



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric

Teachers

2012-2013

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Classroom Management 30%	1. Preparation	2
	2. Discipline	2
	3. Building-Wide Climate Responsibility	3
	4. Lesson Plans	4
	5. Assessment Practices	5
	6. Student Relations	6
Instructional Effectiveness 50%	7. Literacy	6
	8. Common Core Standards	7
	9. Involves All Learners	8
	10. Explains Content	9
	11. Explains Directions	10
	12. Models	11
	13. Monitors	12
	14. Adjusts Based upon Monitoring	13
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	16. Student Achievement	15
Professional Growth & Continuous Improvement 10%	17. Uses Professional Growth as an Important Strategy	16 16
	18. Exhibits Professional Behaviors and Efficiencies	
Interpersonal Skills 5%	19. Effective Interactions/ Communications with Stakeholders	17
Leadership 5%	20. Leadership Involvements	17

1		Domain: Classroom Management			Dimension: Preparation				
Teacher plans for delivery of the lesson relative to short-term and long-term objectives.									
1 Ineffective		2 Needs Improvement		3 Effective		4 Highly Effective		5 Superior	
Does not plan for instructional strategies that encourage the development of performance skills.		Occasionally plans for instructional strategies that encourage the development of performance skills.		Plans for instructional strategies that encourage the development of performance skills.		Plans for instructional strategies that encourage the development of critical thinking, problem solving and performance skills.		Plans for instructional strategies that encourage the development of critical thinking, problem solving and performance skills and consistently implements.	
Materials and equipment are not ready at the start of the lesson or instructional activity.		Materials and equipment are usually not ready at the start of the lesson or instructional activity.		Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time).		Materials and equipment are ready at the start of the lesson or instructional activity.		Materials and equipment are ready at the start of the lesson or instructional activity and learning environment is conducive to the activity.	

2		Domain: Classroom Management			Dimension: Discipline				
Teacher clearly defines expected behavior.									
1 Ineffective		2 Needs Improvement		3 Effective		4 Highly Effective		5 Superior	
Standards of conduct have not been established.		Standards of conduct have been established with inconsistent implementation.		Establishes and posts standards of conduct and implements with consistency.		Standards of conduct have been established and posted with consistent peer-based implementation.		Standards of conduct have been established and posted with consistent peer monitoring.	
Students are disengaged and unclear about the expectations of the classroom.		Students are usually disengaged and unclear about the expectations of the classroom.		Ensures that students are engaged and clear as to the expectations of the classroom with few reminders given.		Students are engaged and clear about the expectations of the classroom with no need for reminders.		Students are engaged and are clear about the expectations of the classroom and are responsible for their own learning.	
Does not monitor the behavior of students during whole class, small groups, seat work activities and transitions.		Rarely monitors the behavior of students during whole class, small groups, seat work activities and transitions.		Monitors the behavior of students during whole-class, small group and seat work activities and during transitions between instructional activities.		Monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities, lunch time, recess, assemblies, etc.		Monitors the behavior of all students at all times. Standards of conduct extend beyond the classroom.	
Usually ignores inappropriate behavior and uses an inappropriate voice level / word choice when correction is attempted.		Most of the time ignores inappropriate behavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.		Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.		Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student.		Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, maintaining the dignity of the student and encouraging students to self-discipline.	

Teacher assures a contribution to building-wide positive climate responsibilities.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Is not involved in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Ignores the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time.</p> <p>Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments / time periods.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines.</p>	<p>Makes substantial contribution to school projects and initiatives that promote orderly behavior throughout the school. Teacher assumes a leadership role in these projects and initiatives inspiring others to participate.</p> <p>Always follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Is proactive in intervening on behalf of children and staff.</p>

