

Standards and Indicators of Effective Teaching Practice: Rubric



Evidence from Planning

Standards and Indicators of Effective Teaching Practice: Rubric

Standard I: Curriculum, Planning, and Assessment. *The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element I-A-1. Subject Matter Knowledge	<p>Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.</p>	<p>Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.</p>	<p>Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.</p>	<p>Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.</p>
I-A-1 Evidence	<ul style="list-style-type: none"> • Teacher demonstrates limited factual knowledge of the subject area. • Teacher does not make connections between the target subject area and other content areas. • Teacher makes serious content error(s) in presenting content that negatively impacts students' understanding. 	<ul style="list-style-type: none"> • Teacher demonstrates sound factual knowledge of the subject area. • Teacher occasionally makes connections between the target subject area and other content areas. • Teacher may make slight errors in presenting subject area information and concepts, but does negatively impact students' understanding. • Teacher uses a limited variety instructional 	<ul style="list-style-type: none"> • Teacher demonstrates deep knowledge of the subject matter. • Teacher routinely makes connections between target subject area and other content areas. • Teacher makes no mistakes in presenting subject area information and concepts. 	<ul style="list-style-type: none"> • All of Proficient plus: • All students are engaged in the content. • Teacher can model this element for colleagues. • Teacher can model this element for colleagues.

Standards and Indicators of Effective Teaching Practice: Rubric

	<ul style="list-style-type: none">• Students have one access point to content.• Few (less than 30%) students are able to relate subject matter concepts to other content areas.• Most (85%) students are passive participants in the lesson.	<ul style="list-style-type: none">• Students have few access points to content.• Some (30 – 65%) students are able to relate subject matter concepts to other content areas.• A few (less than 30%) students ask questions that deepen their understanding of content.• Some (30 – 65%) students are able to articulate where the lesson fits into their overall content area instruction.• Some (30-65%) students demonstrate enthusiasm for the subject matter/assignment.	<ul style="list-style-type: none">• Teacher uses a variety of teaching strategies that are specific to the subject area including, but not limited to: analogous concepts, discovery, scientific method, investigation, etc.• Students have many access points to content	
--	--	--	--	--

Standards and Indicators of Effective Teaching Practice: Rubric

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to move toward the intended outcomes.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.	Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.
I-A-2 Evidence	<ul style="list-style-type: none"> • Teacher plans one learning experience for all students. • Teacher plans present the same planned lesson to all classes without modification. • Although there may be an identified sequence to the instruction, the information/ concepts do not bring students to a deeper understanding of the content. • The same assignments are planned for all students. • Teacher plans do not include provisions for reteaching or extension. 	<ul style="list-style-type: none"> • Teacher's planning for developmental levels of students is inconsistent. • Teacher makes minimal changes when planning for each class. • Teacher's plans for scaffolding information and concepts is inconsistent. • Only some assignments are differentiated for some students. • Teacher plans for some reteaching. 	<ul style="list-style-type: none"> • Teacher consistently plans for various developmental levels of students with differentiated assignments, materials, etc., including technology. • Teacher plans with varying complexity for each class. • Teacher routinely plans scaffolding of instruction that leads students to a progressively deeper understanding of content. • Teacher designs differentiated learning centers and/or group work. • Teacher knows his/her students' cognitive development and skill development and plans appropriate extending and reteaching content. 	<ul style="list-style-type: none"> • All of proficient plus: • Teacher demonstrates expert knowledge of his/her students and expert knowledge of child and adolescent development. • All students demonstrate progress toward their learning goals. • Teacher can model this element for colleagues.

Standards and Indicators of Effective Teaching Practice: Rubric

			<ul style="list-style-type: none">• Teacher encourages high achievement through excellent instruction and work ethic.	
--	--	--	--	--

Standards and Indicators of Effective Teaching Practice: Rubric

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element I-A-3. Rigorous Standards-Based Unit Design	Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.	Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.	Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.	Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.
I-A-3 Evidence	<ul style="list-style-type: none"> • Units are planned that require rote responses from students. • Content is not rigorous and not appropriate for students' age and grade level. • Lessons are exclusively teacher directed. • Lessons are exclusively teacher directed. • Lessons are exclusively teacher directed. • Assignments and activities are unrelated to lesson/ unit objective. • Little to no assessment planned during lesson 	<ul style="list-style-type: none"> • Units are rarely planned that include higher level thinking skills presented in a sequence that brings students to a deeper understanding of content. • Planned content is rigorous for only some and does not stretch students' thinking • Content is not appropriate for students' age and grade level, often content is off grade level. • The majority of lessons are teacher directed. • Teacher's plan demonstrates an inconsistency of design resulting in assignments and activities that do not flow directly from the lesson/ unit objective. 	<ul style="list-style-type: none"> • Units are routinely planned that include higher level thinking skills presented in a sequence that brings students to a deeper understanding of content. • Planned content is rigorous – stretching students' thinking • Units are based on the Frameworks and the Common Core. • Rigorous content is planned for all students providing multiple strategies for students to access information. • Content is appropriate to students' age and grade level. • There is a planned balance between instructional practice and student work product. 	<p>All of Proficiency plus:</p> <ul style="list-style-type: none"> • Integrated units are planned to include content from many different subject areas. • Teacher can model this element for colleagues.

