

JEFFCO PUBLIC SCHOOLS TEACHER RUBRIC

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| <p>Professional Preparation</p> <p>Purposeful planning for lesson design and instruction as evidenced by:</p> <ul style="list-style-type: none"> • Knowledge of current District curriculum and school goals • Knowledge of subject matter • Knowledge of research-based best practices |
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| Indicator | Highly Effective | Effective | Partially Effective | Ineffective |
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| a. Demonstrates accurate, up-to-date knowledge of subject(s) | Actively seeks and implements current research and resources through professional organizations, colleagues, or the community to improve knowledge base and enhance teaching effectiveness | Accesses and uses current research, district/school professional development, and professional resources within subject area(s) to increase and apply knowledge in order to teach timely and accurate content | Accesses a few resources to teach timely and accurate content | Teaches outdated, inaccurate, or inadequate content |
| b. Demonstrates knowledge of how to integrate subject matter/disciplines and literacy across content areas | Purposely creates and intentionally provides connections and relevancy with other subject areas, previous/successive learning, life experiences, and future careers | Provides consistent connections and relevancy to literacy skills, other subject areas, previous/successive learning, life experiences, and future careers | Occasionally provides connections and relevancy to other subject areas, previous/successive learning, life experiences, or future careers | Rarely provides connections or relevancy to other subject areas or life experiences |
| c. Plans and Implements research-based best practices | Knows content and instructional practices in such a thorough way to plan for possible student conceptions and misconceptions of particular topics and adjusts depth of content to meet varying learning needs of students | Purposefully aligns instructional practices with content knowledge in the planning process which accomplishes instructional goals to meet student needs | Occasionally aligns instructional practices with content knowledge and instructional resources to teach instructional goals | Displays limited understanding of instructional practices and content knowledge |
| d. Develops lesson plans incorporating effective lesson design | Incorporates, adapts and refines elements of an effective lesson design, including a stated learning goal, a variety of guided and independent practices, differentiation, closure and assessment | Incorporates elements of an effective lesson design resulting in a coherent, appropriately sequenced lesson including a stated learning goal, guided and independent practices, differentiation, closure and assessment | Demonstrates evidence of incorporating elements of an effective lesson design | Demonstrates little or no evidence of the elements of an effective lesson design |

Professional Preparation – Levels of Performance

| Indicator | Highly Effective | Effective | Partially Effective | Ineffective |
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| e. Plans and Implements district-adopted curriculum through alignment of resources and assessments | Collaboratively utilizes the pacing guides to develop course outline and for lesson planning and assessments | Consistently utilizes district curriculum and the pacing guide for development of course outline, lesson planning and assessments | Occasionally utilizes district curriculum and the pacing guide for lesson planning | Rarely utilizes district curriculum in instruction or planning |
| f. Aligns content within course and with previous and succeeding grades/courses | Collaboratively aligns content within own grade level(s) and course(s) to coordinate with previous and/or succeeding grade level(s) and course(s) | Aligns content within own grade level(s)/course(s) with some reference to previous and/or succeeding grade level(s) and course(s) | Displays limited understanding of content at own and previous and/or succeeding grade level(s) and course(s) | Rarely displays understanding of content at own and previous and/or succeeding grade level(s) and course(s) |

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| <p>Professional Techniques</p> <ul style="list-style-type: none"> • Utilizes effective teaching strategies and assessments that enhance student learning • Establishes a classroom environment conducive to learning |
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| Indicator | Highly Effective | Effective | Partially Effective | Ineffective |
|---|---|--|--|--|
| a. Communicates to students expectations for learning | Students are able to articulate the lesson goal in a broader context | Clearly communicates learning goals so that students are able to articulate goals | Inconsistently identifies learning goals for students | Does not communicate learning goals to students |
| b. Models and facilitates higher-level thinking, problem solving, creativity, and flexibility | Models and creates structures that facilitate the transfer of higher-level thinking to new and/or unpredictable situations resulting in high levels of student engagement and student-generated questions | Models strategies to promote higher-level thinking for students to interact with the rigorous and challenging content in a meaningful way that elicits thoughtful responses from students | Inconsistently provides opportunities for higher level thinking and engagement and student responses do not demonstrate the transfer of higher level thinking | Focuses on low-level thinking skills, drill/practice |
| c. Adapts instruction to meet the instructional needs of all students | Consistently demonstrates and adapts appropriate and varied research based teaching strategies, lessons, and techniques to meet the needs of all students, allowing all students to learn to greatest ability | Consistently demonstrates appropriate and varied research based teaching strategies, lessons, and techniques that meet the needs of all students, supporting students to learn to greatest ability | Implements some research based, effective strategies and techniques to accommodate the learning needs of students, supporting some students to learn to greatest ability | Uses strategies that rarely meet the needs of students and a limited understanding of how to support students to learn to greatest ability |

