

STANDARD 1: INSTRUCTION—CLASSROOM TEACHER

NOTE: Bulleted indicators are not to be used as a checklist, but as a guide toward recognizing strengths and weaknesses.

A. SUPPORTS ACADEMIC RIGOR IN A THINKING CURRICULUM	
Rubric	<p><i>Exceeding.</i> Purposefully teaches a rigorous curriculum matched to the standards.</p> <p><i>Meeting.</i> Consistently supports academic rigor.</p> <p><i>Developing.</i> Moderately supports academic rigor; is not effective in focusing on critical thinking skills.</p> <p><i>Not Meeting.</i> Rarely engages students in critical thinking activities; students are not challenged and questioning techniques are not use to support academic rigor.</p>
Indicators	<ul style="list-style-type: none"> ▪ Demonstrates a commitment to knowledge, high thinking demand, and active use of knowledge. ▪ Engages students in academic reasoning and focuses on critical thinking skills. ▪ Uses a variety of questioning techniques to ensure a challenging learning environment. ▪ Challenges and supports students to become active learners and achieve at high levels.
B. FACILITATES FOCUSED CURRICULAR CONVERSATION IN THE CLASSROOM	
Rubric	<p><i>Exceeding.</i> Engages all students in high-level curricular conversations that improves rigorous thinking.</p> <p><i>Meeting.</i> Effectively facilitates curricular conversation in the classroom.</p> <p><i>Developing.</i> Occasionally guides curricular-focused conversations in the classroom.</p> <p><i>Not Meeting.</i> Ineffectively facilitates curricular-based discussions; students are not discussing the lesson or concept.</p>
Indicators	<ul style="list-style-type: none"> ▪ Promotes conversation among students that is relevant to the subject area. ▪ Establishes norms of good reasoning. ▪ Solicits appropriate evidence from students to support rigorous thinking. ▪ Encourages comments, questions, examples, and other contributions from students throughout the lesson. ▪ Models norms of good conversation: active listening, clarifying questions, and constructive responses.
C. DIFFERENTIATES INSTRUCTION TO FULLY ENGAGE STUDENTS IN THE LEARNING PROCESS	
RUBRIC	<p><i>Exceeding.</i> Proactively plans differentiation of instruction to recognize, respond to, and challenge students at their instructional level of learning.</p> <p><i>Meeting.</i> Regularly differentiates instruction to meet students' diverse needs.</p> <p><i>Developing.</i> Differentiates instruction somewhat and is beginning to respond to students at different levels.</p> <p><i>Not Meeting.</i> Poorly differentiates instruction; does not recognize the individual student needs, resulting in disengaged students.</p>
Indicator	<ul style="list-style-type: none"> ▪ Uses flexible grouping practices to respond to diverse student needs. ▪ Challenges students at their instructional level of learning. ▪ Recognizes individual differences in learning and adjusts practices as appropriate. ▪ Encourages students to use strategies to monitor their learning.

Standard 1: Instruction—Classroom Teacher	
D. USES A VARIETY OF MATERIALS, RESOURCES, AND MULTIMEDIA THAT PROMOTE THE DEVELOPMENT OF CRITICAL THINKING, PROBLEM SOLVING, AND PERFORMANCE SKILLS	
Rubric	<p><i>Exceeding.</i> Masterfully integrates a variety of teaching materials, resources, and multimedia that elevate student thinking, problem solving, and performance.</p> <p><i>Meeting.</i> Consistently uses a variety of materials, resources, and multimedia.</p> <p><i>Developing.</i> Adequately uses a variety of materials and beginning to move away from one medium of instruction.</p> <p><i>Not Meeting.</i> Excessively relies on a limited number of materials and resources.</p>
Indicator	<ul style="list-style-type: none"> ▪ Evaluates materials for accuracy and student interest. ▪ Provides students with multimedia materials that are appropriate and challenging for all instructional levels. ▪ Uses a variety of teaching material.
E. USES A VARIETY OF TEACHING METHODS AND STRATEGIES FOR ACTIVE STUDENT PARTICIPATION AND LEARNING	
Rubric	<p><i>Exceeding.</i> Seamlessly employs a variety of teaching methods and strategies that actively engage students.</p> <p><i>Meeting.</i> Effectively selects a variety of teaching methods and strategies for active student participation and learning.</p> <p><i>Developing.</i> Occasionally selects a variety of teaching methods and strategies, but tends to rely on a limited few.</p> <p><i>Not Meeting.</i> Inadequately uses a variety of teaching methods and strategies such that students are off task and disengaged in learning.</p>
Indicator	<ul style="list-style-type: none"> ▪ Paces instruction appropriately. ▪ Uses questioning strategies effectively. ▪ Models strategies for students and then provides opportunities for guided and independent practice.

