RISE

Evaluation and Development System

Indiana Department of Education

Fort Wayne Community Schools Classroom Teacher Effectiveness Rubric August 2014

This applies to teachers that provide grade level instruction to students as identified by the Indiana State Standards.

(Classroom Teacher, Student interventionist, Special Area Teacher)

DOMAIN 1: PURPOSEFUL PLANNING

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** **-** Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	**Teacher effectively uses prior assessment data to formulate:** - Achievement goals, unit plans, AND lesson plans	**Teacher needs improvement using prior assessment data to formulate:** - Achievement goals, unit plans, OR lesson plans, but not all of the above	**Teacher is ineffective in the use of:** -Prior assessment data when planning
1.2	Set Ambitious and Measurable Achievement Goals	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** **-** Plans an <u>ambitious</u> annual student achievement goal	**Teacher effectively develops an annual student achievement goal that is:** - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	**Teacher needs improvement developing an annual student achievement goal that is:** - Measurable **The goal may *not*:** - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	**Teacher is ineffective in the :** -Development of achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	Develop Standards-Based Unit Plans and Assessments	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	**Based on achievement goals, teacher effectively plans units by:** - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	**Based on achievement goals, teacher needs improvement planning units by:** - Identifying content standards that students will master in each unit **Teacher may *not*:** -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	**Teacher rarely or never plans units by**: -Identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all

1.4	**Create Objective-Driven Lesson Plans and Assessments**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	**Based on unit plan, teacher effectively plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	**Based on unit plan, teacher needs improvement planning daily lessons by:** - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. **Teacher may *not*:** - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction	**Teacher is ineffective in:** - Planning daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments
1.5	**Track Student Data and Analyze Progress**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	**Teacher needs improvement using an effective data tracking system for:** - Recording student assessment/ progress data - Maintaining a grading system **Teacher may *not*:** - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	**Teacher is ineffective in:** - Using a data tracking system to record student assessment/progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

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

	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	Develop student understanding and mastery of lesson objectives	**Teacher is highly effective at developing student understanding and mastery of lesson objectives** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	**Teacher is effective at developing student understanding and mastery of lesson objectives** - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	**Teacher needs improvement at developing student understanding and mastery of lesson objectives** - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	**Teacher is ineffective at developing student understanding and mastery of lesson objectives** - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective

	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2	**Demonstrate and Clearly Communicate Content Knowledge to Students**	**Teacher is highly effective at demonstrating and clearly communicating content knowledge to students** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each other's learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	**Teacher is effective at demonstrating and clearly communicating content knowledge to students** - Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional learning	**Teacher needs improvement at demonstrating and clearly communicating content knowledge to students** -Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional learning	**Teacher is ineffective at demonstrating and clearly communicating content knowledge to students** - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional learning

	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	**Engage students in academic content**	**Teacher is highly effective at engaging students in academic content** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following*: - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content	**Teacher is effective at engaging students in academic content:** -3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive	**Teacher needs improvement at engaging students in academic content:** - Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	**Teacher is ineffective at engaging students in academic content:** - Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content

	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.4	**Check for Understanding**	**Teacher is highly effective at checking for understanding** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* **-** Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	**Teacher is effective at checking for understanding:** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the understanding of the class - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments	**Teacher needs improvement at checking for understanding:** - Teacher sometimes checks for understanding of content, but misses several key moments Teacher may use more than one type of check of understanding, but is often unsuccessful in capturing an accurate "pulse" of the understanding of the class -Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content -Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students -Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments	**Teacher is ineffective at checking for understanding:** - Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the understanding of the class - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson
	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.5	**Modify Instruction As Needed**	**Teacher is highly effective at modifying instruction as needed :** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	**Teacher is effective at modifying instruction as needed:** - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	**Teacher needs improvement at modifying instruction as needed :** - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	**Teacher is ineffective at modifying instruction as needed :** - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.6	Develop Higher Level of Understanding through Rigorous Instruction and Work	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)	Teacher is effective at developing a higher level of understanding through rigorous instruction and work: - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work: - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work: - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

		Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.7	Maximize Instructional Time		Teacher is highly effective at maximizing instructional time *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	Teacher is effective at maximizing instructional time: - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson	Teacher needs improvement at maximizing instructional time: - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem	Teacher is ineffective at maximizing instructional time: - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common -Classroom management is generally poor and wastes instructional time
		Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.8	Create Classroom Culture of Respect and Collaboration		Teacher is highly effective at creating a classroom culture of respect and collaboration *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	Teacher is effective at creating a classroom culture of respect and collaboration: - Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	Teacher needs improvement at creating a classroom culture of respect and collaboration: - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both	Teacher is ineffective at creating a classroom culture of respect and collaboration: - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate or during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior or addresses negative behavior

	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.9	Set High Expectations for Academic Success	Teacher is highly effective at setting high expectations for academic success. *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	Teacher is effective at setting high expectations for academic success: - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work - High quality work of all students is displayed in the classroom	Teacher needs improvement at setting high expectations for academic success: - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom	Teacher is ineffective at setting high expectations for student success: - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

DOMAIN 3: Teacher Leadership

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

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

Core Professionalism Rubric

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

	Indicator	Does Not Meet Standard	Meets Standard
1	**Attendance**	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2	**On-Time Arrival**	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	**Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)
4	**Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner
5	**Goals**	Individual does not demonstrate correlation between the identified Growth Goals for Student Achievement and the School Improvement plan, classroom/student achievement, and professional learning	Individual demonstrates correlation between the identified Growth Goals for Student Achievement and the School Improvement Plan, classroom/student achievement, and professional learning