# Proposed Updates to the Teacher Rubric for 2012-2013

In December 2011, the Oklahoma State Board of Education approved the teacher evaluation system of Tulsa Public Schools for statewide rollout.   In late January 2012, the District received the results of the validation study conducted by Empirical Education, a branch of the American Institutes of Research implementing the MET Validation Engine Pilot in cooperation with the Bill and Melinda Gates Foundation.   The District also received validation results from the University of Wisconsin.  The findings of the MET Validation Engine study and the validation study from the University of Wisconsin were positive and confirmed, once again, that the Tulsa model measures what matters—it captures practices that are empirically associated with gains in student achievement.  Specifically, the studies revealed that every indicator included within the Tulsa model that a principal uses when observing a classroom performance is positively correlated with growth in student achievement as measured by state assessments. [1]

Because the District is committed to continuous improvement and a successful rollout of the Tulsa model state-wide, it proposes a minor update to its model to reflect the new research findings. Namely, while each of the indicators within the rubric is positively correlated with student growth, Indicator 6, the indicator pertaining to the physical organization of the classroom, is only minimally associated with student achievement growth.  Indicator 19, on the other hand (regarding a teacher's interactions with students, colleagues, families and stakeholders), addressed multiple practices within a single measure, each of which has solid correlations with growth in student achievement.

In light of these findings, the District (with input from principals and teacher representatives) has decided to eliminate the language which had been in Indicator 6 and replace it with one of the multiple practices measured within Indicator 19—in particular, the teacher's interactions with students. As a result of replacing Indicator 6 with this language taken from Indicator 19, Indicator 6 will measure a teacher practice with stronger links to student growth, and Indicator 19 will be more focused, relating exclusively to a teacher's interactions with individuals other than students.  The District also proposes several non-substantive language and formatting improvements to the model for the sake of clarity and simplification.

The District respectfully requests that the State Board of Education approve the proposed updates to the Tulsa model for statewide implementation beginning 2012-2013.  The updates have been vetted and developed in consultation with teacher representatives from the Tulsa Classroom Teacher Association and the Oklahoma Educators Association and will help ensure a successful implementation by other districts across the state.

To assist the Board and others wishing to understand the nature of the proposed updates, the tables on the following pages describe which indicators were updated and how they were updated.

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[1]  The results of that validation study as well as a similar analysis conducted by the University of Wisconsin (with similar results) are detailed in the research brief submitted to the State Department of Education on March 7, 2012.

# Minor, but Substantive, Updates to the Tulsa Rubric

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Indicator Replaced w/ Language From Another Indicator | | | | | | X | | | | | | | | | | | | | | |

# Non-Substantive Updates to the Tulsa Rubric

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Language Clarified/Simplified | | | | | X | | X | | X | X | | | | | X | X | | | X | X |

## Clean Versions of Proposed Updates to Indicators

| 5 | Domain: **Classroom Management** | | Dimension: **Assessment Practices** | |
|---|---|---|---|---|
| **Teacher acknowledges student progress and uses assessment practices that are fair and based on identified criteria.** | | | | |
| **1**<br>**Ineffective** | **2**<br>**Needs Improvement** | **3**<br>**Effective** | **4**<br>**Highly Effective** | **5**<br>**Superior** |
| Assessment is inconsistent and insufficient to determine student's overall progress and is not based on the district's grading policy. | Assessment is inconsistent and is not based on district's grading policy. | Formative and summative assessments are recorded consistently based on district's grading policy and are used to guide instruction. | Formative and summative assessments are recorded consistently based on district's grading policy and are used to develop and evaluate instruction. | Formative and summative assessments are recorded consistently based on district's grading policy and utilized to develop, refine and evaluate instruction. |
| Assessments provide delayed and inadequate feedback for students to assess themselves. | Assessments provide delayed and inadequate feedback for students to assess themselves. | Provides adequate and timely feedback from assessment results for students to reflect and set goals. | Assessments provide useful and immediate feedback that assists students in assessing themselves in meeting their learning goals. | Assessments provide useful and immediate feedback that assists students in assessing themselves to develop and evaluate their progress with their learning goals. |
| | | | | Learning goals are not only designed by the teacher but the student has an opportunity to direct his/her own learning by contributing goals. |
| There is no evidence that the teacher recognizes student progress or achievement. | There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic. | Recognizes student progress and achievement at significant intervals and encourages behaviors that would result in student success. | Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. | Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success.  The teacher informs parents on a timely basis of their student's progress and achievement through systematic communication procedures. |

| 6 | Domain: **Classroom Management** | | | Dimension: **Student Relations** | |

**Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.**

| 1<br>Ineffective | 2<br>Needs Improvement | 3<br>Effective | 4<br>Highly Effective | 5<br>Superior |
|---|---|---|---|---|
| Oral, written and nonverbal communication with students is inconsiderate, as characterized by insensitivity, demeaning language and condescension. | Oral, written, and nonverbal communication may not be considerate or respectful. | Oral, written and nonverbal communications with students are considerate and respectful. | Oral, written, and nonverbal communications with students are considerate and positive, demonstrating genuine respect for individual students and the class as a whole. | Oral, written, and nonverbal communication with students is considerate and positive. There is abundant evidence of mutual respect and trust between teacher and student, as well as between students. |
| Does not consistently display an interest in the curriculum or high expectations for most students. | Does not consistently display an interest in the curriculum or high expectations for most students. | Consistently conveys a generally positive view of learning and of the curriculum, demonstrating high expectations for most students. | Consistently displays a genuine enthusiasm for the curriculum and high expectations for all students | Exudes a passion for the content and actively exploring the curriculum with students. Students appear to have internalized the value of the content as well as the teacher's high expectations for them. |

| 7 | Domain: **Instructional Effectiveness** | | | Dimension: **Literacy** | |

**Teacher embeds the components of literacy into all instructional content.**

| 1<br>Ineffective | 2<br>Needs Improvement | 3<br>Effective | 4<br>Highly Effective | 5<br>Superior |
|---|---|---|---|---|
| Literacy, the practice of reading, writing, developing vocabulary, spelling, listening and speaking, is not embedded / woven into instructional lessons; rather, literacy is presented as a single, stand-alone skill. | Literacy, the practice of reading, writing, spelling, listening and speaking, is rarely embedded / woven into instructional lessons as an explicit learning objective; rather, literacy is presented as a single, stand-alone skill. | Literacy, the practice of reading, writing, spelling, listening and speaking, is embedded in ALL content as an explicit learning objective. | Literacy, the practice of reading, writing, spelling, listening and speaking, is embedded in ALL content as an explicit learning objective and its definition is expanded to include visual representations, expressions of ideas, making decisions and solving problems. | Includes the narrative descriptions in performance category 4, plus the additional definitional components of literacy to include: innovative use of multimedia, computer, information analysis and technology. |
| Does not appear to value or recognize that literacy is the "bonding agent" for all learning. | Demonstrates weak recognition of the importance of literacy as the "bonding agent" for all learning. | Displays basic recognition of the importance of literacy as the "bonding agent" for all learning. | Leverages literacy as the "bonding agent" for all learning | |

| 9 | Domain: **Instructional Effectiveness** | | Dimension: **Involves All Learners** | |
|---|---|---|---|---|
| **Teacher uses active learning, questioning techniques and/or guided practices to involve all students.** | | | | |
| 1<br>Ineffective | 2<br>Needs Improvement | 3<br>Effective | 4<br>Highly Effective | 5<br>Superior |
| Students are not mentally engaged in active learning experiences during any significant portion of the class. | A few students dominate the lesson, and only a few students are minimally engaged in active learning experiences 50 percent of the class time. | Engages most students in active learning experiences 80 percent of the class time. | An overwhelming majority of students are cognitively engaged and exploring content in active learning experiences 80 percent of the class time. | All students are cognitively engaged and exploring 80 percent of the class time. Students initiate or develop their own activities to enhance their learning. |
| Does not ask any type of questions or use questioning techniques during the lesson to involve all learners. | All or most questions used are recall questions. | Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy. Provides wait time for some student response and does random checking to ensure the involvement of all learners. | Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy and providing adequate wait time for most students to respond. | Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy and leading students to formulate many of their own questions. Provides adequate wait time for most students to respond. |
| Student participation is not monitored or the teacher response is inconsistent, overly repressive or does not respect the student's dignity. | Typically calls on students who raise their hands first and responds to students who blurt out answers. | | | |
| Displays no knowledge of students' interests and skills. | Displays little knowledge of students' interests and skills and rarely uses them as a strategy to engage them. | Engages students by incorporating their general skills and interests into the lesson. | Engages students by incorporating their individual skills and interests into the lesson. | Engages students by incorporating and expanding their individual skills and interests. |

