Standards and Indicators of effective Teaching Practice: Teacher Rubric

Cape Cod Collaborative

Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Indicator IV -A. Reflection: Demonstrates the capacity to reflect on and improve the eductor's own practice, using informal means s well as meetings with t3eams and work groups to gather information, analyze data, examine issues, set meaningful goals and develop new approaches in order to improve teaching and learning

IV -A Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV – A – 1 Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	**Regularly reflects on the effectiveness of lessons, units and interactions with students and with colleagues, and uses insights gained to improve practice and student learning.**	Regularly reflects on the effectiveness of lessons, units and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
IV – A – 1 Evidence	**Rarely uses student performance data and classroom data to modify instruction to raise achievement for all students.** **Rarely contributes to team discussions about the importance or results of reflection.**	**Occasionally uses student performance data and classroom data to modify instruction to raise achievement for all students.** **Rarely includes student reflection in lessons plans.** **May shares reflections with team members to set the basis for improving learning experiences for students, but does not consider reflection part of the routine instructional process.**	**Regularly uses student performance data and classroom data to modify instruction to raise achievement for all students.** **Often includes student reflection in lessons plans.** **Regularly shares reflections with team members to set the basis for improving learning experiences for students.** **May keep of log of reflections used to improve student achievement to be used in subsequent lesson/unit plans.**	Routinely includes student reflection in lessons plans. Encourages and assists colleagues in reflecting on their practice to improve instruction.

Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

IV - A Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV – A – 2. Goal Setting	Generally, participates passively in the goals setting process and/or proposes goals that are vague or easy to reach.	Proposes goals that are sometimes vague or easy to achieve and/or bases goals on limited self-assessment and analysis of student learning data.	**Proposes challenging measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student earning goals.**	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data. Is able to model this element.
IV -A – 2 Evidence	Sets goals that are unrelated to fundamental improvement of teaching practice or student achievement. Rarely includes data points to monitor progress toward attainment of goals. Revisits them at year's end upon administrative directive. Does not understand the relationships of setting goals to student performance.	Professional practice and student learning goals are not directly related to increasing student achievement for all students, but rather about teacher processes than student achievement. Identifies few and usually ,not critical, data points to measure attainment of goals which are used to plan lessons/units/interventions Set goals that are easily met and provide no challenge to either the teacher or the team. Does not actively participate in team goal setting.	**Professional practice and student learning goals are directly related to increasing student achievement for all students.** **May take the lead in proposing and monitoring grade level or team goals.** **Identifies many data points to measure attainment of goals which are used to plan lessons/units/interventions.** **Usually monitors progress toward attainment of goals.** **Regularly sets student achievement goals for students as an outgrowth of his/her goals.**	Always, regularly monitors progress toward attainment of goals. Takes the lead in setting team goals. Assists and coaches team members in proposing and monitoring goals.

Indicator IV – B. Professional Growth: actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

IIV – B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV – B – 1. **Professional Learning and Growth**	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning in practice.	Participates only in required professional development activities and/or inconsistently applies new learning to improve practice.	**Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development, activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.**	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element.
IV – B – 1 **Evidence**	Participates passively in district offered professional development as assigned by supervisor. Rarely uses ideas/ strategies from PD in the classroom to improve instruction for all students. Requires direction by supervisor. Does not understand the connection between PD and increased student achievement. Rarely implements feedback from supervisors regarding the effectiveness of new ideas/strategies in classroom practice.	Participates passively in district offered professional development. Occasionally uses ideas/ strategies from PD in the classroom to improve instruction for all students. May have to be directed by supervisor. Does not understand the connection between PD and increased student achievement. Seldom implements feedback from supervisors regarding the effectiveness of effective ideas/strategies in classroom practice.	**Actively participates in district offered professional development and seeks other appropriate learning opportunities. May offer to provide PD for colleagues.** **Routinely uses ideas/ strategies from PD in the classroom to improve instruction for all students.** **Can demonstrate the connection between PD and increased student achievement.** **Seeks feedback from supervisors regarding the effectiveness of effective ideas/strategies in classroom practice.**	Assumes leadership role in seeking out and or providing PD for colleagues. Models planning and instruction for colleagues regarding more effective instructional strategies.

Indicator IV – C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

IV – C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV – C – 1 Professional Collaboration	Rarely of ineffectively collaborates with colleagues; conversations often lack focus on improving student learning.	Does not consistently collaborate with colleagues in ways that support productive team effort.	**Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.**	Supports colleagues to collaborate in areas such as **developing** standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Is able to model this element.
IV – C Evidence	Reluctantly attends meetings with colleagues to develop curriculum, examine student work, and systematically use student performance data to improve instruction for all students. Rarely attempts to develop instructional strategies and monitor their effectiveness as developed by the team. Does not volunteer ideas and strategies.	Attends meetings with colleagues to develop curriculum units, examine student work, and systematically use student performance data to improve instruction for all students. Attempts to implement instructional strategies and monitor their effectiveness as developed and monitored by team but results are inconsistent. Seldom volunteers ideas and strategies.	**Regularly works with colleagues to develop curriculum, examine student work, and systematically use student performance data to improve instruction for all students.** **Works cooperatively with colleagues to develop instructional strategies and monitor their effectiveness.** **Volunteers ideas and strategies and is available to assist colleagues to improve instruction.**	Assumes a leadership role with colleagues to develop curriculum, examine student work, and systematically use student performance data to improve instruction for all students. Models ideas and strategies and provides guidance and assistance to colleagues to improve instruction.

Indicator IV – D. Decision-Making: Becomes involved in schoolwide decision-making, and takes an active role in school improvement planning.