Teacher develops daily lesson plans designed to achieve the identified objectives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Only develops a brief outline of the daily schedule, which shows no alignment with state/common core standards and does not address student diversity and learning styles.</p> <p>Plans are not completed.</p> <p>Never plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).</p> <p>Never provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Develops instructional plans that are not in alignment with State / common core standards and does not address student's diversity and learning styles.</p> <p>Plans are rarely completed.</p> <p>Rarely plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).</p> <p>Rarely provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Develops instructional plans that are in alignment with State / common core standards including an amount of strategies that address student diversity and learning styles.</p> <p>Plans are developed consistently and on time based upon an analysis of data.</p> <p>Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus).</p> <p>Provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Develops instructional plans that are in alignment with State / common core standards and addresses student diversity and learning styles through differentiated instruction.</p> <p>Plans are developed consistently and on time, or in advance, based upon an analysis of data.</p> <p>Plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).</p> <p>Revises plans according to student data analysis and shares same with fellow staff members to the benefit of the grade level, curricular area or building.</p> <p>Provides in sequenced and organized fashion substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Has long and short-term instructional plans that are aligned with State / common core (CCSS) / district PASS standards and address student diversity and learning styles through differentiated instruction and other research-based learning strategies.</p> <p>Plans are developed consistently and on time, or in advance, based upon an analysis of data, with inherent opportunity for continual revision.</p> <p>Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus or based upon collegial decision-making).</p> <p>Revises plans according to student data and performance, sharing same with fellow staff members to the benefit of the grade level, curricular area or building.</p> <p>Can serve as a grade level, curricular area and/or building-wide model for substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>

Teacher acknowledges student progress and uses assessment practices that are fair and based on identified criteria.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Assessment is inconsistent and insufficient to determine student's overall progress and is not based on the district's grading policy.</p> <p>Assessments provide delayed and inadequate feedback for students to assess themselves.</p> <p>There is no evidence that the teacher recognizes student progress or achievement.</p>	<p>Assessment is inconsistent and is not based on district's grading policy.</p> <p>Assessments provide delayed and inadequate feedback for students to assess themselves.</p> <p>There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic.</p>	<p>Formative and summative assessments are recorded consistently based on district's grading policy and are used to guide instruction.</p> <p>Provides adequate and timely feedback from assessment results for students to reflect and set goals.</p> <p>Recognizes student progress and achievement at significant intervals and encourages behaviors that would result in student success.</p>	<p>Formative and summative assessments are recorded consistently based on district's grading policy and are used to develop and evaluate instruction.</p> <p>Assessments provide useful and immediate feedback that assists students in assessing themselves in meeting their learning goals.</p> <p>Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success.</p>	<p>Formative and summative assessments are recorded consistently based on district's grading policy and utilized to develop, refine and evaluate instruction.</p> <p>Assessments provide useful and immediate feedback that assists students in assessing themselves to develop and evaluate their progress with their learning goals.</p> <p>Learning goals are not only designed by the teacher but the student has an opportunity to direct his/her own learning by contributing goals.</p> <p>Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. The teacher informs parents on a timely basis of their student's progress and achievement through systematic communication procedures.</p>

6

Domain: **Classroom Management**Dimension: **Student Relations**

Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Oral, written and nonverbal communication with students is inconsiderate, as characterized by insensitivity, demeaning language and condescension.</p> <p>Does not consistently display an interest in the curriculum or high expectations for most students.</p>	<p>Oral, written, and nonverbal communication may not be considerate or respectful.</p> <p>Does not consistently display an interest in the curriculum or high expectations for most students.</p>	<p>Oral, written and nonverbal communications with students are considerate and respectful.</p> <p>Consistently conveys a generally positive view of learning and of the curriculum, demonstrating high expectations for most students.</p>	<p>Oral, written, and nonverbal communications with students are considerate and positive, demonstrating genuine respect for individual students and the class as a whole.</p> <p>Consistently displays a genuine enthusiasm for the curriculum and high expectations for all students</p>	<p>Oral, written, and nonverbal communication with students is considerate and positive. There is abundant evidence of mutual respect and trust between teacher and student, as well as between students.</p> <p>Exudes a passion for the content and actively exploring the curriculum with students. Students appear to have internalized the value of the content as well as the teacher's high expectations for them.</p>