| 10 | Domain: **Instructional Effectiveness** | | Dimension: **Explains Content** | |
|---|---|---|---|---|
| **Teacher teaches the objectives through a variety of methods.** | | | | |
| **1** **Ineffective** | **2** **Needs Improvement** | **3** **Effective** | **4** **Highly Effective** | **5** **Superior** |
| Does not use cooperative learning activities, advance organizers, or other teaching strategies that foster student participation and an understanding of the objectives. | Uses limited cooperative learning activities, advance organizers, or other teaching strategies that foster participation and an understanding of the objectives. | Uses cooperative learning activities, advance organizers, or other teaching strategies that foster participation and an understanding of the objectives. | Uses knowledge of student skills and interests when selecting and using cooperative learning activities, advance organizers, and other teaching strategies that foster participation and an understanding of the objectives. | Uses all of the characteristics of Level 4. In addition, continually seeks out new strategies to support instructional outcomes and cognitively challenge diverse learners. Willingly shares discoveries and successes with colleagues. Students are included in planning for methods of instructional delivery. |
| Students are provided with activities from the textbook, specific to the content, but there is no attempt to use a variety of activities to support instructional outcomes and no attempt to differentiate tasks to address a variety of student needs/learning styles / multiple intelligences. | Attempts, but does not successfully use a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support instructional outcomes and meet varied student needs/ learning styles / multiple intelligences. | Uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences. | Successfully uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences. The activities maximize student potential and most require significant cognitive challenge. | |
| Technology is not used as designed and not used as an instructional tool. | Technology is rarely included in the planning process to support instruction, and technology is not used on a regular basis as an instructional tool. | Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool. | Technology is woven into / serves as a foundational base in the planning process to support instruction, and technology is used on a common-place basis as an instructional tool. | |

| 15 | Domain: **Instructional Effectiveness** | | | Dimension: **Establishes Closure** |
|---|---|---|---|---|
| | **Teacher summarizes and fits into context what has been taught.** | | | |
| **1** **Ineffective** | **2** **Needs Improvement** | **3** **Effective** | **4** **Highly Effective** | **5** **Superior** |
| There is no ending to the lesson.  Students disengage at the end of the class with no teacher direction. | The teacher ends the lesson without a summary of the main points of the segment of instruction or day's learning/activity. | Ends the day's learning / activity by summarizing the lesson or asking students to summarize the lesson. | Ends the day's learning / activity by summarizing the lesson in a variety of ways. Students are able to summarize in a variety of ways and reflect on their own learning. | Ends the day's learning / activity by facilitating students in summarizing and discussing main ideas. |
| Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future. | Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future. | Connects what is learned to prior learning. | Relates instruction to prior and future learning. | Students are able to connect the lesson to prior learning and articulate how learned skills can be used in the future. Linkages with real world situations are woven into the lessons. |

| 16 | Domain: **Instructional Effectiveness** | | Dimension: **Student Achievement** | |
|---|---|---|---|---|
| **Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.** | | | | |

| 1<br>Ineffective | 2<br>Needs Improvement | 3<br>Effective | 4<br>Highly Effective | 5<br>Superior |
|---|---|---|---|---|
| There is no evidence that the teacher is knowledgeable of the IEP or that the teacher modifies instruction for all students on an IEP regardless of student's learning goals. | There is some evidence that the teacher is aware of the IEP; however, the IEP is not being used to guide instruction for the student. | Modifies assessments for special education student populations in alignment with the IEP. | Modifies assessments for special education student populations as indicated in the IEP and as needed, working with individual students to develop a mutually acceptable plan for "success." | Modifies assessments and curriculum for special student populations as indicated in the IEP and as needed, working with individual students to develop a mutually acceptable plan for "success." |
| | | Provides required feedback to student, roster teacher and/or parent. | Provides frequent / timely feedback to student, teacher or parent. | Provides frequent/timely feedback to student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications. |
| | | Assures that all students have access to standard / common core / district curriculum. | Assures that all students have access and modifications to standard /common core /district curriculum. | The teacher consistently advocates for all special needs students to have direct access to standard /common core /district curriculum. |
| Gives up, blames the student, or blames the student's home environment if the student has difficulty learning. | When a student has difficulty learning, the teacher makes an ineffectual effort and quickly gives up or blames the student or the student's home environment. | Accepts responsibility for the success of all students. | When a student has difficulty learning, the teacher perseveres to identify effective approaches to reach the student, drawing on a broad repertoire of strategies. | Perseveres in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from the school and community. Maintains contact with the student to monitor and support the student's success even after the student has moved on to another class. |