IV – D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV – D – 1 Decision Making	Participates in planning and decision making at the school, department and/or grade level only when asked and rarely contributes relevant ideas or expertise.	May participate in planning and decision making at the school, department and/or grade level but rarely contributes relevant ideas or expertise.	Consistently contributes relevant ideas and expertise to planning and decision-making at the school, department and/or grade level	In planning and decision-making the school, department and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.
IV – D Evidence	Rarely makes instructional, administrative, and/or organizational decisions that promise to increase student achievement and performance, but the results are inconsistent. Seldom uses available data to make decisions that support students through systematic planning efforts. Rarely contributes to school and team planning efforts and decision making. Does not provide appropriate feedback regarding school and team planning as it relates to improving student achievement and performance	Attempts to make instructional, administrative, and/or organizational decisions that promise to increase student achievement and performance, but the results are inconsistent. Occasionally uses available data to make decisions that support students through systematic planning efforts. Sometimes contributes to school and team planning efforts and decision making. Rarely provides appropriate feedback regarding school and team planning as it relates to improving student achievement and performance	Routinely makes instructional, administrative, and/or organizational decisions that promise to increase student achievement and performance. Uses all available data to make decisions that support students through systematic planning efforts. Regularly contributes to school and team planning efforts and decision making. Provides appropriate feedback regarding school and team planning as it relates to improving student achievement and performance.	Assumes a leadership role in making instructional, administrative, and/or organizational decisions that promise to increase student achievement and performance Demonstrates the use of data in making planning and decision making that improves student achievement and performance.

Indicator IV – E. Shared Responsibility: Shares responsibility for the performance of all students within the school.

IV – E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV – E – 1 Shared Responsibility	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for their learning.	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for their learning.	Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.
IV – E Evidence	Rarely reinforces schoolwide behavior expectations during unstructured time such as recess, lunch, passing time, drills and assemblies, even when directed to. Seldom rewards excellent behavior by recognizing student actions that portray the schools' behavioral expectations. Seldom reinforces schoolwide learning expectations by promoting and rewarding high achievement through congratulatory events designed by the school. Routinely works to improve schoolwide achievement and performance by participating in data analysis and making appropriate recommendations.	Sometimes reinforces schoolwide behavior expectations during unstructured time such as recess, lunch, passing time, drills and assemblies. Occasionally awards excellent behavior by recognizing student actions that portray the schools' behavioral expectations. May reinforces schoolwide learning expectations by promoting and rewarding high achievement through congratulatory events designed by the school. Seldom works to improve schoolwide achievement and performance by participating in data analysis and making appropriate recommendations.	**Routinely reinforces schoolwide behavior expectations during unstructured time such as recess, lunch, passing time, drills and assemblies.** **Rewards excellent behavior by recognizing student actions that portray the schools' behavioral expectations.** **Reinforces schoolwide learning expectations by promoting and rewarding high achievement through displays excellent student work models, congratulatory gatherings that celebrate high achievement, hallway posts that display excellent student work.** **Routinely works to improve schoolwide achievement and performance by participating in data analysis and making appropriate recommendations.**	Assumes a leadership role in developing and monitoring the effectiveness of schoolwide behavior expectations during unstructured time such as recess, lunch, passing time, drills and assemblies. Uses data analysis to suggest modifications to systems that foster schoolwide learning and behavior expectations.

Indicator IV – F. Professional Responsibilities: Is ethical and reliable and meets routinely responsibilities consistently.

IV – F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV – F – 1 Judgment	Demonstrates poor judgment, and/or discloses confidential student information inappropriately.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.
IV – F - 1 Evidence	Judgments regarding students are rarely based on data and first hand knowledge of the student. Many judgments exhibit some bias based on stereotypes, or previous interactions with the student and/or family. Is careless in maintaining student confidentiality regarding student records. May divulge student confidential information. Fails to acknowledge the role of mandatory reporter in the face of health and safety issues regarding students. Is often less than forthright in professional interactions. Is often evasive. Does not treat all students fairly.	Judgments regarding students are inconsistently data based on data and first-hand knowledge of the student. Sometimes Judgments exhibit some bias based on stereotypes, or previous interactions with the student and/or family. Mostly maintains student confidentiality regarding student records. However, may inadvertently divulge student confidential information. Recognizes and, but is reticent to act upon when necessary, the role of mandatory reporter in the face of health and safety issues regarding students. Is sometimes less than honest and forthright in professional interactions. Attempts to treat all students fairly.	**Judgments regarding students are data based on data and first-hand knowledge of the student.** **Judgments are free of bias.** **Maintains student confidentiality regarding student records, personal conversations, and all interactions.** **Recognizes and acts upon when necessary, the role of mandatory reporter in the face of health and safety issues regarding students.** **Is honest and forthright in all professional interactions.** **Treats all students fairly.**	**Models honest an forthright in all professional interactions.** **Provides efficacy models for colleagues.**

IV – F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV – F – 2 **Reliability & Responsibility**	Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.	.Occasionally misses or is late to assignments, completes work late, and/or makes errors in records.	Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties and assignments; and is rarely late or absent from school.	Consistently fulfills professional responsibilities to high standards. Is able to model this element.
IV – F - 2 **Evidence**	Rarely complies with administrative requests and routinely reporting in a comprehensive and timely manner. Required record keeping is incomplete and contains many errors and/or omissions. Often reports to work and work related meetings late and unprepared.	Complies with administrative requests and routinely reporting but often contains errors. Must be directed/ reminded to maintain all records and updates Sometimes reports to work and work related meetings late and unprepared.	**Complies with administrative requests and routinely reporting in a comprehensive and timely manner.** **Maintains all records accurately and updates aa required.** **Reports to work and work related meetings on time and maintains a professional demeanor throughout.**	Assists administration and/or colleagues with administrative requests and routinely reporting in a comprehensive and timely manner. Shares recording systems with colleagues.