7

Domain: **Instructional Effectiveness**Dimension: **Literacy**

Teacher embeds the components of literacy into all instructional content.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Literacy, the practice of reading, writing, developing vocabulary, spelling, listening and speaking, is not embedded / woven into instructional lessons; rather, literacy is presented as a single, stand-alone skill.</p> <p>Does not appear to value or recognize that literacy is the "bonding agent" for all learning.</p>	<p>Literacy, the practice of reading, writing, spelling, listening and speaking, is rarely embedded / woven into instructional lessons as an explicit learning objective; rather, literacy is presented as a single, stand-alone skill.</p> <p>Demonstrates weak recognition of the importance of literacy as the "bonding agent" for all learning.</p>	<p>Literacy, the practice of reading, writing, spelling, listening and speaking, is embedded in ALL content as an explicit learning objective.</p> <p>Displays basic recognition of the importance of literacy as the "bonding agent" for all learning.</p>	<p>Literacy, the practice of reading, writing, spelling, listening and speaking, is embedded in ALL content as an explicit learning objective and its definition is expanded to include visual representations, expressions of ideas, making decisions and solving problems.</p> <p>Leverages literacy as the "bonding agent" for all learning</p>	<p>Includes the narrative descriptions in performance category 4, plus the additional definitional components of literacy to include: innovative use of multimedia, computer, information analysis and technology.</p>

Teacher understands and optimizes the delivery focus of Common Core State Standards and the expectations derived from same on student learning and achievement.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Neither understands nor participates (at even the “conversation / awareness” level) in the multi-year conversion process from PASS to CCSS.	Neither understands nor participates (at even a minimal implementation level) in the multi-year conversion process from PASS to CCSS.	Understands and participates in the multi-year conversion process from an emphasis on PASS to an emphasis on CCSS as evidenced by use of alternate instructional strategies and modified content focus aligned with CCSS.	Has participated in available learning opportunities to assure a strong foundation of understanding the conversion process from PASS to CCSS and regularly and routinely uses alternate instructional strategies and modified content focus aligned with CCSS.	Includes the narrative descriptions in performance category 4, plus serves as a “change agent” and/or grade level, curricular area, building-wide, or departmental presenter / facilitator for the implementation of the conversion from PASS to CCSS. This participation level could be initiated via volunteering or being asked.

Teacher uses active learning, questioning techniques and/or guided practices to involve all students.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Students are not mentally engaged in active learning experiences during any significant portion of the class.</p> <p>Does not ask any type of questions or use questioning techniques during the lesson to involve all learners.</p> <p>Student participation is not monitored or the teacher response is inconsistent, overly repressive or does not respect the student's dignity.</p> <p>Displays no knowledge of students' interests and skills.</p>	<p>A few students dominate the lesson, and only a few students are minimally engaged in active learning experiences 50 percent of the class time.</p> <p>All or most questions used are recall questions.</p> <p>Typically calls on students who raise their hands first and responds to students who blurt out answers.</p> <p>Displays little knowledge of students' interests and skills and rarely uses them as a strategy to engage them.</p>	<p>Engages most students in active learning experiences 80 percent of the class time.</p> <p>Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy. Provides wait time for some student response and does random checking to ensure the involvement of all learners.</p> <p>Engages students by incorporating their general skills and interests into the lesson.</p>	<p>An overwhelming majority of students are cognitively engaged and exploring content in active learning experiences 80 percent of the class time.</p> <p>Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy and providing adequate wait time for most students to respond.</p> <p>Engages students by incorporating their individual skills and interests into the lesson.</p>	<p>All students are cognitively engaged and exploring 80 percent of the class time. Students initiate or develop their own activities to enhance their learning.</p> <p>Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy and leading students to formulate many of their own questions. Provides adequate wait time for most students to respond.</p> <p>Engages students by incorporating and expanding their individual skills and interests.</p>