STANDARD 2: ASSESSMENT—CLASSROOM TEACHER

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A. USES AND INTERPRETS A VARIETY OF ASSESSMENTS TO EVALUATE/MONITOR ALL STUDENTS	
Rubric	<p><i>Exceeding.</i> Purposefully uses a variety of fair and credible assessments aligned to learning objectives, including student self-assessments, to systematically evaluate student progress on learning goals.</p> <p><i>Meeting.</i> Uses a variety of fair and credible assessment strategies to evaluate student progress on learning goals.</p> <p><i>Developing.</i> Uses some assessments to evaluate/monitor students.</p> <p><i>Not Meeting.</i> Uses assessments that are not aligned with the curriculum and learning goals.</p>
Indicators	<ul style="list-style-type: none"> ▪ Uses fair and credible assessments that reflect planned objectives based on curriculum standards, student needs, and improvement plans. ▪ Varies assessment strategies and tools to address instructional goals. ▪ Gives students multiple opportunities to demonstrate understanding. ▪ Uses student self-assessments to help students evaluate their own work against classroom expectations and self-manage their learning.
B. COLLECTS DATA FROM AND REFLECTS ON ASSESSMENT TO IMPROVE TEACHING AND LEARNING	
Rubric	<p><i>Exceeding.</i> Systematically reflects on evidence of student knowledge and skills and uses it in an ongoing way to improve teaching and learning.</p> <p><i>Meeting.</i> Collects and reviews evidence of student knowledge and skills to meet student needs.</p> <p><i>Developing.</i> Collects and reviews evidence of student knowledge and skills.</p> <p><i>Not Meeting.</i> Keeps limited or sporadic evidence of student knowledge and skills; does not use evidence to improve instruction.</p>
Indicators	<ul style="list-style-type: none"> ▪ Systematically collects evidence of student knowledge and skills. ▪ Analyzes student work to further guide instruction to enhance student understanding. ▪ Maintains evidence of student performance/assessments.

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C. CONNECTS ASSESSMENT EVIDENCE TO AN EVALUATION SYSTEM WHICH IS PREDICTABLE, UNDERSTANDABLE, AND CONSISTENT	
Rubric	<p><i>Exceeding.</i> Incorporates the evaluation system into the teaching/learning process so that assessments and grading are predictable, understandable, and consistent; provides ongoing standards-based feedback to students.</p> <p><i>Meeting.</i> Clearly connects assessment to a coherent, fair, and credible evaluation system that is predictable, understandable, and consistent.</p> <p><i>Developing.</i> Creates an evaluation system that incorporates assessment results, but it may not be predictable or understandable to students.</p> <p><i>Not Meeting.</i> Uses evaluations that are not predicable, understandable, and consistent, or that are based on the performance of other students (i.e., "on the curve") or on "extra credit."</p>
Indicators	<ul style="list-style-type: none"> ▪ Aligns evaluations with standards to establish clear expectations for student performance. ▪ Bases grades on established evaluation standards and criteria; uses student performance activities to determine a grade which is fair and credible. ▪ Incorporates a process that allows student growth and supports high levels of academic rigor and extended learning within the established evaluation system.
D. COMMUNICATES TO STUDENTS AND PARENTS/GUARDIANS THE PERFORMANCE EXPECTATIONS AND EVALUATION SYSTEM	
Rubric	<p><i>Exceeding.</i> Regularly communicates student performance expectations to students and parents/guardians; regularly discusses student performance outcomes and expectations with students.</p> <p><i>Meeting.</i> Discusses the evaluation system and student performance outcomes and expectations with students and communicates them to parents/guardians.</p> <p><i>Developing.</i> Communicates student performance outcomes and expectations to students and parents/guardians but not the rationale of the evaluation system.</p> <p><i>Not Meeting.</i> Unclearly communicates student performance expectations to students or parents/guardians.</p>
Indicators	<ul style="list-style-type: none"> ▪ Explains performance expectations to students and parents/guardians early in the instructional time period. ▪ Communicates student progress to students, parents/guardians, and appropriate groups. ▪ Discusses assessments with students to support their self-management of learning and to refine evaluation practices.