Professional Techniques – Levels of Performance

| Indicator | Highly Effective | Effective | Partially Effective | Ineffective |
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| d. Uses a variety of formative and summative assessments to make instructional decisions | Uses multiple data points and on-going data analysis to plan and modify whole-group and individualized instruction | Uses a variety of assessment data to modify instruction for all students based on periodic data analysis | Occasionally uses assessment results to adjust instruction | Rarely uses assessment results to adjust instruction |
| e. Provides varied opportunities for student demonstrations of learning | Provides frequent and varied opportunities for demonstration of student learning including student choice | Provides frequent and varied opportunities for demonstration of student learning | Provides frequent opportunities for demonstration of student learning | Does not regularly provide opportunities for demonstration of student learning |
| f. Explicitly communicates criteria for student success | Performance criteria is utilized by students to assess and adapt their performance | Provides clear performance criteria and guidance for students to determine performance levels (i.e. rubrics, exemplars, student self-assessment etc.) | Occasionally provides performance criteria (i.e. rubrics, exemplars, student self-assessment, etc.) | Rarely provides students with performance criteria (i.e. rubrics, exemplars, student self-assessment, etc.) |
| g. Provides meaningful and constructive feedback to students | Provides students with timely and meaningful feedback to scaffold future learning, self-assess and set goals | Provides students with timely and meaningful feedback | Supports summative information with meaningful feedback | Provides students with summative information but seldom provides meaningful feedback |
| h. Maximizes available instructional time | Matches appropriate instructional time for content, incorporates appropriate pacing, has smooth transitions between activities, engages students in rigorous learning for the entire time period and modifies based on student need | Matches appropriate instructional time for content, incorporates appropriate pacing, has smooth transitions between activities, engages students in rigorous learning for the entire time period | Matches appropriate instructional time for content, pacing is inconsistent, transitions between activities are sometimes awkward, and students are inconsistently engaged during instructional time | Inappropriately allocates time for content with pacing that is too slow or too rushed, transitions between activities that are not well planned and executed, students frequently not engaged in the learning |

Professional Techniques - Levels of Performance

| Indicator | Highly Effective | Effective | Partially Effective | Ineffective |
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| i. Develops relationships with students that fosters a culturally responsive learning environment | Fosters strong relationships with students consistently and demonstrates the value of student/family background, student self-identity, as well as student strengths, interests and abilities | Builds relationships with students, valuing the importance of student/family background, student self-identity, as well as student strengths, interests and abilities | Occasionally develops relationships with students, valuing the importance of student/family background, student self-identity, as well as student strengths, interests and abilities | Teacher doesn't take the time to develop relationships with students, rarely valuing the importance of student/family background |
| j. Develops a safe and welcoming learning environment | Creates an environment which promotes genuine caring and respect among students | Creates an environment which promotes polite and respectful interactions and does not tolerate negative interactions | Addresses negative student interaction | Inconsistently addresses negative interaction among students |
| k. Collaboratively develops, models, and communicates clear expectations for student behavior within a learning environment | In collaboration with students, teacher teaches and models behavior and learning standards, procedures, and routines that contribute to an effective learning environment | Teaches and models behavior and learning standards, procedures, and routines that contribute to an effective learning environment | Some behavior and learning standards, procedures, and routines are established, but few are taught and modeled leading to student confusion and loss of instructional time | Behavior and learning standards, procedures, and routines are missing or vague leading to student confusion and loss of instructional time |
| l. Implements classroom and building rules and procedures | Students self-regulate and implement building and classroom standards, procedures and consequences with minimal teacher intervention | Implements classroom and building standards, procedures and consequences | Occasionally implements classroom and building standards, procedures and consequences | Rarely implements classroom and building standards, procedures and consequences |

Professional Responsibilities

Demonstrates lifelong learning as evidenced by:

- Aligned professional learning
- Effective goal setting

Demonstrates effective communication and collaboration as evidenced by:

- Effective communication with stakeholders
- Collaboration with colleagues

| Indicator | Highly Effective | Effective | Partially Effective | Ineffective |
|--|---|---|--|---|
| a. Participates in professional learning opportunities and applies what is learned | Consistently produces evidence of learning and applying new skills while continuously refining and seeking additional effective strategies | Shows clear evidence of learning and applying new skills (ex. lesson plans, reflection journal, professional dialogue with others) | Occasionally demonstrates evidence of learning and applying new skills | Does not show evidence of learning and applying new skills |
| b. Establishes and maintains professional communication which is clear, responsible, and respectful | Models for others, using precise, accurate language appropriate to the situation and audience | Uses language that is precise, accurate, and appropriate to the situation and audience | Expresses ideas clearly and is appropriate to the situation and audience | Does not express ideas clearly and disregards the needs and perspective of others and/or is disrespectful |
| c. Establishes and maintains meaningful two-way communication in a timely manner with students and guardians | Utilizes communication to proactively engage students and guardians as full partners in academic and social/emotional success | Utilizes multiple avenues for communication with students and guardians and proactively communicates as needed | Occasional or limited communication with guardians and students | Fails to communicate with guardians and students in a timely or effective manner |
| d. Collaborates to accomplish team, school-wide, and district-wide goals and practices | Makes a substantial contribution by providing leadership through collaboration with others to establish and accomplish team, school, and district goals | Actively collaborates to establish and accomplish team, school, and district goals | Participates as requested in accomplishing team, school, and district goals | Does not actively participate in accomplishing team, school, and district goals |
| e. Maintains up-to-date records of student progress according to District policy and school norms | Maintains and uses information of student completion of assignments, assessments, and attendance in an organized, understandable, and timely manner | Maintains timely information on student completion of assignments, assessments, and attendance in an organized, understandable system | Maintains information on student completion of assignment, assessments, and attendance in a partially organized or understandable system | Fails to maintain information on student completion of assignments, assessments, and attendance in an organized and understandable system |