Teacher teaches the objectives through a variety of methods.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not use cooperative learning activities, advance organizers, or other teaching strategies that foster student participation and an understanding of the objectives.</p> <p>Students are provided with activities from the textbook, specific to the content, but there is no attempt to use a variety of activities to support instructional outcomes and no attempt to differentiate tasks to address a variety of student needs/learning styles / multiple intelligences.</p> <p>Technology is not used as designed and not used as an instructional tool.</p>	<p>Uses limited cooperative learning activities, advance organizers, or other teaching strategies that foster participation and an understanding of the objectives.</p> <p>Attempts, but does not successfully use a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.</p> <p>Technology is rarely included in the planning process to support instruction, and technology is not used on a regular basis as an instructional tool.</p>	<p>Uses cooperative learning activities, advance organizers, or other teaching strategies that foster participation and an understanding of the objectives.</p> <p>Uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.</p> <p>Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.</p>	<p>Uses knowledge of student skills and interests when selecting and using cooperative learning activities, advance organizers, and other teaching strategies that foster participation and an understanding of the objectives.</p> <p>Successfully uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences. The activities maximize student potential and most require significant cognitive challenge.</p> <p>Technology is woven into / serves as a foundational base in the planning process to support instruction, and technology is used on a common-place basis as an instructional tool.</p>	<p>Uses all of the characteristics of Level 4. In addition, continually seeks out new strategies to support instructional outcomes and cognitively challenge diverse learners. Willingly shares discoveries and successes with colleagues. Students are included in planning for methods of instructional delivery.</p>

Teacher gives directions that are clearly stated and relate to the learning objectives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Directions and procedures are confusing to students.</p> <p>Does not offer alternative, clarifying directions.</p> <p>Does not give students directions for transitions and does not plan for transitions.</p> <p>Spoken language is inaudible or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly causing students to be confused.</p>	<p>Directions and procedures are initially confusing to students and are not clarified.</p> <p>Attempts to give students directions for transitions but does not plan for transitions.</p> <p>Spoken language is audible and written language is legible. Usage of both demonstrates many basic errors (mispronunciation, misspelled words, etc.). Vocabulary is correct, but limited, or is not appropriate to the students' ages or backgrounds.</p>	<p>Provides directions and procedures, in a variety of delivery modes, e.g., verbal, modeling, visual, demonstration, etc., that are clearly stated / presented and relate to the learning objectives.</p> <p>Gives students directions for transitions and includes transitioning in the planning process to optimize academic learning time.</p> <p>Uses spoken and written language that is clear and correct, conforms to standard English, vocabulary, and is appropriate to students' ages and interests.</p>	<p>Directions and procedures, in a variety of delivery modes, are clear to students. Anticipation of possible student misunderstanding and/or confusion is incorporated in the initial direction and clarified.</p> <p>Gives clear directions for transitions between lessons and between instructional activities while optimizing academic learning time.</p> <p>Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. Teacher finds opportunities to extend students' vocabularies.</p>	<p>Uses all of the characteristics of Levels 3 and 4. Facilitates students in constructing their own understanding of how the directions relate to the learning objectives.</p> <p>Plans for smooth, structured transitions between lessons and instructional activities and gives clear, concise directions to accomplish same while optimizing academic learning time.</p> <p>Spoken and written language is correct and conforms to standard English. It is also expressive with well-chosen vocabulary that enriches the lesson and extends students' vocabularies. Teacher seizes opportunities to enhance learning by building vocabulary skills and experiences based on student interests or a spontaneous event.</p>

12Domain: **Instructional Effectiveness**Dimension: **Models****Teacher demonstrates / models the desired skill or process.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not demonstrate or model the desired skill or process.	Demonstration or modeling of the desired skill or process is infrequent and unclear to students.	Provides demonstrations and modeling of the desired skill or process that are clear and precise to students.	Demonstrations are clear and precise to students with anticipation and preemptive action to avoid possible students' misunderstanding.	Demonstrations will match all characteristics of Level 4. Additionally, teacher's modeling will assist students in achieving the lesson's stated objective. Students will demonstrate the skill or process.

