

GADSDEN COUNTY SCHOOL DISTRICT

Teacher Evaluation Rubrics



Developed Spring 2014

Development Committee Members

Name	Position
Ms. Valencia Denson	Principal, Chattahoochee Elementary
Mr. Maurice Stokes	Principal, St. John Elementary
Ms. Abbey Dixon	Asst. Principal, St. John Elementary
Ms. Sandra Riggins	Asst. Principal, West Gadsden High
Ms. Nicole Dixon	Teacher, Chattahoochee Elementary
Ms. Lisa Mathews	Teacher, West Gadsden High
Ms. Nekeshia Hicks-Harris	Teacher, East Gadsden High
Ms. Latonya Rollinson	Academic Coach, St. John Elementary
Ms. Pamela Jones	Academic Coach, East Gadsden High
Ms. Germaine Brown	Academic Coach, George Munroe
Ms. Sarah Knight	District Reading Specialist
Ms. Angela Sapp	District RTTT Science Coordinator
Dr. Ivy Mitchell	Retired University Instructor
Dr. Sylvia R. Jackson	K12 Director

TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Preface

The National Science Education Standards (1996) defines a rubric when used in education terminology as a standard of performance for a defined population. It is a scoring tool which can be used to assess behavior using a set of criteria and standards which relate to an objective.

The rubrics developed in this manual are intended for use by evaluators in assessing teacher performance at all levels and categories. This includes new teachers, teachers with 4 or more years of service and ineffective teachers needing assistance. Another use of the rubrics is to assist teachers, with the help of their peers and/or evaluators to identify areas in their teaching which may need improvement. One of the purposes is to help and encourage the teacher to reflect on his/her teaching, assess performance and feel free to discuss the evaluation and/or lesson evaluated with the administrator in an environment which may be nonthreatening. Since the rubrics are clearly defined, they show what performance must be met by teacher in the teaching and learning situation as the lesson progresses.

The domains, proficiency areas and indicators were identified and adopted in 2011. It was the task of the team/committee to provide the specifics for the rating rubrics using levels 0 to 4 for each of the indicators. In order to accomplish this task 12 educators were selected from Gadsden County School District. They brought with them a wide range of experience in teaching and administration and this proved very beneficial in the discussions and the outcomes as the various levels of performance were determined. The team met twice monthly from February to June in order to identify the behaviors necessary for each indicator, the evidence for teacher behavior, and the evidence for impact on student learning. Each new session began with discussions, feedback and revision (if necessary) of the rubrics developed during the previous session. This was to ensure that the ranked categories which were developed described clearly and concisely what were the levels of performance. These levels ranged from not performing (0) to exemplary (4).

Efforts were made to make distinctly clear the difference among the levels. One example is in Domain1: Proficiency Area3: Indicator 1. In level 1 there is evidence that the teacher notices that students are not engaged, but does not take action whereas in level 2, there is evidence that the teacher notices that students are not engaged and takes action but the action is not effective. Even though sometimes the rating may seem

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subjective and open to discussion, most often, as in the above example, both the evaluator and the teacher are aware of, and understand, the difference among the ratings. The professional diversity of the rubric development committee is by designed intended to include perspectives from every level of the evaluation process, not only to ensure that the tool is fair and consistent, but also to ensure that the language include in the tool would be common to all levels the teacher evaluation stakeholders.

It is expected that the rubrics developed by this team to be used by evaluators will better assist both administrators and the classroom teachers evaluated using the ***Gadsden County Classroom Teacher Evaluation Model***. Since the levels of the rating rubrics relate specifically to the indicators, teachers will find them helpful in assessing their own teaching and their students' learning. The evidence of teacher behavior and the evidence of impact on student learning are added to further clarify for both the teacher and the evaluator the level of teaching and learning that is evidenced. It is the intent of the Committee that these rubrics when properly used will serve to guide educators toward effective instructional practices and consequently, improve student academic performance.

TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 1: Involving Routine Events-Teacher communicates learning goals, track student progress, and celebrates success. Classroom rules and procedures are established and maintained.

Indicator 1: A common board configuration is used to clearly outline learning objective(s), essential question(s), and instructional agenda/activities.

Rating Rubric

Level 0 Not Using	Level 1 Beginning to Use Elements of Common Board Configuration	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices of Common Board Configuration	Level 4 Innovative Applications of Common Board Configuration Use
There is no or very little evidence of a Common Board Configuration (CBC).	The CBC is incorrect (e.g. not up to date) or has parts missing.	The CBC has all/some of the essential components but they may or may not be clearly defined. The CBC is not clearly visible or cannot be easily accessed.	The CBC has all of the essential components and they are correct and clearly defined in a student friendly way. The CBC is visible and easily accessible by students and the teacher.	The CBC has all of the essential components and they are correctly and clearly defined in a student friendly way. The CBC is visible and easily accessible by students and the teacher. The CBC goes beyond the essential components to express instructional goals and activities.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher provides common board configuration as a roadmap of what is going to take place during class Teacher continuously references common board configuration during the lesson 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students demonstrate clear knowledge of learning objective(s), essential question(s), and instructional activities Students are able to reference the common board configuration throughout the lesson Increased student performance
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Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 1: Involving Routine Events-Teacher communicates learning goals, track student progress, and celebrates success. Classroom rules and procedures are established and maintained.