| 19 | Domain: **Interpersonal Skills** | | | |
|---|---|---|---|---|
| | **Effective Interactions and Collaboration with Stakeholders.** | | | |
| **1**<br>**Ineffective** | **2**<br>**Needs Improvement** | **3**<br>**Effective** | **4**<br>**Highly Effective** | **5**<br>**Superior** |
| Provides minimal or no information to families and colleagues and makes no attempt to engage them in the educational program. | Appears to be inconsistent and inaccurate in providing information to families and colleagues and engaging them in the educational program. | Interacts with families and colleagues in a timely, consistent, positive and professional manner.<br><br>Complies with school procedures for communicating with families and colleagues and makes an effort to engage them in the educational program. | Communicates frequently and sensitively with families and colleagues and engages them in the educational program. | Communicates consistently and sensitively with families and colleagues and uses diverse methods to engage them in the educational program and supports their participation.<br><br>Communication is clearly understood by diverse stakeholders. |
| Does not consult or collaborate with other staff members. | Plans and makes decisions assuming the result will be positive for everyone. Consults infrequently with other staff members. | Collaborates appropriately and makes decisions that reflect genuine professional consideration. | Maintains an open mind and participates in collaborative planning, reflection and decision making, respecting and considering the thoughts of colleagues. | Takes a leadership role in ensuring that all collaborative decisions, planning and reflection activities with colleagues are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions. |

| 20 | Domain: **Leadership** | | | |
|---|---|---|---|---|
| | **Exhibits Positive Leadership through Varied Involvements.** | | | |
| **Ineffective** | **2**<br>**Needs Improvement** | **3**<br>**Effective** | **4**<br>**Highly Effective** | **5**<br>**Superior** |
| Consistently declines becoming involved in school or district events when asked. | Avoids becoming involved in school or district events. | Agrees to participate in school or district events when asked. | Volunteers or eagerly accepts an invitation to substantially contribute to a school or district event. | Develops or leads important school or district events. |
| Impedes colleagues' efforts to share their knowledge or assume professional responsibility. | Makes no effort to assume professional responsibilities or share professional knowledge with colleagues in the school or district. | Finds ways to contribute to the profession and follows through. | Actively participates in assisting other educators in their growth as professionals. | Initiates important activities contributing to the profession, such as mentoring new teachers, writing articles for publication or making presentations. |
| Perpetuates biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students. | Rarely contributes to the modification of school practices that would result in students being better served by the school. | Assumes a proactive role in addressing student needs. | Works within a team of colleagues to ensure that all students have a fair and equal opportunity to learn and succeed in school. | Leads others to challenge and reject biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students. |

## Indicators 5, 6, 7, 9, 10, 15, 16, 19, and 20 Prior to Updates

| 5 | Domain: **Classroom Management** | | | Dimension: **Assessment Patterns** |
|---|---|---|---|---|
| **Teacher utilizes assessments patterns that are fairly administered and based on identified criteria.** | | | |
| 1<br>Ineffective | 2<br>Needs Improvement | 3<br>Effective | 4<br>Highly Effective | 5<br>Superior |
| Assessment is inconsistent and insufficient to determine student's overall progress and is not based on the district's grading policy.<br><br>Assessments provide delayed and inadequate feedback for students to assess themselves. | Assessment is inconsistent and is not based on district's grading policy.<br><br>Assessments provide delayed and inadequate feedback for students to assess themselves. | Formative and summative assessments are recorded consistently based on district's grading policy and are used to guide instruction.<br><br>Provides adequate and timely feedback from assessment results for students to reflect and set goals. | Formative and summative assessments are recorded consistently based on district's grading policy and are used to develop and evaluate instruction.<br><br>Assessments provide useful and immediate feedback that assists students in assessing themselves in meeting their learning goals. | Formative and summative assessments are recorded consistently based on district's grading policy and utilized to develop, refine and evaluate instruction.<br><br>Assessments provide useful and immediate feedback that assists students in assessing themselves to develop and evaluate their progress with their learning goals.<br><br>Learning goals are not only designed by the teacher but the student has an opportunity to direct his/her own learning by contributing goals. |