Standards and Indicators of Effective Teaching Practice: Rubric

		<ul style="list-style-type: none">• Formative and summative assessments are sporadically planned for lessons and units.	<ul style="list-style-type: none">• Teacher's plan demonstrates a consistency of design ensuring that all assignments and activities flow directly from the lesson/ unit objective.• Formative and summative assessments are explicitly planned throughout daily lessons and units.	
--	--	---	--	--

Standards and Indicators of Effective Teaching Practice: Rubric

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
I-A-4 Evidence	<ul style="list-style-type: none"> • Lesson plans consistently lack the components of effective teaching. • Pacing is planned that results in most (85%) students passive and uninvolved. • Lesson plans lack rigor and provide one learning experience for all students. • Questions are not planned. • Formative assessments are not planned. • Student groupings are random or otherwise unplanned. 	<ul style="list-style-type: none"> • Lesson plans are inconsistent, often lacking one or more component of effective instruction. • Pacing is planned that allows some (30 – 65%) students to master or exceed the stated objective. • Lesson plans are not consistently rigorous and differentiation is planned for only some students. • Some higher level questions are planned, but most are lower level. 	<ul style="list-style-type: none"> • Plans consistently reflect all of the components of effective lesson planning: measurable objectives, challenging materials and assignments, frequent formative and summative assessments that directly measure student progress toward the objective. • Pacing is planned that will allow all students to master or exceed the stated objective. • Lesson plans reflect rigorous content instruction that is differentiated for all students. 	<p>All of Proficient plus:</p> <ul style="list-style-type: none"> • Lessons are highly engaging for all students. • Student groupings address every student's needs. • Teacher can model this element for colleagues.

Standards and Indicators of Effective Teaching Practice: Rubric

	<ul style="list-style-type: none">• Teacher planning omits any mention of deployment of other instructional personnel.	<ul style="list-style-type: none">• Formative assessments are planned at the end of the lesson.• Student groupings are not planned explicitly for individual lessons.• Teacher plans do not include explicit deployment strategies for other instructional personnel in the classroom.	<ul style="list-style-type: none">• Teacher explicitly plans higher level questions that probe students' understanding.• Formative assessments are explicitly planned throughout the lesson.• Student groupings are planned according to instructional outcomes.• Teacher routinely plans for the appropriate deployment of other instructional personnel in the classroom to maximize student learning.	
--	--	--	---	--

Standards and Indicators of Effective Teaching Practice: Rubric

Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element I-B-1. Variety of Assessment Methods	Administers only the assessments required by the school and/or measures only point-in-time student achievement.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.	Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element.
I-B-1 Evidence	<ul style="list-style-type: none"> Assessments are not included in planning documents. There are no exemplars provided for students. Criteria for attainment of learning goals is unstated in planning documents. 	<ul style="list-style-type: none"> Teacher plans few forms of formal and informal assessments. Teacher plans include a general plan to assess the class' progress toward learning goals. Some exemplars are provided to students, but reference to them is inconsistent. Criteria for attainment of learning goals is unclear. 	<ul style="list-style-type: none"> Teacher plans many forms of formal and informal assessments including, but not limited to: checks for understanding, written responses, and conferencing. Teacher consistently plans for assessments throughout the lesson. Teacher plans to measure each student's progress toward attainment of benchmarks. Teacher plans strategies to engage students in tracking their own progress. Criteria for attainment of learning goals is clear to all Students. Teacher plans include presentation and continual reference to exemplars for student work. Teacher may include plans for students to self-assess. 	<p>All of Proficient plus:</p> <ul style="list-style-type: none"> Teacher plans a comprehensive system of assessments to be used throughout instruction. Teacher can model this element for colleagues.

Standards and Indicators of Effective Teaching Practice: Rubric

Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element I-B-2. Adjustment to Practice	<p>Makes few adjustments to practice based on formal and informal assessments.</p>	<p>May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.</p>	<p>Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.</p>	<p>Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.</p>
I-B-2 Evidence	<ul style="list-style-type: none"> • Teacher rarely uses assessment data to inform instruction. • <div style="border: 2px solid red; padding: 5px; display: inline-block;">Assessment data is not used to inform student groupings, which are static or random.</div> 	<ul style="list-style-type: none"> • Teacher's use of data to inform instruction is inconsistent. • <div style="border: 2px solid yellow; padding: 5px; display: inline-block;">Assessment data is sometimes used to adjust daily lessons and unit plans.</div> • Assessment data is sometimes used to plan differentiated instruction. • Assessment data is sometimes used to inform student groupings. 	<ul style="list-style-type: none"> • Teacher regularly uses assessment data from a variety of sources to plan instruction. • <div style="border: 2px solid green; padding: 5px; display: inline-block;">Assessment data is consistently used to adjust daily lessons and unit plans.</div> • Assessment data is routinely used to anticipate possible student confusion with content. • Assessment data is consistently used to plan differentiated instruction. • Teacher routinely uses assessment data to inform student groupings. 	<p>All of Proficient plus:</p> <ul style="list-style-type: none"> • <div style="border: 2px solid blue; padding: 5px; display: inline-block;">Teacher uses a comprehensive system of assessment to inform instruction including classroom, district, state and common core assessments.</div> • <div style="border: 2px solid blue; padding: 5px; display: inline-block;">Teacher can model this element for colleagues.</div>

