DCPS Rubric for Teacher Observation-Evaluation

Planning and Preparation			*CLASSROOM TEACHER*

1. Focuses lesson on curriculum outcomes/indicators

The teacher selects learning outcomes for each day's lessons that align with county and state curriculum guidance. The lesson activities are clearly linked to these desired student outcomes and are appropriate for the current learning needs of the students.

Highly Effective	Effective	Developing	Ineffective
• Objective is aligned to the grade level curriculum or IEP goals and represents important learning in the given and related disciplines. • The sequence of learning objectives is evident within given and related disciplines. • The objective is clearly assessable as written.	• Objective is aligned to the grade level curriculum or IEP goals. • The sequence of learning objectives is evident across multiple lessons within the discipline. • The objective is assessable as written.	• There is an objective, but it is not aligned to the grade level/content curriculum or IEP goals. • The sequence of learning is not evident across multiple lessons. • The objective may not be able to be assessed.	• The objective is not relevant to the grade level curriculum. • Objective is not assessable. • There is no objective listed for the lesson – or the objective is simply an activity.

Planning and Preparation			*CLASSROOM TEACHER*
2. Utilizes student assessments congruent with learning outcomes			
The teacher has clear assessment criteria identified to evaluate student achievement of the intended outcomes. These assessments, both formal and informal, help the teacher monitor student learning through the course of instruction and at various checkpoints, such as at the end of the lesson, week, or unit.			
Highly Effective	**Effective**	**Developing**	**Ineffective**
• Assessment results are used and adapted for individualized instruction. • All assessments are aligned with instructional outcomes in both process and content. • Assessment criteria and standards are clear and include student use of assessment information, as well as teacher's use.	• Assessment results are used effectively to plan for future instruction. • Most assessments are aligned with outcomes in both process and content. • Assessment criteria and standards are clear.	• Use of assessment results is rudimentary. • Some assessments are aligned with outcomes in process or content. • Assessment criteria and standards have been developed but are not clear.	• Assessment results are not used. • No assessments are aligned with outcomes in either process or content. • There are no criteria or standards for assessments.

Planning and Preparation			*CLASSROOM TEACHER*

3. Designs coherent instruction with appropriate pace and sequence of the lesson

The teacher has selected and sequenced lesson activities to utilize the available time effectively. The structure of the lesson allows for students to move through levels of complexity and depth of knowledge toward acquisition of the lesson's outcomes.

Highly Effective	Effective	Developing	Ineffective
• The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.	• The lesson or unit has a clearly defined structure around which activities are organized.	• The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout.	• The lesson or unit has no clearly defined structure, or the structure is chaotic.
• The progression of activities is highly coherent.	• The progression of activities is even, with reasonable time allocations.	• The progression of activities is uneven, with most time allocations reasonable.	• Activities do not follow an organized progression, and time allocations are unrealistic.
• The teacher coordinates knowledge of content, of students, and of resources to design learning activities aligned to instructional outcomes, differentiated where appropriate.	• The teacher designs learning activities and selects resources suitable and aligned to instructional outcomes.	• The lesson or unit has a basic or limited structure and reflects partial knowledge of students and resources.	• The experiences and resources are suitable for only some students.

Planning and Preparation			*CLASSROOM TEACHER*

4. Demonstrates understanding of student interests, background, and needs

The teacher demonstrates an understanding of the unique learning needs, styles, interests, and prior knowledge of the students in the class in order to plan effective instruction. This is demonstrated in selecting materials, designing activities, and adjusting strategies to meet differentiated needs of the students.

Highly Effective	Effective	Developing	Ineffective
• Teacher displays accurate understanding of the typical developmental characteristics of the age group and exceptions to the general patterns, and the knowledge of the extent to which individual students follow the general patterns.	• Teacher displays accurate understanding of the typical developmental characteristics of the age group as well as exceptions to the general patterns.	• Teacher displays partial understanding of the developmental characteristics of the age group.	• Teacher displays little or no understanding of the developmental characteristics of the age group.
• Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.	• Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	• Teacher recognizes the value of knowing how students learn, but this knowledge is limited, outdated, or not utilized.	• Teacher sees no value in understanding how students learn and does not seek such information.
• Teacher displays understanding of individual students' skills, knowledge, and language proficiency, and has a strategy for maintaining such information.	• Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	• Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	• Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency, and does not indicate that such knowledge is valuable.

• Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students. • Teacher is aware of information about each student's learning and medical needs. This information is used to create instruction tailored to meet individual needs.	• Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students. • Teacher is aware of students' special learning and medical needs. This information is used to create instruction tailored to meet the needs of a group of students.	• Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole. • Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate. This knowledge is used in an attempt to meet student needs but is unsuccessful at addressing the need.	• Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable. • Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important. The teacher does not attempt to meet the specific needs of students.

Planning and Preparation			*CLASSROOM TEACHER*

5. Demonstrates knowledge of content to plan appropriate instruction

The teacher has a thorough command of a subject's content, principles, and methods of inquiry to guide students through ascending levels of understanding and mastery. The students' prior knowledge of enabling content, the demands of subsequent content, and authentic application of the knowledge guide the teacher's lesson design.

Highly Effective	Effective	Developing	Ineffective
• Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.	• Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	• Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	• In planning and preparation, teacher makes content errors or is not prepared to address existing misunderstanding by students.
• Teacher's plans and preparation reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.	• Teacher's plans and preparation reflect accurate understanding of prerequisite relationships among topics and concepts.	• Teacher's plans and preparation indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	• Teacher's plans and preparation display little or no understanding of prerequisite relationships important to student learning of the content.
• Teacher's plans and preparation reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	• Teacher's plans and preparation reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	• Teacher's plans and preparation reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	• Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

Instructional Strategies			*CLASSROOM TEACHER*

1. Engages students in learning activities

The teacher selects learning experiences designed to get students actively, intellectually involved with the content or active construction of understanding. This engagement can be enhanced with appropriate materials, purposeful grouping of students, and the use of interactive lesson structures.

Highly Effective	Effective	Developing	Ineffective
• All students are cognitively engaged in exploring content.	• Most students are cognitively engaged in exploring content.	• Some students are cognitively engaged in exploring content.	• Very few/no students are cognitively engaged in exploring content.
• Instructional grouping is productive and appropriate to the students and enhances student learning and the instructional purposes for the lesson. Students self-monitor the productivity of the group and initiate adjustments as needed.	• Instructional grouping is productive and appropriate to the students or to the instructional purposes of the lesson.	• Instructional grouping is only partially appropriate to the students or only moderately successful in advancing the instructions outcomes of the lesson.	• Instructional grouping is inappropriate for the students or for the instructional outcomes.
• Peer interaction occurred appropriately and successfully. Student interaction reflects a collaborative effort towards understanding the outcome.	• Peer interaction occurred appropriately and successfully.	• Peer interaction occurred sporadically and/or without appropriate student learning occurring.	• No opportunities were provided for peer interaction.
• The lesson has a highly coherent structure, is appropriately paced and allows for student reflection.	• The lesson has a clearly defined structure and the pacing is appropriate.	• The lesson has recognizable structure although it is not uniformly maintained and the pacing is inconsistent.	• The lesson has no structure and is poorly paced.

Instructional Strategies			CLASSROOM TEACHER

2. Uses effective questioning and discussion techniques

The teacher poses high level questions forcing students to make connections, draw conclusions, and form hypotheses about the content of the lesson. Discussion prompts allow for critical thinking and participation by students exchanging ideas and questions in an analysis of the lesson topics.

Highly Effective	Effective	Developing	Ineffective
• Teacher's questions reflect clear and consistently high quality, and are culturally and developmentally appropriate leading to meaningful dialogue. • Through effective questioning/discussion techniques all students are engaged.	• Teacher's questions reflect high quality and are culturally and developmentally appropriate, and invite a thoughtful response. • Through effective questioning/discussion techniques most students are engaged.	• Teacher's questions are a combination of low and high quality which are asked in rapid succession, allowing very limited development and exploration. • Through inconsistently effective questioning/ discussion techniques, some students are engaged.	• Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses. • Through ineffective questioning/discussion techniques, few students are engaged.

Instructional Strategies			**_CLASSROOM TEACHER_**
3. Monitors student learning throughout lesson			
The teacher understands what the students know before, during, and after instruction for the purposes of adjusting instruction in the current lesson and planning subsequent lessons. Whether through pretesting, instant learning checkpoints, or end of lesson assessments, the teacher gathers valuable information to guide the pace and direction of the lesson or unit.			
• Students are fully aware of the criteria and performance standards by which their work will be evaluated, and the expectation/criteria has been modeled.	• Students are fully aware of the criteria and performance standards by which their work will be evaluated.	• Students know some of the criteria and performance standards by which their work will be evaluated.	• Students are not aware of the criteria and performance standards by which their work will be evaluated.
• Teacher actively and systematically elicits diagnostic information from individual student's formative and/or summative assessments regarding their understanding.	• Teacher monitors the progress of groups of students through formative and/or summative assessments, making limited use of diagnostic information.	• Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	• Teacher does not monitor student learning.
• Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.	• Teacher's feedback to students is timely and of consistently high quality.	• Teacher's feedback to students is uneven, and its timeliness is inconsistent.	• Teacher's feedback to students is of poor quality and not provided in a timely manner.
• Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.	• Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	• Students occasionally assess the quality or their own work against the assessment criteria and performance standards.	• Students do not engage in self-assessment or monitoring of progress.