STANDARD 3: CURRICULUM AND PLANNING—CLASSROOM TEACHER

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A. IMPLEMENTS THE DISTRICT OR SCHOOL-APPROVED CURRICULUM	
Rubric	<p><i>Exceeding.</i> Masterfully implements the curriculum; extensively incorporates learning from staff development and self-learning into lessons and to enrich and enhance the curriculum.</p> <p><i>Meeting.</i> Successfully implements the curriculum; regularly attends staff development or initiates self-learning to improve knowledge and mastery of the curriculum; weaves new learning into the approved curriculum.</p> <p><i>Developing.</i> Inconsistently implements the curriculum; intermittently attends staff development and/or initiates self-learning.</p> <p><i>Not Meeting.</i> Inadequately implements the curriculum.</p>
Indicators	<ul style="list-style-type: none"> ▪ Attends staff development and initiates self-learning to increase knowledge of recent developments in the approved curriculum. ▪ Studies and reviews related research materials and documents to increase understanding of the curriculum. ▪ Demonstrates implementation of the curriculum through student work and other relevant artifacts.
B. SYSTEMATICALLY PLANS AND APPROPRIATELY PACES LESSONS AND UNITS	
Rubric	<p><i>Exceeding.</i> Effectively plans and paces lessons and units to maximize student learning; ensures that students clearly understand linkages between lessons within a unit.</p> <p><i>Meeting.</i> Consistently plans and paces lessons and units.</p> <p><i>Developing.</i> Moderately plans and paces lessons and units; tends to be more reactive than proactive in developing lessons such that students do not understand long-range learning goals.</p> <p><i>Not Meeting.</i> Rarely plans and inappropriately paces lessons and units.</p>
Indicators	<ul style="list-style-type: none"> ▪ Plans short- and long-range educational goals that demonstrate understanding of the curriculum and subject matter. ▪ Adapts and modifies pacing of lessons and units based on student instructional levels to support maximum learning opportunities for all students. ▪ Develops and articulates linkages between lessons within a unit to help students understand long range learning goals.

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C. KNOWS THE SUBJECT MATTER AND ORGANIZES THE CURRICULUM TO SUPPORT STUDENT UNDERSTANDING OF THE SUBJECT MATTER

Rubric	<p><i>Exceeding.</i> Successfully leads students to higher levels of content knowledge through broad and deep knowledge of the curriculum and subject area; skillfully organizes lessons and units by drawing together subject matter from multiple disciplines.</p> <p><i>Meeting.</i> Clearly knows the subject matter and effectively organizes the curriculum to support student understanding of the subject matter.</p> <p><i>Developing.</i> Demonstrates basic knowledge of the subject matter; uses relatively few additional resources to support student understanding.</p> <p><i>Not Meeting.</i> Inadequately demonstrates knowledge of the subject matter and poorly organizes the curriculum.</p>
Indicators	<ul style="list-style-type: none"> ▪ Demonstrates knowledge of the subject matter and curriculum consistent with what students need to learn. ▪ Relates/connects ideas and information within and across subject matter areas. ▪ Incorporates relevant resources that enrich the subject matter of a lesson or unit. ▪ Monitors research about program and/or curriculum. ▪ Uses longitudinal data to modify the curriculum as part of the teaching/learning cycle.

