

Maconaquah School Corp. Teacher Effectiveness Rubric

Modified from the RISE Teacher Effectiveness Rubric

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I. Effectiveness Rubric

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DOMAIN 1: PURPOSEFUL PLANNING

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, AND lesson plans	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	Set Ambitious and Measurable Achievement Goals	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans an <u>ambitious</u> annual student achievement goal	Teacher develops an annual student achievement goal that is: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: - Measurable The goal may not: - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	Develop Standards-Based Unit Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit - Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit Teacher may not: - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.
1.4	Create Objective-Driven Lesson Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. Teacher may not: - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	Track Student Data and Analyze Progress	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	Teacher uses an effective data tracking system for: - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	Teacher uses an effective data tracking system for: - Recording student assessment/ progress data - Maintaining a grading system Teacher may not: - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.1:</p> <p>Develop student understanding and mastery of lesson objectives</p>	<p>Teacher is highly effective at developing student understanding and mastery of lesson objectives</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection 	<p>Teacher is effective at developing student understanding and mastery of many or most lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students’ prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective 	<p>Teacher needs improvement at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but many students fail to understand - Lesson generally does not build on prior knowledge of many students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective 	<p>Teacher is ineffective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various “centers”, early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.2:</p> <p>Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Teacher fully explains concepts in as direct and efficient a manner as possible, leading to student understanding - Teacher effectively connects content to other content areas, students’ experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others’ learning of content through collaboration during the lesson - Students ask higher-order questions and/or make connections independently, demonstrating that they understand the content at a higher level 	<p>Teacher is effective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> - Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development or other learning opportunities 	<p>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> -Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher rarely implements relevant instructional strategies learned via professional development 	<p>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions, book studies, articles, conferences, college course work, etc.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content	<p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content 	<p>-3/4 or more of students are actively engaged in content at all times and not off-task</p> <ul style="list-style-type: none"> - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Teacher sustains the attention of the class by maintaining a dynamic presence - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content 	<p>- Fewer than 3/4 of students are engaged in content and many are off-task</p> <ul style="list-style-type: none"> - Teacher may provide multiple ways of engaging students, but not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective 	<p>- Fewer than 1/2 of students are engaged in content and many are off-task</p> <ul style="list-style-type: none"> - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.4:</p> <p>Check for Understanding</p>	<p>Teacher is highly effective at checking for understanding</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Teacher checks for understanding at higher levels by asking pertinent, scaffolded questions that push thinking and accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to identify common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly - Teacher uses a variety of methods to check for understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher may allow students to “opt-out” of checks for understanding but cycles back to these students - Teacher systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> - Teacher mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly - Teacher may not use a variety of methods to check for understanding, when doing so would be helpful - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning 	<p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
 - Checks for Understanding: thumbs up/down, cold-calling
 - Do Nows
 - Turn and Talk/ Pair Share
 - Guided or Independent Practice
 - Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.5:</p> <p>Modify Instruction As Needed</p>	<p>Teacher is highly effective at modifying instruction as needed</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<p>Teacher is effective at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstandings with different techniques if the first try is not successful 	<p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using ineffective scaffolding techniques - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using ineffective scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
	<p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<ul style="list-style-type: none"> - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Teacher frequently pushes almost all students forward based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<ul style="list-style-type: none"> - Lesson is not always accessible or challenging for students - Teacher rarely develops higher-level understanding through effective questioning - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying 	<ul style="list-style-type: none"> - Lesson is not accessible or challenging for students - Teacher does not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson is almost always teacher-directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context
- Posing a question that increases the rigor of the lesson content
- Prompting students to make connections to previous material or prior knowledge

2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.

3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency

4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.7:</p> <p>Maximize Instructional Time</p>	<p>Teacher is highly effective at maximizing instructional time</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing without prompting from the teacher - Students are always engaged in meaningful work - Students share responsibility for operations and routines and work well together to accomplish these tasks - Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson 	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing with minimal prompting from the teacher - Students are almost always engaged in meaningful work - Teacher appropriately delegates time between parts of the lesson - Disruptive behaviors and off-task conversations are rare; <i>when</i> they occur, they are almost always addressed without major interruption to the lesson. 	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem 	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class or lesson late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson - Classroom management is generally poor and wastes instructional time

Notes:

1. The overall indicator of success here is that the classroom operates smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.8:</p> <p>Create Classroom Culture of Respect and Collaboration</p>	<p>Teacher is highly effective at creating a classroom culture of respect and collaboration</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Students are invested in the academic success of their peers as evidenced by collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves 	<p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are almost always respectful - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<p>Teacher needs improvement at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are generally respectful, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others - Teacher does not consistently demonstrate good rapport with students 	<p>Teacher is ineffective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are frequently disrespectful disparaging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR, during these times, do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior - Teacher does not demonstrate good rapport with students