Indicator 2: The learning objective is clearly displayed for students.

Rating Rubric

Level 0 Not Using	Level 1 Beginning to Demonstrate Strategies	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices of Clearly Displaying Objectives	Level 4 Learning Objectives are Innovatively Displayed
The learning objective is not displayed.	The learning objective is not clearly displayed (e.g. obstructed view).	The learning objective must show evidence of one or two criteria: clearly displayed, written in student friendly language, or is legible.	The learning objective is clearly displayed, written in student friendly language, and is legible. All three components must be evident.	The learning objective is clearly displayed, written in student friendly language, is legible, and contains other unique features such as color coding.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher displays measureable learning objective(s) in an area that is visible to all students Teacher displays measureable learning objective(s) legibly Teacher uses student friendly language to describe measurable learning objective(s) 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students know where to locate learning objective Students clearly understand learning objective Students can relate current activities to the learning objective Increased student performance
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Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 1: Involving Routine Events-Teacher communicates learning goals, track student progress, and celebrate success. Classroom rules and procedures are established and maintained.

Indicator 3: Learning objective is a clear statement of knowledge or information as opposed to an activity or assignment.

Rating Rubric

Level 0 Not Practiced	Level 1 Beginning/Attempting to Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
The learning objective is not stated.	The learning objective is only referenced by the benchmark number (e.g. LA.4.1.6.7, SC.9.L.14.26, MA.4.A.2.3).	The learning objective is a phrase from the standard(s) being taught; not necessarily at statement of knowledge (e.g. Main Idea and Details; Fractions, Cell Structure).	The learning objective is a clear statement of knowledge or information that includes what students are expected to understand after the lesson. The learning objective is aligned with State Standards.	The learning objective is a clear statement of knowledge or information that includes what students are expected to understand and apply after the lesson. The learning objective is aligned with State Standards. It includes academic terms that have already been taught (e.g. synthesize versus pull out information).

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher states specifically what it is student will learn as a result of the lesson Teacher uses student friendly language to describe measurable learning objectives 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students understand what it is they are supposed to learn from lesson Increased student performance
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Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 1: Involving Routine Events-Teacher communicates learning goals, track student progress, and celebrate success. Classroom rules and procedures are established and maintained.

Indicator 4: The teacher routinely references learning objective during instruction.

Rating Rubric

Level 0 Not Practiced	Level 1 Beginning/Attempting to Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
The learning objective is not referenced during the instructional period.	The learning objective is referenced in a disjointed manner (e.g. not connected to the flow of instruction).	The learning objective is referenced during the instructional period.	The learning objective is referenced several times throughout the instructional period (beginning, middle, and end of instruction).	The learning objective is referenced several times throughout the instructional period using different media (e.g. charts, board, technology, book, exit tickets, etc.).

Teacher Behavior Evidence: <ul style="list-style-type: none">Teacher consistently references learning objective throughout the lessonTeacher uses student friendly language to describe learning objective	Impact on Learning Evidence: <ul style="list-style-type: none">Students understand what it is they are supposed to learn from lessonStudents reference learning objectives throughout lessonsIncreased student performance
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Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 1: Involving Routine Events-Teacher communicates learning goals, track student progress, and celebrate success. Classroom rules and procedures are established and maintained.

Indicator 5: The teacher has a scale or rubric that relates to the learning objective posted.

Rating Rubric

Level 0 Not Practiced	Level 1 Beginning/Attempting to Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
A scale or rubric that relates to the learning objective is not posted.	A scale or rubric that relates to the learning objective is not clearly posted (e.g. obstructed view).	A scale or rubric that relates to the learning objective must show evidence of one or two criteria: clearly posted, written in student friendly language, or is legible.	A scale or rubric that relates to the learning objective is clearly posted, in student friendly language, and is legible. All three components must be evident.	A scale or rubric that relates to the learning objective is clearly posted, written in student friendly language, is legible, and contains other unique features such as color coding.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher has a scale or rubric that relates to the learning objective Teacher posts learning objective scale or rubric so that it is visible to all students 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students understand the meaning of the levels of performance in scales and/or rubrics used for instruction Students understand scales or rubrics as they relate to learning objectives Students use scales and/or rubrics during the course of a lesson Increased student performance
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Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 1: Involving Routine Events-Teacher communicates learning goals, track student progress, and celebrate success. Classroom rules and procedures are established and maintained.

Indicator 6: The teacher references scale or rubric for evaluating the student throughout the lesson.

Rating Rubric

Level 0 Not Practiced	Level 1 Beginning/Attempting to Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
The scale or rubric for evaluating the student is not referenced throughout the instructional period.	The scale or rubric for evaluating the student is referenced in a disjointed manner (e.g. not connected to the flow of instruction).	The scale or rubric for evaluating the student is referenced throughout the instructional period.	The scale or rubric for evaluating the student is explained and referenced throughout the instructional period.	The scale or rubric for evaluating the student is referenced throughout the instructional period with examples and non-examples.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher consistently references learning objective scale or rubric throughout the lesson Teacher uses scales or rubrics to adjust instruction based on student performance 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students understand the meaning of the levels of performance in scales and/or rubrics used for instruction Students understand scales or rubrics as they relate to learning objectives Students use scales and/or rubrics during the course of a lesson Increased student performance
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Domain 1: Classroom Strategies and Behaviors

Proficiency Area 1: Involving Routine Events-Teacher communicates learning goals, track student progress, and celebrate success. Classroom rules and procedures are established and maintained.