STANDARD 4: LEARNING ENVIRONMENT—CLASSROOM TEACHER

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A. MANAGES CLASSROOM PROCEDURES TO MAXIMIZE ACADEMIC LEARNING TIME	
Rubric	<p><i>Exceeding.</i> Seamlessly manages classroom procedures to maximize learning time.</p> <p><i>Meeting.</i> Efficiently manages classroom procedures to maximize learning time.</p> <p><i>Developing.</i> Adequately manages classroom procedures, but learning time is not maximized.</p> <p><i>Not Meeting.</i> Excessively concentrates on non-instructional tasks.</p>
Indicators	<ul style="list-style-type: none"> ▪ Handles classroom routines efficiently. ▪ Organizes supplies, materials, and a physical setting that minimizes disruption and promotes learning. ▪ Structures smooth transitions. ▪ Encourages students to participate and take responsibility in the operation of the classroom.
B. MANAGES STUDENT LEARNING	
Rubric	<p><i>Exceeding.</i> Proactively manages student behavior so that teaching and learning are primary.</p> <p><i>Meeting.</i> Consistently manages students' learning behavior.</p> <p><i>Developing.</i> Inconsistently manages student behavior; expectations exist, but consequences are inconsistent.</p> <p><i>Not Meeting.</i> Randomly and inconsistently manages student behavior such that the students mistrust the teacher.</p>
Indicators	<ul style="list-style-type: none"> ▪ Establishes clear and consistent expectations for student behavior and communicates it to students, parents, and guardians. ▪ Reinforces positive student behavior. ▪ Applies corrective strategies to modify inappropriate behaviors. ▪ Manages disruptive situations as they occur.
C. COMMUNICATES LEARNING EXPECTATIONS CLEARLY	
Rubric	<p><i>Exceeding.</i> Enthusiastically and clearly communicates learning objectives and high expectations on a daily basis.</p> <p><i>Meeting.</i> Clearly communicates learning expectations.</p> <p><i>Developing.</i> Reasonably communicates, but students do not consistently show understanding of expectations.</p> <p><i>Not Meeting.</i> Poorly communicates such that students are unable to comprehend or participate in the lesson.</p>
Indicators	<ul style="list-style-type: none"> ▪ Communicates clearly in speaking and writing, using precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication. ▪ Uses effective non-verbal communication skills. ▪ Shares the lesson objectives with the students. ▪ Communicates high academic expectations for all learners.

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D. MOTIVATES STUDENTS WITH A SUPPORTIVE LEARNING ENVIRONMENT

Rubric	<p><i>Exceeding.</i> Genuinely cares for students and purposefully motivates them to learn by using many strategies. Demonstrates effort-based education principles by honoring student accomplishments and developing a trustful and supportive environment.</p> <p><i>Meeting.</i> Effectively motivates students by creating a supportive learning environment.</p> <p><i>Developing.</i> Moderately motivates students; although the teacher is caring, too much energy is spent on teacher directed lessons and not enough on active, student engagement.</p> <p><i>Not Meeting.</i> Rarely motivates students and has not created a supportive learning environment.</p>
Indicators	<ul style="list-style-type: none"> ▪ Encourages positive social interaction by managing instructional groups, monitoring interactions among students, and not tolerating harassment or social exclusion. ▪ Encourages students to explore and question and take charge of their learning. ▪ Actively listens to students. ▪ Acknowledges students as individuals for their skills, ideas, interests, and knowledge. ▪ Recognizes students' accomplishments, celebrates their achievements, and showcases student work. ▪ Demonstrates integrity, courtesy, respect, fairness, and consistency.