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.9:</p> <p>Set High Expectations for Academic Success</p>	<p>Teacher is highly effective at setting high expectations for academic success.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<p>Teacher is effective at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher sets high expectations for students of all levels - Teachers expect their students to be invested in their work and value academic success as evidenced by their effort and quality of their work. - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and/or displays high quality academic work 	<p>Teacher needs improvement at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed and/or celebrated in the classroom 	<p>Teacher is ineffective at setting high expectations for student success.</p> <ul style="list-style-type: none"> - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work without teacher intervention. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises and/or celebrates academic work or good behavior - High quality work is rarely or never displayed or celebrated in the classroom

Notes:

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.
2. High quality work may vary from student to student.
3. Examples of celebration or demonstrating academic success include the following: work posted, verbal praise, parent contact, stickers, certificates, etc.

DOMAIN 3: Teacher Leadership

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of instructional time 	<p>Teacher consistently:</p> <ul style="list-style-type: none"> - Contributes ideas and expertise to further the schools' mission and initiatives - Dedicates time efficiently, when needed, to helping students and peers outside of instructional time 	<p>Teacher occasionally:</p> <ul style="list-style-type: none"> - Contributes ideas and expertise to further the school's mission and initiatives - Dedicates time to help students and peers outside of instructional time 	<p>Teacher rarely:</p> <ul style="list-style-type: none"> - Contributes ideas and expertise to further the school's mission and initiatives - Dedicates to help students and peers outside of instructional time
3.2	Collaborate with Peers	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities 	<p>Teacher consistently:</p> <ul style="list-style-type: none"> - Seeks out and participates in regular opportunities to work with and learn from others - Asks for assistance, when needed, and provides assistance to others in need 	<p>Teacher occasionally:</p> <ul style="list-style-type: none"> - Participates in opportunities to work with and learn from others - Asks for assistance when needed - Provides assistance to peers 	<p>Teacher:</p> <ul style="list-style-type: none"> - Rarely participates in opportunities to work with others - Works in isolation and is not a team player
3.3	Seek Professional Skills and Knowledge	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions 	<p>Teacher consistently:</p> <ul style="list-style-type: none"> - Pursues opportunities to improve knowledge and practice - Seeks out ways to implement new practices into instruction, where applicable - Welcomes constructive feedback to improve practices 	<p>Teacher occasionally:</p> <ul style="list-style-type: none"> - Attends professional development opportunities - Seeks out ways to implement new instructional practices - Accepts constructive feedback 	<p>Teacher:</p> <ul style="list-style-type: none"> - Rarely attends professional development opportunities - Shows little or no interest in new ideas, programs, or classes to improve teaching and learning
3.4	Advocate for Student Success	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success 	<p>Teacher consistently:</p> <ul style="list-style-type: none"> - Displays commitment to the education of all his/her students - Attempts to remove obstacles to student achievement - Advocates for students' individualized needs 	<p>Teacher occasionally:</p> <ul style="list-style-type: none"> - Displays commitment to the education of all of his/her students - Advocates for students' needs 	<p>Teacher:</p> <ul style="list-style-type: none"> - Rarely displays commitment to the education of his/her students - Accepts failure and does not advocate for students' needs
3.5	Engage Families in Student Learning	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Addresses concerns in a timely and positive manner, when necessary, outside of required outreach events 	<p>Teacher consistently:</p> <ul style="list-style-type: none"> - Proactively contacts parents, in a variety of ways, to engage them in student learning - Responds promptly to parents contact - Engages in all forms of parent outreach required by the school 	<p>Teacher occasionally:</p> <ul style="list-style-type: none"> - Responds to parent contact - Engages in multiple methods of parent outreach - Proactively contacts parents to engage them in student learning 	<p>Teacher:</p> <ul style="list-style-type: none"> - Rarely reaches out to parents - Frequently fails to respond to parent contact

Notes:

1. Outside instructional time could include, but is not limited to collaboration time, prep time, time before and after school, department meetings.
2. Leadership roles could include, but are not limited to extra/co-curricular positions and such non-paid positions as serving on committees.
3. Collaboration: sharing information, working together.

