not: - Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Domain 4: Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences	Individual has not demonstrated a pattern of unexcused absences
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)

- Prior to a teacher having their overall rating negatively affected by the Core Professionalism Rubric component, a pattern of behavior must be documented by the primary evaluator and brought to the attention of the teacher. The evaluator should first provide the teacher a verbal and written warning outlining the action(s) that do not meet the standard. If the action(s) occur again, the evaluator should provide the teacher with a written reprimand outlining the actions of the teacher which do not meet standard and clear expectations of professional behavior outlined. If the action(s) occur a third time the primary evaluator will notify the teacher of his/her intent to indicate the teacher does not meet the Core Professionalism standard(s) and a deduction will be made ranging from .5 to 1 point. A teacher may request a conference with the superintendent or designee if the teacher is in disagreement with the primary evaluators rating and/or point deduction from the TER.
- In cases of gross insubordination, disregard for student wellbeing or safety, or actions contrary to the expected ethics of the CPSCS professional staff the primary evaluator will notify the superintendent immediately. The superintendent or designee will conference with the teacher and may impose a deduction of up to one point on the TER if so warranted.