Indicator 7: A warm-up routine has clearly been established.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
A warm-up routine is not evident.	A warm-up routine has not clearly been established.	A warm-up routine has been attempted but is disjointed (e.g. not connected to the flow of instruction).	A warm-up routine has clearly been established.	A warm-up routine has clearly been established and is indicated by student behavior.

Teacher Behavior Evidence: <ul style="list-style-type: none">• Teacher uses bell-ringer or similar strategies to begin lesson• Teacher ensures all students understand the warm-up routine• Teacher requires students to restate or explain warm-up routine	Impact on Learning Evidence: <ul style="list-style-type: none">• Students are able to restate or explain warm-up routine• Students adapt to instructional routines and procedures (e.g. cues and signals from teacher)• Increased student performance
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Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 1: Involving Routine Events-Teacher communicates learning goals, track student progress, and celebrate success. Classroom rules and procedures are established and maintained.

Indicator 8: Instruction begins on time and continues through the end of the period.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
Instruction is not evident.	Instruction does not begin on time and does not continue through the end of the period.	Instruction does not begin on time or does not continue through the end of the period.	Instruction begins on time and continues through the end of the period.	Instruction begins on time and continues to engage students through the end of the period.

Teacher Behavior Evidence:

- Teacher begins lesson/class period on time
- Teacher continues instruction to the end of the lesson/ class period

Impact on Learning Evidence:

- Students are engaged in learning from beginning to end of lesson/class period
- Students follow established routines during the instructional period
- Increased student performance

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Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 2: Addressing Content- Students effectively interact with new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

Indicator 1: The teacher clearly identifies essential questions and other critical information.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
An essential question and other critical information (e.g. relevant vocabulary) are not identified.	An essential question(s) or other critical information (e.g. relevant vocabulary) is/are identified but is/are not relevant to the lesson.	An essential question(s) and other critical information (e.g. relevant vocabulary) is/are identified but are not relevant to the lesson	An essential question(s) and other critical information (e.g. relevant vocabulary) is/are identified and are relevant to the lesson.	A rigorous essential question(s) and other critical information (e.g. relevant vocabulary) are identified and are relevant to the lesson. The essential question engages students in higher level thinking.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher displays, identifies, and consistently references the essential question Teacher uses the essential question to drive instruction Teacher provides and updates critical information (e.g. common board, key vocabulary, word wall) Teacher uses various methods to consistently assess learning 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students are able to identify and answer essential question Students are able to discern critical information within a text Increased student performance
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Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 2: Addressing Content- Students effectively interact with new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

Indicator 2: Students are organized to enable effective interaction with new knowledge (e.g. whole group, small group, centers, etc.).

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
Students are not organized (e.g. whole group, small group, centers, etc.) to enable effective interaction with new knowledge.	Students are organized (e.g. whole group, small group, centers, etc.), but effective interaction with new knowledge is not evident.	Students are organized (e.g. whole group, small group, centers, etc.), but effective interaction with new knowledge is limited or minimal.	Students are organized (e.g. whole group, small group, centers, etc.) and effective interaction with new knowledge is evident.	Students are organized (e.g. whole group, small group, centers, etc.) and effective interaction with new knowledge is evident. Procedures and routines are in place and clearly understood. Organization is clearly evident and appropriate resources are available to complete activities. There is clear evidence of analysis and synthesis of new knowledge.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher organizes the classroom to provide easy access to materials and centers Teacher establishes routines for student groupings and interactions in groups Teacher monitors student group interactions Teacher uses various methods to consistently assess learning 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students understand routines and expectations for appropriate behavior in groups Students respect the opinions of others Increased student performance
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Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 2: Addressing Content- Students effectively interact with new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

Indicator 3: An opportunity is provided to preview, process, and elaborate on new content.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence of the three practices: preview, process, and elaborate on new content.	There is evidence of one of the three practices: preview, process, or elaboration on new content.	There is evidence of two of the three practices: preview, process, or elaboration on new content.	There is evidence of all three practices: preview, process, and elaboration on new content.	There is clear/precise evidence of all three practices: preview, process, and elaboration on new content. There is an incorporation of a connection between real world and the current lesson as a part of the preview, process, and elaboration practice. A continuous effort is made to extend the lesson using relevant and current information.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher begins lessons with preview activities (e.g. graphic organizers, use of manipulations, anticipation guides, brainstorming, journal writing, etc.) Teacher engages students in elaborative discussions and activities (e.g. close reading, question generation, inquiry) Teacher uses various methods to consistently assess learning 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students explain linkages to prior knowledge Students exhibit the following skills: volunteering predictions, explaining new knowledge, and asking clarification questions Increased student performance
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Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 2: Addressing Content: Students effectively interact with new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