Core Professionalism Rubric

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

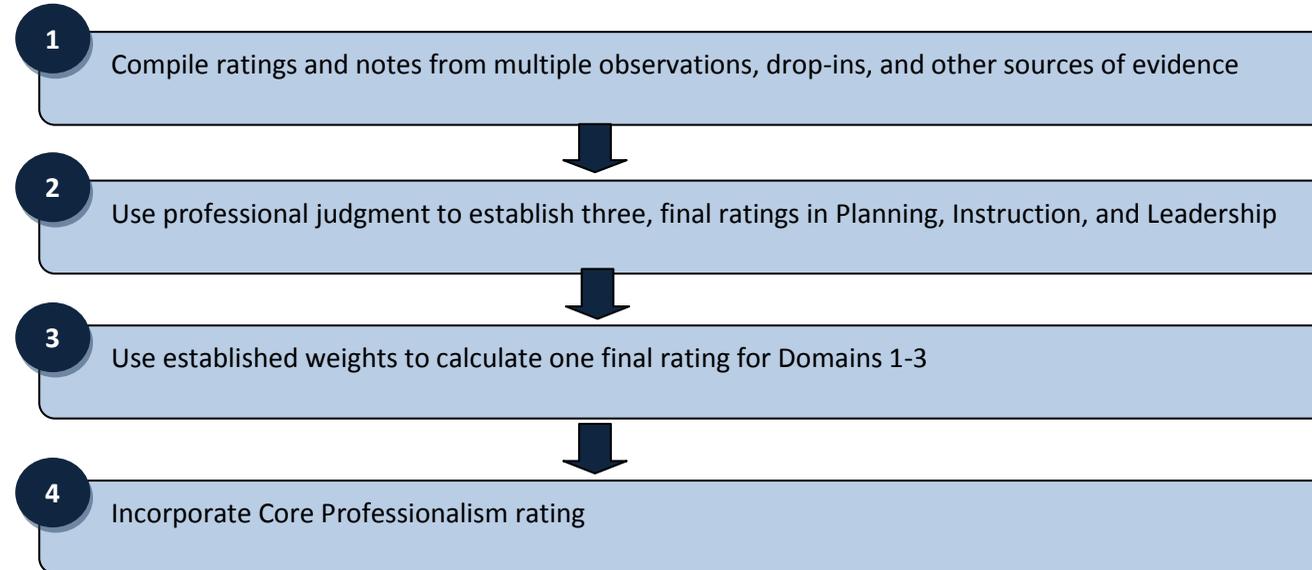
Indicator		Does Not Meet Standard *	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused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

* - Principals will discuss areas of concern with teachers at a conference before points are subtracted.

SUMMARY AND RATING

At the end of the year, evaluators may want to determine a final professional practice rating. **PLEASE NOTE: The rating described here only refers to professional practice and does not include measures of student learning. Per Senate Bill 1, a teacher's summative evaluation rating must include measures of student learning. For the RISE model, the rating obtained here will feed into a larger calculation for the summative score which involves multiple measures of student learning. Information regarding this scoring system for RISE will be released no later than January 31, 2012.**

The final professional practice rating for RISE will be calculated by the evaluator in a four step process:



1

Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.

At the end of the school year, evaluators should have collected a body of evidence representing teacher practice from throughout the year. Not all of this evidence necessarily came from the same evaluator, but it is the responsibility of the assigned primary evaluator (usually the principal) to gather evidence from every person who observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to evidence provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this evidence, schools should consider having files for teachers containing evaluation evidence, and when possible, house this information electronically.

Because of the volume of evidence that may exist for each teacher, some evaluators may choose to assess evidence mid-way through the year and then again at the end of the year. A mid-year conference can help give teachers an idea of where they stand half-way through the year as well as serve as a midway point for evaluators to assess evidence they have collected thus far.

2 Use professional judgment to establish three final ratings in Planning, Instruction, and Leadership

After collecting evidence, the summative evaluator must assess where the teacher falls within each competency and use professional judgment to assign teacher ratings in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for teachers in different contexts and how teachers have evolved over the course of the year. The three final domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using evidence to support the final decision.

At this point, each primary evaluator should have ratings in the first three domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1: Planning	D2: Instruction	D3: Leadership
Final Rating	3 (E)	2 (IN)	3 (E)

Scoring Requirement: Planning and Instruction go hand-in-hand. Therefore, if a teacher scores a 1 (I) or 2 (IN) in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

3 Use established weights to calculate one final rating for domains 1-3

At this point, each of the three final domain ratings is weighted according to importance and summed together to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. The belief is that good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. As such, the Instruction Domain is weighted significantly higher than the others, at 70%. Planning (15%) and Leadership (15%) are then weighted accordingly to complete the calculation.

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	3	15%	0.45
Domain 2: Instruction	2	70%	1.4
Domain 3: Leadership	3	15%	0.45
	Final Score		2.3

Note: The calculation here is as follows: 1) Rating x Weight = Weighted Rating; 2) Sum of Weighted Ratings = Final Score

At this point, the teacher practice rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents “non-negotiable” aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator here uses professional judgment to decide if a teacher has not met the standards for any of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *any* one or more of the four indicators, he or she automatically has a .25 point deduction for each indicator from the final score in step 3.

Outcome 1: Teacher meets all Core Professionalism standards. Final Practice Score = 2.3

Outcome 2: Teacher does not meet all Core Professionalism standards. Final Practice Score $(2.3-.25) = 2.05$

The final practice score then feeds in to a larger calculation for an overall summative rating including measures of student learning.