Instructional Strategies			*CLASSROOM TEACHER*

4. Demonstrates accurate content knowledge

The teacher demonstrates an accurate understanding of the content required of students prior to and subsequent to the observed lesson. This knowledge allows the teacher to make connections to real life applications and/or other contexts where the skill or information can be made clear to the students.

Highly Effective	Effective	Developing	Ineffective
• The teacher demonstrates command of the subject matter, and explanations are imaginative and connect with students' knowledge and experience.	• The teacher demonstrates command of the subject matter.	• The teacher demonstrates surface level and uneven knowledge of the subject matter.	• The teacher's knowledge of the content is unclear, inaccurate, or confusing. Explanations may contain inappropriate language for content/grade level.
• The vocabulary is developmentally appropriate for both content and grade level and provides enhancement opportunities for students.	• The vocabulary is appropriate for both content and grade level.	• The vocabulary is appropriate for content but not grade level.	• The vocabulary is not appropriate for both content and grade level.
• The teacher provides information from a bias-free, multicultural perspective while celebrating differences among students.	• The teacher provides information from a bias-free, multicultural perspective.	• The teacher provides information that contains some biases or reflects cultural insensitivities.	• The teacher provides information that is biased and not culturally sensitive.

Instructional Strategies			CLASSROOM TEACHER

5. Communicates clearly and accurately with students

Verbal and written communication is clear and appropriate to students' ages, backgrounds, and levels of understanding.

Highly Effective	Effective	Developing	Ineffective
• Learning outcomes are posted, discussed, or otherwise made clear to students at the introduction and conclusion of the lesson.	• Learning outcomes are posted, discussed, or otherwise made clear to students at the introduction of the lesson.	• Learning outcomes may be posted or mentioned, but are not made clear to students.	• Learning outcomes are not posted, discussed, or otherwise made clear to students.
• Expectations for learning, directions, procedures, and explanations of content are consistently clear to students.	• Expectations for learning, directions, procedures, and explanations of content are clear to students.	• Expectations for learning, directions, procedures, and explanations of content are clarified after confusion.	• Expectations for learning, directions, procedures, and explanations of content are unclear or confusing to students.
• The teacher's use of oral and written language is clear, extends students' vocabularies, is appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.	• The teacher's use of oral and written language is appropriate, relevant, and respectful to students' diverse cultures and levels of development.	• The teacher's use of oral and/or written language may not be completely appropriate, relevant, or respectful to students' diverse cultures or levels of development.	• The teacher's use of language is inconsistent or inappropriate to students' diverse cultures and/or levels of development.
• The teacher's oral and written language is clear and correct and corresponds to Standard English, and chosen in a manner that enriches the lesson.	• The teacher's oral and written language is clear and correct and corresponds to Standard English.	• The teacher's oral and written language is occasionally inaudible, illegible, or does not correspond to Standard English.	• The teacher's oral and written language is inaudible or illegible and often does not correspond to Standard English.

Instructional Strategies			*CLASSROOM TEACHER*

6. Demonstrates flexibility and responsiveness

Teachers demonstrate flexibility when they are able to adjust their lesson to adapt to spontaneous learning opportunities that may occur in the course of a lesson. The teacher demonstrates responsiveness to students' learning and performance by knowing alternative ways to present information or to practice skills.

Highly Effective	Effective	Developing	Ineffective
• Teacher successfully makes a major adjustment to a lesson when needed.	• Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	• Teacher attempts to adjust a lesson when needed, with only partially successful results.	• Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.
• Teacher seizes a major opportunity to enhance learning, building on student interests, or a spontaneous event.	• Teacher successfully accommodates students' questions or interests.	• Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	• Teacher ignores or brushes aside students' questions or interests.
• Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.	• Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	• Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	• When a student has difficulty learning, the teacher does not use alternative approaches to help.