Indicator 4: The teacher chunks content into “digestible bites”.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
The teacher does not chunk content into “digestible bites”. No effort is made to break content down into understandable parts.	The teacher makes an effort to chunk content into “digestible bites”. However, there is evidence that the content is not clear to the students.	The teacher chunks content into “digestible bites” with little elaboration but there is little evidence that the students understand the content.	The teacher chunks content into “digestible bites” and it is evident through student response that the students understand the content but they are unable to apply the new knowledge.	The teacher chunks content into “digestible bites” and it is evident through student response that the students understand the content and they are unable to apply the new knowledge.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher breaks content down into understandable parts Teacher stops or pauses at strategic points during instruction Teacher allows students to interact with new information Teacher uses various methods to consistently assess learning 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students can explain why the teacher stops at various points Students know what is expected of them when the teacher stops at strategic points Students know when they need to stop and question content Increased student performance
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TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 2: Addressing Content- Students effectively interact with new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

Indicator 5: The teacher engages students in cognitively complex tasks involving hypothesis generating and testing.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that the teacher engages students in cognitively complex tasks involving generating and testing hypotheses.	There is little evidence that the teacher engages students in cognitively complex tasks involving generating and testing hypotheses.	There is evidence that the teacher engages students in cognitively complex tasks but the tasks do not involve generating and testing hypotheses.	There is evidence that the teacher engages students in cognitively complex tasks involving generating and testing hypotheses but not all of the students are monitored for the desired effect.	There is evidence that the teacher engages students in cognitively complex tasks involving generating and testing hypotheses and all students are monitored for the desired effect.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher uses higher order questions and activities Teacher establishes the need to generate and test hypotheses Teacher organizes students in groups to generate and test hypotheses Teacher uses various methods to consistently assess learning 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students develop and test problem solving strategies or interventions to a major problem Students can explain whether their hypothesis is confirmed or disconfirmed Students' artifacts indicate that they can engage in decision making, experimental inquiry, or investigations Increased student performance
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Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 2: Addressing Content- Students effectively interact with new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

Indicator 6: The teacher provides resources and guidance to students.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
The teacher does not provide resources and guidance to students.	The teacher provides minimal resources and no guidance to students.	The teacher provides minimal resources and limited guidance to students.	The teacher provides resources and guidance to students.	The teacher provides resources and guidance to students. Teacher adapts and creates strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher models Teacher facilitates guided practice Teacher uses small group instruction Teacher uses manipulatives or visual aids Teacher provides opportunity for independent practice Teacher uses various methods to consistently assess learning 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks Students use resources provided by the teacher to complete activities and projects Increased student performance
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Domain 1: Classroom Strategies and Behaviors

Proficiency Area 2: Addressing Content- Students effectively interact with new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

Indicator 7: Students are required to record and represent knowledge.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that students are required to record and represent knowledge.	There is limited evidence that students are required to record and represent knowledge.	There is evidence that students are required to record and represent knowledge but the process is not monitored.	There is evidence that students are required to record and represent knowledge and the process is monitored.	There is evidence that students are required to record and represent knowledge. The process is revised and monitored to reflect the learning situation.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher provides opportunity for students to summarize new knowledge Teacher requires students to create nonlinguistic representations for new content (e.g. graphic organizers, pictures, videos, flow charts, etc.) Teacher requires students to create mnemonics that organize content Teacher uses various methods to consistently assess learning 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students are able to explain main points of the lesson Students' nonlinguistic representations include critical content Students' summaries and notes include critical content Increased student performance
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Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 2: Addressing Content- Students effectively interact with new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

Indicator 8: Students are provided opportunities to reflect on learning.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that students are provided opportunities to reflect on learning.	There is limited evidence that students are provided opportunities to reflect on learning.	There is evidence that students are provided opportunities to reflect on learning but it is not monitored.	There is evidence that students are provided opportunities to reflect on learning by recording, explaining, or describing new knowledge.	There is evidence that students are provided opportunities to reflect on learning by recording, explaining, describing, presenting, and evaluating their own learning.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher provides opportunity for students to summarize new knowledge Teacher requires students to create nonlinguistic representations for new content (e.g. graphic organizers, pictures, videos, flow charts, etc.) Teacher requires students to create mnemonics that organize content Teacher uses various methods to consistently assess learning 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students are able to explain processes used to complete learning tasks Students are able to differentiate between information they have learned and information requiring further clarification Increased student performance
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Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 2: Addressing Content- Students effectively interact with new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

Indicator 9: Students are organized to practice and deepen knowledge.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that students are organized to practice and deepen knowledge.	There is evidence that students are organized to practice knowledge but no evidence that the organization results in deepening knowledge.	There is limited evidence that students are organized to practice and deepen knowledge.	There is evidence that students are organized to practice and deepen knowledge.	There is evidence that students are organized to interact in explicit ways to deepen their knowledge of informational content; and practice a specific skill, strategy, or process.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher uses data to strategically organize students in small groups Teacher adapts and creates new strategies for unique student needs Teacher provides opportunities for students to practice skills and deepen their knowledge (e.g. text marking, note taking, etc.) Teacher monitors student group interactions Teacher uses various methods to consistently assess learning 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students interact in explicit ways to understand and deepen knowledge Students explain how groups support their learning Increased student performance
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Domain 1: Classroom Strategies and Behaviors

Proficiency Area 2: Addressing Content- Students effectively interact with new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