STANDARD 5: PROFESSIONAL RESPONSIBILITIES—CLASSROOM TEACHER

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A. COLLABORATES WITH IDENTIFIED TEAM ON EXPECTATIONS/CURRICULA/STRATEGIES AND USE OF DATA	
Rubric	<p><i>Exceeding.</i> Enthusiastically collaborates with team and is a leader in developing expectations, using effective strategies, analyzing data, and evaluating curricula.</p> <p><i>Meeting.</i> Frequently collaborates with identified team on expectations, strategies, analysis of data, and curricula.</p> <p><i>Developing.</i> Occasionally collaborates with other team members.</p> <p><i>Not Meeting.</i> Rarely collaborates with other team members.</p>
Indicators	<ul style="list-style-type: none"> ▪ Communicates with team members on a regular basis for shared curriculum planning. ▪ Collaborates and collectively reviews site data and evidence of student performance to plan/implement/develop district-approved curricula and to analyze program effectiveness. ▪ Shares building/district resources equitably. ▪ Supports colleagues and learns from others to promote student learning through a supportive peer community.
B. ENGAGES FAMILIES AS AN INTEGRAL PART OF THE LEARNING PROCESS	
Rubric	<p><i>Exceeding.</i> Successfully engages families and develops a learning community through shared communications with families.</p> <p><i>Meeting.</i> Regularly initiates interactions with families and acknowledges them as an integral part of the learning process.</p> <p><i>Developing.</i> Inconsistently communicates with families to build positive relationships.</p> <p><i>Not Meeting.</i> Rarely communicates with families.</p>
Indicators	<ul style="list-style-type: none"> ▪ Communicates with families regarding student behavior and progress. ▪ Accommodates families' schedules in arranging meetings to discuss student performance and behavior. ▪ Invites shared communications between school and home. ▪ Establishes and promotes positive interpersonal relationships. ▪ Works collaboratively with appropriate school personnel to address issues that impact instruction, academic achievement and school climate.

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C. DEMONSTRATES SUPPORT OF DISTRICT/SCHOOL MISSION AND VISION THROUGH RESPECTFUL ACCOUNTABLE TALK	
Rubric	<p><i>Exceeding.</i> Proactively supports the district/school mission and seeks new ways to support the vision and goals.</p> <p><i>Meeting.</i> Consistently demonstrates support of the district and school vision, mission, and goals.</p> <p><i>Developing.</i> Intermittently supports district and school vision, mission, and goals through communications.</p> <p><i>Not Meeting.</i> Rarely demonstrates support for district and school inservice mission, vision, and goals.</p>
Indicators	<ul style="list-style-type: none"> ▪ Supports school vision and mission in respectful interactions with colleagues, parents, guardians, and other community members. ▪ Conducts professional, relevant, and knowledgeable interactions with others.
D. DEMONSTRATES INTEGRITY, PROFESSIONAL AND ETHICAL STANDARDS WITH COLLEAGUES, PARENTS, GUARDIANS, AND OTHER COMMUNITY MEMBERS	
Rubric	<p><i>Exceeding.</i> Exemplifies personal integrity with colleagues and others through consistent professional and ethical behavior.</p> <p><i>Meeting.</i> Reliably demonstrates personal integrity, professional and ethical standards with colleagues, families, and other community members.</p> <p><i>Developing.</i> Inconsistently demonstrates personal and professional integrity.</p> <p><i>Not Meeting.</i> Rarely demonstrates personal and professional integrity.</p>
Indicators	<ul style="list-style-type: none"> ▪ Resolves concerns and problems in an appropriate and timely manner. ▪ Respects and maintains confidentiality. ▪ Assumes responsibility for personal actions, demeanor, and appearance. ▪ Understands and accommodates multicultural and individual differences (i.e., cultural competencies).