| 6 | Domain: **Classroom Management** | | | Dimension: **Work Area Environment** | |
|---|---|---|---|---|---|
| | **Teacher optimizes the physical learning environment to assure student learning advantage in alignment with classroom management best practices.** | | | | |
| | **1**<br>**Ineffective** | **2**<br>**Needs Improvement** | **3**<br>**Effective** | **4**<br>**Highly Effective** | **5**<br>**Superior** |
| | The classroom (as set up by the teacher) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow.<br><br>Physical resources are not utilized as designed and instructionally intended. | The classroom lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow.<br><br>Physical resources are not optimized for effective utilization. | The classroom is organized for providing learning opportunities, order, cleanliness, safety and ease of traffic flow.<br><br>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions. | The classroom is attractive and organized for efficacy in learning opportunities, order, cleanliness, safety and ease of traffic flow.<br><br>Physical resources, spaces for studying and learning activities and specific space for large group, small group and/or center work are well placed in locations that enhance their functions and do not interfere with other functions. | Includes the narrative descriptions in performance category 4, plus the classroom could serve as an exemplary model for replication at a grade / building level or curricular venue. |

| 7 | Domain: **Instructional Effectiveness** | | | Dimension: **Literacy** | |
|---|---|---|---|---|---|
| | **Teacher embeds the components of literacy into all instructional content.** | | | | |
| | **1**<br>**Ineffective** | **2**<br>**Needs Improvement** | **3**<br>**Effective** | **4**<br>**Highly Effective** | **5**<br>**Superior** |
| | Literacy, the ability to read, write, spell, listen and speak, is not embedded / woven into instructional lessons; rather, it is presented as single, stand-alone skills. | Literacy, the ability to read, write, spell, listen and speak, is rarely embedded / woven into instructional lessons; rather, it is presented as single, stand-alone skills. Students do not see literacy as the "bonding agent" for all learning. | Literacy is embedded in ALL content. | Literacy is embedded in ALL content and its definition is expanded to include visually representing, expressing ideas and opinions, making decisions and solving problems. | Includes the narrative descriptions in performance category 4, plus the additional definitional components of literacy to include: multimedia, computer, information analysis and technology. |

Indicators Prior to Update

| 9 | Domain: **Instructional Effectiveness** | | | Dimension: **Involves All Learners** |
|---|---|---|---|---|
| **Teacher uses questioning techniques and/or guided practices to involve all students in active learning.** | | | | |
| **1**<br>**Ineffective** | **2**<br>**Needs Improvement** | **3**<br>**Effective** | **4**<br>**Highly Effective** | **5**<br>**Superior** |
| Students are not mentally engaged in active learning experiences.<br><br>Displays no knowledge of students' interests and skills.<br><br><br>Does not ask any type of questions or use questioning techniques during the lesson to check for student understanding or to involve all learners.<br><br>Student participation is not monitored or the teacher response is inconsistent, overly repressive or does not respect the student's dignity. | A few students are minimally engaged in active learning experiences 50 percent of the class time.<br><br>Displays little knowledge of students' interests and skills and rarely uses strategies.<br><br><br>All or most questions used are recall questions.<br><br>Typically calls on students who raise their hands first and responds to students who blurt out answers.<br><br>A few students dominate the lesson. | Engages most students in active learning experiences 80 percent of the class time.<br><br>Uses questioning strategies throughout the lesson that are primarily at a lower or mid level of Bloom's taxonomy. Provides wait time for some student response and does random checking for understanding. Lesson progresses at a pace that accommodates most student questions and interests.<br><br>Recognizes the value of understanding students' skills and interests.<br><br>Asks critical thinking questions throughout the lesson and uses questioning techniques to involve all learners. | The significant majority of students are cognitively engaged and exploring content in active learning experiences 80 percent of the class time.<br><br>Uses questioning strategies which include high and low levels of complexity, providing adequate wait time for most students to respond. A variety of techniques are used to solicit responses from most students throughout the lesson to check for student understanding.<br><br>Uses varied questioning techniques that engage students in critical thinking. | All students are cognitively engaged in active learning activities and assignments in exploration of content. Students initiate or adapt activities and projects to enhance their understanding.<br><br>Questions are of high quality with adequate time wait time for all students to respond. A variety of techniques are used to solicit responses from all students before, during and after the lesson to check for student understanding and to encourage critical thinking.<br><br>Students formulate many of their own questions. Uses full realm of Bloom's taxonomy.<br><br>Seizes opportunities to enhance learning, building on student interests or a spontaneous event. |