Indicator 10: Students are organized for cognitively complex tasks.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that students are organized for cognitively complex tasks.	There is evidence that students are organized but the tasks are not cognitively complex.	There is limited evidence that students are organized for cognitively complex tasks.	There is evidence that students are organized for cognitively complex tasks as evident by their understanding of the complexity of the task.	There is clear evidence that students are well organized for cognitively complex tasks as evident by their understanding of the complexity of the task and their ability to apply the understanding using new strategies.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher uses data to strategically organize students in small groups to facilitate work on cognitively complex tasks Teacher monitors student group interactions Teacher uses various methods to consistently assess learning 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students use group activities to generate questions and test hypotheses Students describe the importance of generating questions and testing hypothesis about knowledge Students explain how groups support their learning Increased student performance
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Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 2: Addressing Content- Students effectively interact with new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

Indicator 11: Opportunities are provided for students to review content.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that opportunities are provided for students to review content.	There is limited evidence that opportunities are provided for students to review content.	There is evidence that opportunities are provided for students to review content but content review is not monitored.	There is evidence that opportunities are provided for students to review content and content reviewed is monitored.	There is evidence that multiple opportunities are provided for students to review content; content reviewed is monitored and feedback is provided. Students are able to describe and recall previous content and its application to new knowledge in multiple ways.

Teacher Behavior Evidence:

- Teacher ends lessons with review activities (e.g. graphic organizers, use of manipulations, anticipation guides, brainstorming, journal writing, etc.)
- Teacher requires students to create nonlinguistic representations for new content (e.g. graphic organizers, pictures, videos, flow charts, etc.)
- Teacher uses various methods to consistently assess learning (e.g. brief practice test/task or exercise, demonstrations, summarizing, mnemonic creations)

Impact on Learning Evidence:

- Students can describe the previous content on which the lesson is based
- Students' responses indicate that they recall previous content
- Students' work indicate that they are able to summarize, present, problem solve, and demonstrate new knowledge
- Increased student performance

TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 2: Addressing Content- Students effectively interact with new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

Indicator 12: Opportunities are provided for students to compare and contrast.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that opportunities are provided for students to compare and contrast.	There is limited evidence that opportunities are provided for students to compare and contrast.	There is evidence that opportunities are provided for students to compare and contrast but the majority of the students are not monitored for the desired effect of the strategy.	There is evidence that opportunities are provided for students to compare and contrast and the majority of students are monitored for the desired effect of the strategy.	There is evidence that multiple opportunities are provided for students to compare and contrast. All students are monitored for the desired effect of the strategy and students' artifacts indicate that they can apply the desired effects of the strategy.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher engages students in activities that require students to compare and contrast content Teacher facilitates the use of activities (e.g. summarizing, comparing, contrasting, analyzing, classifying) to help students deepen their understanding of content 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students' artifacts indicate that their knowledge has been extended as a result of the activity Students' artifacts indicate that they can compare and contrast Students can effectively use graphic organizers, make analogies, and synthesize information Increased student performance
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TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 2: Addressing Content- Students effectively interact with new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

Indicator 13: Opportunities are provided for students to examine similarities and differences.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that opportunities are provided for students to examine similarities and differences.	There is limited evidence that opportunities are provided for students to examine similarities and differences.	There is evidence that opportunities are provided for students to examine similarities and differences but the majority of the students are not monitored for the desired effect of the strategy.	There is evidence that opportunities are provided for students to examine similarities and differences and the majority of students are monitored for the desired effect of the strategy.	There is evidence that multiple opportunities are provided for students to examine similarities and differences. All students are monitored for the desired effect of the strategy and students' artifacts indicate that they can apply the desired effects of the strategy.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher engages students in activities that require students to examine similarities and differences between content Teacher facilitates the use of activities (e.g. summarizing, comparing, contrasting, analyzing, classifying) to help students deepen their understanding of content 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students' artifacts indicate that their knowledge has been extended as a result of the activity Students' artifacts indicate that they can identify similarities and differences Students can effectively use graphic organizers, make analogies, and synthesize information Increased student performance
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TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 2: Addressing Content- Students effectively interact with new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

Indicator 14: Opportunities are provided for students to examine errors in reasoning.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that opportunities are provided for students to examine errors in reasoning.	There is limited evidence that opportunities are provided for students to examine errors in reasoning.	There is evidence that opportunities are provided for students to examine errors in reasoning but the majority of the students are not monitored for the desired effect of the strategy.	There is evidence that opportunities are provided for students to examine errors in reasoning and the majority of students are monitored for the desired effect of the strategy.	There is evidence that multiple opportunities are provided for students to examine errors in reasoning. All students are monitored for the desired effect of the strategy and students' artifacts indicate that they can apply the desired effects of the strategy.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher requires students to examine information for errors and informal fallacies (e.g. faulty logic, weak reference, misinformation) Teacher requires students to examine the validity and reliability of support presented for a claim (e.g. statement of a clear claim, evidence for a claim, qualifiers showing exceptions for the claim) 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students can describe errors or informal fallacies in information Students artifacts indicate that they can identify errors in reasoning Increased student performance
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TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 2: Addressing Content- Students effectively interact with new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