Teacher checks to determine if students are progressing toward stated objectives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Never moves around the room while students are working on guided practice.	Seldom moves around the room while students are working on guided practice to promote and reinforce positive student behaviors. When movement happens it is to the same area of classroom.	When appropriate, moves to all areas of the room while students are working on guided practice to promote and reinforce positive student behaviors.	Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice to promote and reinforce positive student behaviors. Makes eye contact with all students often.	Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and reinforce positive student behaviors. When a problem is observed reviews / re-teaches it to the whole class.
Never uses student response techniques to increase active engagement.	Seldom uses student response techniques to increase active engagement.	Uses different types of student response techniques, both individual / group. Uses student response techniques to increase active engagement.	Routinely uses developmentally appropriate student response techniques to increase active engagement by the students.	Delivers upon all of performance category 4 and varied response techniques are used to provide immediate feedback to re-teach / review the concept(s) misinterpreted or not learned, while actively engaging all students.
Never uses feedback concerning student's understanding.	Seldom uses feedback concerning student's understanding.	Student's understanding is evaluated by feedback.	Uses immediate feedback concerning student's understanding.	Delivers upon all of performance category 4 and is able to assess when question / wait time is no longer effective and employs a different strategy / technique.
Never uses wait time after voicing a question to the students.	Seldom uses wait time after voicing a question to the students.	Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence.	Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.	

Teacher changes instruction based on the results of monitoring.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not adjust instructional plan to meet the needs of students. Lesson pace is too fast or slow to accommodate for students' questions or interest.</p> <p>Does not assess mastery of the new learning to determine if independent practice or re-teaching is appropriate.</p> <p>There is no evidence that the teacher uses data from various assessments to modify instruction and guide intervention strategies.</p>	<p>Inconsistently monitors student involvement and makes some effort to adjust instructional plans to engage more students.</p> <p>Inconsistently assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate without making adjustments as necessary.</p> <p>There is little evidence that data is used from various assessments to modify instruction and guide intervention strategies.</p>	<p>Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students.</p> <p>Assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate and makes adjustments to lessons.</p> <p>Reviews data from assessments to modify instruction and guide intervention strategies.</p>	<p>Is aware of student participation and smoothly makes appropriate adjustments to the lesson successfully accommodating student questions or interests.</p> <p>Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate and restructures lessons to address various learning needs.</p> <p>Uses data from various assessments to modify instruction and to determine what additional interventions can be implemented to assist students.</p>	<p>Is always aware of student participation and successfully engages all students in the lesson. Is able to successfully make adjustments to the lesson to accommodate student questions or interests.</p> <p>Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate. Works with individual students or small groups to reteach. Uses peer tutoring to facilitate mastery of skills.</p> <p>Multiple classroom evaluations, assessments and formal State assessments provide ample and varied opportunity for all students to demonstrate their knowledge and skill set levels. Ongoing assessment is systematically used to modify instruction and guide intervention strategies.</p>

Teacher summarizes and fits into context what has been taught.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>There is no ending to the lesson. Students disengage at the end of the class with no teacher direction.</p> <p>Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.</p>	<p>The teacher ends the lesson without a summary of the main points of the segment of instruction or day's learning/activity.</p> <p>Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.</p>	<p>Ends the day's learning / activity by summarizing the lesson or asking students to summarize the lesson.</p> <p>Connects what is learned to prior learning.</p>	<p>Ends the day's learning / activity by summarizing the lesson in a variety of ways.</p> <p>Students are able to summarize in a variety of ways and reflect on their own learning.</p> <p>Relates instruction to prior and future learning.</p>	<p>Ends the day's learning / activity by facilitating students in summarizing and discussing main ideas.</p> <p>Students are able to connect the lesson to prior learning and articulate how learned skills can be used in the future. Linkages with real world situations are woven into the lessons.</p>

Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>There is no evidence that the teacher is knowledgeable of the IEP or that the teacher modifies instruction for all students on an IEP regardless of student's learning goals.</p> <p>Gives up, blames the student, or blames the student's home environment if the student has difficulty learning.</p>	<p>There is some evidence that the teacher is aware of the IEP; however, the IEP is not being used to guide instruction for the student.</p> <p>When a student has difficulty learning, the teacher makes an ineffectual effort and quickly gives up or blames the student or the student's home environment.</p>	<p>Modifies assessments for special education student populations in alignment with the IEP.</p> <p>Provides required feedback to student, roster teacher and/or parent.</p> <p>Assures that all students have access to standard / common core / district curriculum.</p> <p>Accepts responsibility for the success of all students.</p>	<p>Modifies assessments for special education student populations as indicated in the IEP and as needed, working with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent / timely feedback to student, teacher or parent.</p> <p>Assures that all students have access and modifications to standard /common core /district curriculum.</p> <p>When a student has difficulty learning, the teacher perseveres to identify effective approaches to reach the student, drawing on a broad repertoire of strategies.</p>	<p>Modifies assessments and curriculum for special student populations as indicated in the IEP and as needed, working with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent/timely feedback to student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.</p> <p>The teacher consistently advocates for all special needs students to have direct access to standard /common core /district curriculum.</p> <p>Perseveres in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from the school and community. Maintains contact with the student to monitor and support the student's success even after the student has moved on to another class.</p>

17

Domain: **Professional Growth and Continuous Improvement****Uses Professional Growth as a Continuous Improvement Strategy**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the teacher makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Teacher Certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.

18

Domain: **Professional Growth and Continuous Improvement****Exhibits behaviors and efficiencies associated with professionalism.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.

19

Domain: **Interpersonal Skills****Effective Interactions and Collaboration with Stakeholders.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and colleagues and makes no attempt to engage them in the educational program.</p> <p>Does not consult or collaborate with other staff members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and colleagues and engaging them in the educational program.</p> <p>Plans and makes decisions assuming the result will be positive for everyone. Consults infrequently with other staff members.</p>	<p>Interacts with families and colleagues in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and colleagues and makes an effort to engage them in the educational program.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and colleagues and engages them in the educational program.</p> <p>Maintains an open mind and participates in collaborative planning, reflection and decision making, respecting and considering the thoughts of colleagues.</p>	<p>Communicates consistently and sensitively with families and colleagues and uses diverse methods to engage them in the educational program and supports their participation.</p> <p>Communication is clearly understood by diverse stakeholders.</p> <p>Takes a leadership role in ensuring that all collaborative decisions, planning and reflection activities with colleagues are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

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Domain: **Leadership****Exhibits Positive Leadership through Varied Involvements.**

Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Consistently declines becoming involved in school or district events when asked.</p> <p>Impedes colleagues' efforts to share their knowledge or assume professional responsibility.</p> <p>Perpetuates biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.</p>	<p>Avoids becoming involved in school or district events.</p> <p>Makes no effort to assume professional responsibilities or share professional knowledge with colleagues in the school or district.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Agrees to participate in school or district events when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>	<p>Volunteers or eagerly accepts an invitation to substantially contribute to a school or district event.</p> <p>Actively participates in assisting other educators in their growth as professionals.</p> <p>Works within a team of colleagues to ensure that all students have a fair and equal opportunity to learn and succeed in school.</p>	<p>Develops or leads important school or district events.</p> <p>Initiates important activities contributing to the profession, such as mentoring new teachers, writing articles for publication or making presentations.</p> <p>Leads others to challenge and reject biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.</p>