| 10 | Domain: **Instructional Effectiveness** | | | Dimension: **Explains Content** |
|---|---|---|---|---|
| **Teacher teaches the objectives through a variety of methods.** | | | | |
| **1**<br>**Ineffective** | **2**<br>**Needs Improvement** | **3**<br>**Effective** | **4**<br>**Highly Effective** | **5**<br>**Superior** |
| Explanation of the content is unclear or confusing or uses inappropriate language.<br><br>Does not use cooperative learning activities, advance organizers, teaching strategies that foster participation of students and activities that address a variety of learning styles / multiple intelligences to involve any of the learners.<br><br>Students are provided with activities from the textbook, specific to the content but are not differentiated for varied needs or learning styles.<br><br>Technology is not utilized as designed and not used as an instructional tool.<br><br>No techniques used to make concepts clear.<br><br>Lessons do not reflect the stated objectives. | Explanation of the content is sporadic with some portions difficult to follow.<br><br>Uses limited cooperative learning activities, advance organizers, teaching strategies that foster participation of students and activities that address a variety of learning styles / multiple intelligences to involve all learners.<br><br>Uses an occasional strategy that is research-based. There is evidence of attempts to differentiate instruction for diverse learners without success.<br><br>Technology is rarely included in the planning process to support instruction, and technology is not used on a regular basis as an instructional tool.<br><br>Some techniques used to make concepts clear.<br><br>Students are provided with activities from the textbook, specific to the content but are not varied. | Explains content appropriately and connects with students' knowledge and experience.<br><br>Uses cooperative learning activities, advance organizers and teaching strategies that foster participation of students. Uses some activities that address a variety of learning styles / multiple intelligences to involve all learners.<br><br>Provides differentiated tasks to meet the varied learning styles and needs of students. An understanding of the concepts, tools of inquiry and structures of the discipline is evidenced through research-based strategies that support the standards and promote student engagement.<br><br>Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.<br><br>Uses a variety of techniques to make content clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language). | Explanation of content is imaginative, ongoing and connects with students' knowledge and experience.<br><br>Utilizes the knowledge of student skills and interests to decide which cooperative learning activities, advance organizers and teaching strategies that foster participation of students. Activities that address a variety of learning styles / multiple intelligences are used to maximize student potential.<br><br>Technology is woven into / serves as a foundational base in the planning process to support instruction, and technology is used on a common-place basis as an instructional tool.<br><br>Students contribute to explaining concepts to their peers. | Uses all of the characteristics of Level 4. Additionally, the teacher has an understanding of the concepts, tools of inquiry and structures of the discipline. This is evidenced through research-based strategies that support the standards and promote student engagement.<br><br>Utilizes the knowledge of student skills and interests to determine appropriate cooperative learning activities, advance organizers and teaching strategies that successfully foster participation of students. Activities that address individual learning styles and multiple intelligences are used to help maximize student potential.<br><br>Students are included in planning for methods of instructional delivery.<br><br>Uses differentiated tasks including (modeling, visuals, hands-on activities, demonstrations, gestures, body language, and thematic instruction) to teach the objectives that are research-based.<br><br>Technology has achieved an efficacy level not only in the support of instruction but in and by itself is an instructional platform.<br><br>Continually seeks out new methods and strategies to better teach and willingly shares discoveries and successes with colleagues. |

| 15 | Domain: **Instructional Effectiveness** | | Dimension: **Establishes Closure** | |
|---|---|---|---|---|
| | **Teacher summarizes and fits into context what has been taught.** | | | |
| **1** **Ineffective** | **2** **Needs Improvement** | **3** **Effective** | **4** **Highly Effective** | **5** **Superior** |
| Does not teach students to summarize new learning in a variety of ways. There is no ending to the lesson. Students disengage at the end of the class with no teacher direction. | Students are asked to summarize new learning but are not taught why it's important or how to do it. The teacher ends the lesson without a summary of the main points of the segment of instruction or day's learning/activity and does not relate it to how the learning will be needed in the future. | Ends the day's learning / activity by summarizing the lesson and teaches students to summarize new learning.<br><br>Connects what is learned to prior learning. | Summarizes the lesson in a variety of ways and relates instruction to prior and future learning.<br><br>Students are able to summarize in a variety of ways and reflect on their own learning. | Facilitates students in summarizing and discussing main ideas. Students are able to connect the lesson to prior learning and articulate how learned skills can be used in the future. Linkages with real world situations are woven into the lessons. |