Indicator 15: Opportunities are provided for students to practice skills, strategies, and processes.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence of the three practices skills, strategies, and processes	There is evidence of one of the three practices skills, strategies, or processes.	There is evidence of two of the three practices: skills, strategies, or processes.	There is evidence of all three practices: skills, strategies, and processes.	There is clear/precise evidence of all three practices: skills, strategies, and processes. There is an incorporation of a connection between real world and the current lesson as a part of the skills, strategies, and processes. A continuous effort is made to extend the lesson using relevant and current information.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher facilitates activities that are appropriate to students' current ability to apply a skill, strategy, or process Teacher uses guided and/or independent practice appropriately Teacher uses various methods to consistently assess learning 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students perform the skill, strategy, or process with increased confidence Students perform the skill, strategy, or process with increased competence Increased student performance
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TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 2: Addressing Content- Students effectively interact with new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

Indicator 16: Opportunities are provided for students to revise knowledge.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that opportunities are provided for students to revise knowledge.	There is limited evidence that opportunities are provided for students to revise knowledge.	There is evidence that opportunities are provided for students to revise knowledge but content revision is not monitored.	There is evidence that opportunities are provided for students to revise knowledge and content revision is monitored.	There is evidence that multiple opportunities are provided for students to revise knowledge; content revision is monitored and feedback is provided. Students are able to describe and recall previous knowledge and its application to new information in multiple ways.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher requires students to examine how the current lesson changed perceptions and understandings of previous content Teacher requires students to explain how their knowledge has changed 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students make correction to information previously recorded about knowledge Students explain previous errors or misconceptions about knowledge Increased student performance
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TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 3: Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains relationships with students. Teacher has high expectations for all students.

Indicator 1: Teacher notices and reacts when students are not engaged.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that the teacher notices and reacts when students are not engaged.	There is evidence that the teacher notices that students are not engaged, but the teacher does not take action.	There is evidence that the teacher notices that students are not engaged and the teacher takes action but the action is not effective.	There is evidence that the teacher notices when students are not engaged, the teacher effectively takes action and monitors the extent of re-engagement (e.g. assuming close proximity to student, use of verbal and nonverbal cues).	There is evidence that the teacher immediately notices when students are not engaged and the teacher effectively redirects the students back on task. There is evidence of procedures in place for self-redirection and re-engagement.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher recognizes when particular students or groups of students are not engaged Teacher notices a decrease or decline in engagement Teacher takes appropriate action to redirect students for engagement Teacher adjusts assignment or activity to increase engagement 	Impact on Learning Evidence: <ul style="list-style-type: none"> Student behavior changes Student eagerly responds and/or participates Student performance shows lesson objective has been achieved Increased student performance
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TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 3: Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains relationships with students. Teacher has high expectations for all students.

Indicator 2: Teacher uses both voluntary and non-voluntary strategies to elicit responses from students.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that the teacher uses neither voluntary nor non-voluntary strategies to elicit responses from students.	There is evidence that the teacher uses either voluntary or non-voluntary strategies to elicit responses from students but evidence of both strategies is not noticed.	There is little evidence that the teacher uses <u>both</u> voluntary and non-voluntary strategies to elicit responses from students.	There is evidence that the teacher uses <u>both</u> voluntary and non-voluntary strategies to elicit responses from students.	There is evidence that the teacher uses <u>both</u> voluntary and non-voluntary strategies to encourage higher order thinking responses.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher uses response cards and other individual response mechanisms (e.g. popsicle sticks, names in a hat, clothespins, hand signals, etc.) Teacher uses technology to elicit responses Teacher provides wait-time 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students are eager to respond Students are actively engaged Students respond verbally Students think aloud Increased student performance
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TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 3: Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains relationships with students. Teacher has high expectations for all students.

Indicator 3: Teacher moves around the classroom to check for understanding and provide assistance to students.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that the teacher moves around the classroom to check for understanding or provide assistance to students.	There is evidence that the teacher moves around the classroom but does not check for understanding or provide assistance to students.	There is evidence that the teacher moves around the classroom but either does not check for understanding or provide assistance to students.	There is evidence that the teacher moves around the classroom, checks for understanding, and provides assistance to students.	There is evidence that the teacher moves around the classroom, checks for understanding, and provides assistance to students. The teacher consistently modifies instruction based on observations of varying levels of understanding and assistance needed by students.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher circulates around classroom Teacher engages students in conversation to check for understanding and time on task Teacher provides assistance as needed Teacher modifies instruction when applicable 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students produce desired learning outcome Increased student performance
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TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 3: Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains relationships with students. Teacher has high expectations for all students.

Indicator 4: Teacher provides instruction at a lively pace.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence of a lively instructional pace.	There is limited evidence of a lively instructional pace.	There is some evidence of a lively instructional pace.	There is evidence of a lively instructional pace that effectively maintains students' engagement.	There is evidence of a lively instructional pace that builds on both teacher and student creativity and effectively maintains students' engagement and interest.

Teacher Behavior Evidence:

- Teacher employs crisp transitions from one activity to another
- Teacher alters pace appropriately
- Teacher provides activities that focus on varying learning styles and multiple intelligences

Impact on Learning Evidence:

- Students are actively engaged
- Students quickly adapt to transitions and reengage when a new activity is begun
- Students are familiar with the pace of the class
- Increased student performance

TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 3: Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains relationships with students. Teacher has high expectations for all students.