Standards and Indicators of Effective Teaching Practice: Rubric

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element I-C-1. Analysis and Conclusions	Does not draw conclusions from student data beyond completing minimal requirements such as grading for report cards.	Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions.	Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.	Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions. Is able to model this element.
I-C-1 Evidence	<ul style="list-style-type: none"> Teacher seldom analyzes data to make decisions about students. <div style="border: 2px solid red; padding: 5px; width: fit-content;">Teacher does not participate in collegial discussion of student data.</div> 	<ul style="list-style-type: none"> Teacher analyzes data individually to improve learning, grading and making promotion decisions. <div style="border: 2px solid yellow; padding: 5px; width: fit-content;">Teacher sometimes analyzes data with colleagues to make instructional decisions</div> 	<ul style="list-style-type: none"> Teacher analyzes data with colleagues to improve learning, grading and making promotion decisions. <div style="border: 2px solid green; padding: 5px; width: fit-content;">Teacher routinely analyzes grade level data with colleagues to make instructional decisions.</div> 	<ul style="list-style-type: none"> <div style="border: 2px solid blue; padding: 5px; width: fit-content;">Teacher analyzes data with colleagues and makes actionable decisions about student learning.</div> <div style="border: 2px solid blue; padding: 5px; width: fit-content;">Teacher can model this element for colleagues.</div>

Standards and Indicators of Effective Teaching Practice: Rubric

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element I-C-2. Sharing Conclusions With Colleagues	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback.	Only occasionally shares with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning.	Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning. Is able to model this element.
I-C-2 Evidence	<ul style="list-style-type: none"> Teacher does not use data to plan differentiated instruction. Teacher does not actively seek information from building/ district 	<ul style="list-style-type: none"> Teacher use of data to plan differentiated instruction is inconsistent. Teacher sometimes seeks and include information from resource building/ district personnel to make instructional decisions. 	<ul style="list-style-type: none"> Teacher routinely uses data from a variety of sources to plan differentiated instruction for at risk populations. Teacher seeks and includes information from resource personnel in the building/ district to make instructional decisions. 	All of Proficient plus: <ul style="list-style-type: none"> Teacher works with colleagues to develop a scheduled plan for differentiating instruction for all students. Teacher can model this element for colleagues.

Standards and Indicators of Effective Teaching Practice: Rubric

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Element I-C-3. Sharing Conclusions With Students	Provides little or no feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance.	Provides some feedback about performance beyond grades but rarely shares strategies for students to improve their performance toward objectives.	Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.	Establishes early, constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement. Is able to model this element.
I-C-3 Evidence	<ul style="list-style-type: none"> • <div style="border: 2px solid red; padding: 5px; margin-bottom: 10px;">Teacher rarely provides specific qualitative feedback to students about their progress.</div> • <div style="border: 2px solid red; padding: 5px;">Teacher does not have an established mechanism to share academic information with parents aside from the district report card.</div> 	<ul style="list-style-type: none"> • <div style="border: 2px solid yellow; padding: 5px; margin-bottom: 10px;">Teacher feedback to students about their progress is inconsistent.</div> • <div style="border: 2px solid yellow; padding: 5px; margin-bottom: 10px;">Teacher sometimes provides achievement expectations for students to share with their parents.</div> • Teacher sometimes provides rubrics for student performance for students to share with their parents. 	<ul style="list-style-type: none"> • <div style="border: 2px solid green; padding: 5px; margin-bottom: 10px;">Teacher regularly provides specific descriptive feedback to students about their progress.</div> • <div style="border: 2px solid green; padding: 5px; margin-bottom: 10px;">Teacher regularly provides achievement expectations for students to share with their parents.</div> • Teacher regularly provides rubrics for student performance for students to share with their parents. • Rubrics for performance may include student input. 	<ul style="list-style-type: none"> • <div style="border: 2px solid blue; padding: 5px; margin-bottom: 10px;">Students are able to articulate their achievement expectations.</div> • <div style="border: 2px solid blue; padding: 5px; margin-bottom: 10px;">Teacher has established, predictable feedback loops to parents.</div> • <div style="border: 2px solid blue; padding: 5px; margin-bottom: 10px;">Rubrics for student performance are developed collaboratively with students.</div> • <div style="border: 2px solid blue; padding: 5px;">Teacher can model this element for colleagues</div>