| 16 | Domain: **Instructional Effectiveness** | | Dimension: **Student Achievement** | |
|---|---|---|---|---|
| **Use of common / varied assessments, tracking of student progress, use of data from various assessments, recognition of student achievement, appropriately modifying assessments.** | | | | |
| **1** <br> **Ineffective** | **2** <br> **Needs Improvement** | **3** <br> **Effective** | **4** <br> **Highly Effective** | **5** <br> **Superior** |
| There is no evidence that the teacher recognizes student progress or achievement. <br><br> There is no evidence that the teacher is knowledgeable of the IEP or that the teacher modifies instruction for all students on an IEP regardless of student's learning goals. <br><br> When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment. | There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic. <br><br> There is some evidence that the teacher is aware of the IEP; however, the IEP is not being used to guide instruction for the student. <br><br> When a student has difficulty learning, the teacher makes an ineffectual effort and quickly gives up or blames the student or the student's home environment. | Recognizes student progress and achievement at significant intervals and encourages behaviors that would result in student success. <br><br> Modifies assessments for special student populations in alignment with the IEP. <br><br> Provides required feedback to student, roster teacher and/or parent. <br><br> Assures that all students have access to standard / common core / district curriculum. <br><br> Accepts responsibility for the success of all students. | Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. <br><br> Works with individual students to develop a mutually acceptable plan for "success." <br><br> Modifies assessments for special student populations as indicated in IEP and as needed. <br><br> Provides frequent / timely feedback to student, teacher or parent. <br><br> Assures that all students have access and modifications to standard /common core /district curriculum. <br><br> Perseveres in seeking effective approaches for students who have difficulty learning drawing on a broad repertoire of strategies. | Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. The teacher informs parents on a timely basis of their student's progress and achievement through systematic communication procedures. <br><br> Informs student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications. The teacher consistently advocates for all special needs students to have direct access to standard /common core /district curriculum. <br><br> Perseveres in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from the school and community. Maintains contact with the student to monitor and encourage participation even after the student has moved on (to another class). |

| 19 | Domain: **Interpersonal Skills** |||||
|---|---|---|---|---|---|
| | **Effective Interactions and Communications with Stakeholders.** |||||
| **1** <br> **Ineffective** | **2** <br> **Needs Improvement** | **3** <br> **Effective** | **4** <br> **Highly Effective** | **5** <br> **Superior** ||
| Provides minimal or no information to families and makes no attempt to engage them in the educational program. <br><br> Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension <br><br> Makes decisions based on self-serving interests. Never consults other staff or team members. | Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program. <br><br> Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion. <br><br> Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be. | Interacts with families in a timely, consistent, positive and professional manner. <br><br> Complies with school procedures for communicating with families and makes an effort to engage families in the educational program. <br><br> Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations. <br><br> Collaborates appropriately and makes decisions that reflect genuine professional consideration. | Communicates frequently and sensitively with families and engages them in the educational program. <br><br> Oral, written, and nonverbal communication is clear, considerate, sensitive and positive. <br><br> Further explanations to avoid confusion are not needed. <br><br> Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers. | Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation. <br><br> Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive. <br><br> Communication is clearly understood by diverse stakeholders. <br><br> Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions. ||

| 20 | Domain: **Leadership** | | | |
|---|---|---|---|---|
| **1**<br>**Ineffective** | **2**<br>**Needs Improvement** | **3**<br>**Effective** | **4**<br>**Highly Effective** | **5**<br>**Superior** |
| Provides no evidence of leadership as described in performance category 3 – Effective. | Declines becoming involved in school events.<br><br>Avoids becoming involved in school and district projects.<br><br>Makes no effort to share knowledge with others or to assume professional responsibilities.<br><br>Rarely contributes to the modification of school practices that would result in students being better served by the school. | Participates in school events when asked.<br><br>Participates in school and district projects when asked.<br><br>Finds ways to contribute to the profession and follows through.<br><br>Assumes a proactive role in addressing student needs. | Volunteers to participate in school events making a substantial contribution.<br><br>Volunteers to participate in school and district projects making a substantial contribution.<br><br>Participates actively in assisting other educators.<br><br>Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed. | Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.<br><br>Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.<br><br>Initiates important activities to contribute to the profession, such as mentoring new teachers and/or writing articles for publication and/or making presentations.<br><br>Makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are respected in the school. |