Indicator 5: Teacher provides instruction with intensity and enthusiasm.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that the teacher provides instruction with intensity and enthusiasm.	There is limited evidence that the teacher provides instruction with intensity or enthusiasm.	There is some evidence that the teacher provides instruction with either intensity or enthusiasm but not both.	There is evidence that the teacher provides instruction with intensity and enthusiasm in a variety of ways.	There is evidence that the teacher provides instruction with intensity and enthusiasm; builds on both teacher and student creativity; and effectively maintains students' engagement and interest.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher uses physical gestures Teacher varies voice tone Teacher dramatizes information Teacher exhibits overall high energy level 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students respond that teacher enjoys teaching and is knowledgeable of the content Students' attentiveness increases Students' level of intensity and enthusiasm is high Increased student performance
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TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 3: Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains relationships with students. Teacher has high expectations for all students.

Indicator 6: Teacher presents unusual or intriguing information.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that the teacher presents unusual or intriguing information.	There is limited evidence that the teacher presents unusual or intriguing information.	There is some evidence that the teacher presents unusual or intriguing information in a variety of ways to promote understanding.	There is evidence that the teacher presents unusual or intriguing information in a variety of ways to promote understanding.	There is evidence that the teacher presents unusual or intriguing information; builds on both teacher and student creativity; and effectively maintains students' engagement and interest.

Teacher Behavior Evidence:

- Teacher systematically provides interesting facts and details about the content
- Teacher encourages students to identify interesting information about the content
- Teacher uses guest speakers to provide unusual and/or additional information about the content
- Teacher engages students in activities about the content (e.g. anticipation guides, games, KWL, etc.)

Impact on Learning Evidence:

- Students display a high level of inquisitiveness
- Students extend acquired knowledge through independent research
- Increased student performance

TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 3: Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains relationships with students. Teacher has high expectations for all students.

Indicator 7: Teacher acknowledges adherence to rules and procedures.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that the teacher acknowledges adherence to rules and procedures.	There is limited evidence that the teacher acknowledges adherence to rules and procedures.	There is some evidence that the teacher acknowledges adherence to rules and procedures but not consistently.	There is evidence that the teacher consistently acknowledges adherence to rules and procedures.	There is evidence that the teacher consistently acknowledges adherence to rules and procedures. There are established rules and procedures that promote student self-compliance.

Teacher Behavior Evidence:

- Teacher provides verbal and non-verbal signals when a rule or procedure has been followed.
- Teacher notifies the home when a rule or procedure has been followed.
- Teacher uses tangible and/or intangible recognition when a rule or procedure has been followed (e.g. certificates, tokens, air kisses, pats on the back, air high fives, or other incentives).

Impact on Learning Evidence:

- Students comply with rules and procedures
- Students redirect peers to adherence to rules and procedures
- Students appear appreciative of teacher acknowledging their positive behavior
- Increased student performance

TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 3: Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains relationships with students. Teacher has high expectations for all students.

Indicator 8: Teacher fairly applies consequences.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that the teacher fairly applies consequences.	There is limited evidence that the teacher fairly applies consequences.	There is some evidence that the teacher applies consequences but not fairly.	There is evidence that the teacher fairly applies consequences and monitors evidence that rules and procedures are followed by the majority of students.	There is evidence that the teacher consistently and fairly applies consequences and monitors evidence that rules and procedures are followed by all students. The teacher adapts and creates new strategies for unique student needs.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher uses non –verbal signals (e.g. eye contact, proximity, tap on desk, body language) Teacher uses verbal signals (e.g. verbal warnings, verbal reminder of rules/consequences, application of consequences) 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students cease inappropriate behavior Students accept consequences as a part of the way class is conducted Increased student performance
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TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 3: Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains relationships with students. Teacher has high expectations for all students.

Indicator 9: Teacher demonstrates an understanding of students' interests and backgrounds.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that the teacher demonstrates an understanding of students' interests and backgrounds.	There is limited evidence that the teacher demonstrates an understanding of students' interests and backgrounds.	There is some evidence that the teacher demonstrates an understanding of students' interests and backgrounds.	There is evidence that the teacher demonstrates an understanding of the majority of the students' interests and backgrounds.	There is evidence that the teacher demonstrates an understanding of all of the students' interests and backgrounds. The teacher adapts and creates new strategies for unique student needs.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher lesson plans include students' interest and background Teacher uses student surveys Teacher creates applicable print-rich environment Teacher facilitates discussions based on students' interests 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students express feelings of acceptance and appreciation Increased student performance
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TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 3: Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains relationships with students. Teacher has high expectations for all students.

Indicator 10: Teacher displays behaviors that indicate affection for students.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that the teacher displays behaviors that indicate affection for students.	There is limited evidence that the teacher displays behaviors that indicate affection for students.	There is some evidence that the teacher displays behaviors that indicate affection for students.	There is evidence that the teacher displays behaviors that indicate affection for the majority of students.	There is evidence that the teacher displays behaviors that indicate affection for all students. The teacher adapts and creates strategies based on unique student needs.

Teacher Behavior Evidence:

- Teacher uses non-verbal signals (e.g. smiles, nods, thumbs up, claps)
- Teacher uses verbal signals (e.g. compliments, humor)

Impact on Learning Evidence:

- Students describe teacher as someone who cares
- Students respond positively to non-verbal and verbal signals
- Increased student performance

TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 3: Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains relationships with students. Teacher has high expectations for all students.

Indicator 11: Teacher displays behaviors that indicate objectivity and control.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that the teacher displays behaviors that indicate objectivity and control.	There is limited evidence that the teacher displays behaviors that indicate objectivity and control.	There is some evidence that the teacher displays behaviors that indicate objectivity and control.	There is evidence that the teacher displays behaviors that indicate objectivity and control for all students.	There is evidence that the teacher displays behaviors that indicate objectivity and control for all students. The teacher adapts and creates strategies based on unique student needs.

Teacher Behavior Evidence:

- Teacher displays positive behaviors that influence classroom climate
- Teacher addresses inflammatory issues and events in a calm and controlled manner
- Teacher does not demonstrate personal offense at student's misbehavior
- Teacher uses various stimuli to maintain a sense of calmness (e.g. dim lights, aquariums, soft music)

Impact on Learning Evidence:

- Students are settled by the teacher's demeanor
- Students verbal or non-verbal responses indicate that the teacher maintains a sense of calmness
- Students verbal or non-verbal responses indicate that the teacher does not hold grudges or take offense to students behavior
- Increased student performance

TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 3: Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains relationships with students. Teacher has high expectations for all students.

Indicator 12: Teacher displays behaviors that value and respect all students.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that the teacher displays behaviors that value and respect all students.	There is limited evidence that the teacher displays behaviors that value and respect all students.	There is some evidence that the teacher displays behaviors that value and respect all students.	There is evidence that the teacher displays behaviors that value and respect all students.	There is evidence that the teacher displays behaviors that demonstrate value and respect for all students. The teacher adapts and creates strategies based on unique student needs.

Teacher Behavior Evidence:

- Teacher does not allow negative comments
- Teacher sets high expectations for students
- Teacher addresses students in a respectful manner
- Teacher models behaviors that value and respect all students

Impact on Learning Evidence:

- Students treat each other with respect
- Students responses indicate that teacher cares for all students
- Students willingly comply to all teacher expectations
- Students encourage each other
- Increased student performance

TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 3: Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains relationships with students. Teacher has high expectations for all students.

Indicator 13: Teacher probes incorrect responses.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that the teacher probes incorrect responses.	There is limited evidence that the teacher probes incorrect responses.	There is evidence that the teacher probes incorrect responses and elicits correct responses from the majority of students.	There is evidence that the teacher probes incorrect responses and elicits correct responses from all students.	There is evidence that the teacher probes incorrect responses and elicits correct responses from all students. The teacher adapts and creates strategies based on unique student needs.

Teacher Behavior Evidence:

- Teacher directs students to further explain incorrect answers
- Teacher rephrases when incorrect answers are provided
- Teacher chunks or breaks question into smaller parts
- Teacher provides wait-time

Impact on Learning Evidence:

- Students are accountable for their responses
- Students' responses indicate that the teacher holds them accountable
- Students' responses indicate that the teacher assists them in answering questions correctly
- Increased student performance

TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 3: Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains relationships with students. Teacher has high expectations for all students.

Indicator 14: Teacher scaffolds instruction.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that the teacher scaffolds instruction.	There is limited evidence that the teacher scaffolds instruction.	There is evidence that the teacher scaffolds instruction for the majority of students.	There is evidence that the teacher scaffolds instruction for all students.	There is evidence that the teacher scaffolds instruction for all students. The teacher adapts and creates strategies based on unique student needs.

Behavior Evidence:

- Teacher addresses or introduces prerequisite skills
- Teacher models desired responses
- Teacher facilitates guided practice
- Teacher uses small group instruction
- Teacher uses manipulatives or visual aids
- Teacher provides opportunity for independent practice

Impact on Learning Evidence:

- Students are accountable for their responses
- Students' responses indicate that the teacher holds them accountable
- Students' responses indicate that the teacher assists them in answering questions correctly
- Increased student performance

TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

Teacher Evaluation Model Rubric

Domain 1: Classroom Strategies and Behaviors

Proficiency Area 3: Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains relationships with students. Teacher has high expectations for all students.

Indicator 15: Teacher differentiates instruction.

Rating Rubric

Level 0 Not Practicing	Level 1 Beginning to Use Elements of Practice	Level 2 Developing Proficient Practices	Level 3 Applying Effective Practices	Level 4 Innovative Applications of Practice
There is no evidence that the teacher differentiates instruction.	There is limited evidence that the teacher differentiates instruction.	There is evidence that the teacher differentiates instruction for the majority of students.	There is evidence that the teacher differentiates instruction for all students.	There is evidence that the teacher differentiates instruction for all students. The teacher adapts and creates strategies based on unique student needs.

Teacher Behavior Evidence: <ul style="list-style-type: none"> Teacher addresses or introduces prerequisite skills Teacher models desired response Teacher facilitates guided practice Teacher uses small group instruction Teacher uses manipulatives or visual aids Teacher provides opportunity for independent practice 	Impact on Learning Evidence: <ul style="list-style-type: none"> Students are accountable for their responses Students' responses indicate that the teacher holds them accountable Students' responses indicate that the teacher assists them in answering questions correctly Increased student performance
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TEACHER EVALUATION RUBRIC DEVELOPMENT COMMITTEE

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