Managing the Classroom/Learning Environment			*CLASSROOM TEACHER*
1. Creates an environment of respect and rapport			
The teacher sets the tone of the classroom by treating each student with dignity and communicating a sense of caring and belonging for each student. Positive interactions occur between teacher and students as well as among students, allowing candid class discussions in which students are able to take intellectual risks.			
Highly Effective	**Effective**	**Developing**	**Ineffective**
• Teacher-student interactions are caring and respectful and appropriate to students' culture and development. Students appear to trust the teacher as seen in taking intellectual risks.	• Teacher-student interactions are caring and respectful and appropriate to students' culture and development.	• Teacher-student interactions are generally appropriate and free from conflict, but may indicate inconsistent application of expectations.	• Teacher-student interactions are negative, inappropriate and insensitive.
• Students take responsibility for upholding a positive classroom environment.	• Teacher encourages polite and respectful student interactions.	• There may be occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences.	• Student interactions are characterized by conflict, sarcasm, or insults.
• Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.	• Student interactions are generally polite and respectful.	• Students do not consistently demonstrate respect for one another.	

Managing the Classroom/Learning Environment			*CLASSROOM TEACHER*
2. Establishes culture for learning			
The teacher sets high expectations for the instructional outcomes of the class and conveys confidence in each student's ability to learn and succeed. Students are encouraged to persevere through difficult learning tasks with an appropriate level of scaffolded assistance.			
Highly Effective	**Effective**	**Developing**	**Ineffective**
• Teacher demonstrates interest and excitement in the content, successfully creating curiosity and motivation for learning.	• Teacher demonstrates enthusiasm for the lesson content and is able to articulate to students why the information is valuable to subsequent lessons or in real life settings.	• Teacher communicates a sense of importance of the lesson content, but with little apparent conviction and only minimal or temporary buy in from students.	• The teacher communicates a negative attitude toward the curriculum, suggesting or stating that it is not important, mandated by others, etc.
• Expectations are high for student achievement, accompanied by demonstrated belief that students can and will master the information. Students appear to have internalized these expectations.	• Expectations are generally high for students and the teacher makes the information or outcomes accessible to students with additional support.	• Expectations are generally low for students, as reflected in low level questioning or limited exploration of the lesson extensions.	• The teacher conveys low expectations for the students' ability or need to learn.
• The teacher requires students to demonstrate attention to detail and take pride in their work, putting forth obvious effort to revise and improve their work before sharing.	• The teacher encourages students to put forth a genuine strong effort on the assigned tasks, showing pride in the final product.	• The teacher accepts minimal effort from students and/or work at the substantial level.	• The teacher accepts no effort or attempt on the part of students.

Managing the Classroom/Learning Environment			*CLASSROOM TEACHER*

3. Establishes, communicates, and maintains rules and procedures

The teacher announces, teaches, and reinforces the behavioral expectations of the classroom. This allows students to move appropriately and efficiently through lesson transitions. The classroom expectations are consistent, predictable, and age appropriate.

Highly Effective	Effective	Developing	Ineffective
• Independent and small group work is well organized and students are productively engaged at all times, with students assuming responsibility for their productivity.	• Independent and small group work is organized and students are productively engaged most of the time without requiring much direct supervision by the teacher.	• Independent and small group work is disorganized and teacher does not effectively address or redirect off task behaviors.	• Students are non-compliant or minimally engaged while directly working with teacher. Off task behavior is not addressed.
• Transitions are seamless as students maturely self-adjust to new lesson demands.	• Transitions occur smoothly with minimal loss of instruction time.	• Transitions require significant teacher direction and may result in loss of instruction time.	• Transitions do not occur smoothly and result in significant loss of instruction time.
• Routines for handling materials and supplies yield smooth operations with no teacher direction.	• Routines for handling materials and supplies occur smoothly with minimal teacher direction.	• Routines for handling materials and supplies occur with overt and recurring direction by the teacher.	• Routines for handling materials and supplies are not defined and require overt, recurring direction by the teacher.
• Processes/routines for performing non-instructional duties are well established with students assuming responsibility for many functions.	• Processes/routines for performing non-instructional duties are well established and occur smoothly with minimal teacher direction or loss of instruction.	• Processes/routines for performing non-instructional duties are not yet fully established and occur with frequent teacher direction and noticeable loss of instruction.	• Significant instructional time is lost performing non-instructional duties.

Managing the Classroom/Learning Environment			*CLASSROOM TEACHER*
4. Manages student behavior			
Based upon the classroom expectations, the teacher has processes in place to reinforce the desired behaviors. When student behaviors disrupt the learning atmosphere, the teacher responds quickly and appropriately to end the disruption and to restore the positive learning climate.			
Highly Effective	**Effective**	**Developing**	**Ineffective**
• Standards of conduct are clear to all students and are modeled by students.	• Standards of conduct are clear to all students.	• Standards of conduct have not been consistently established and only few students seem to understand them.	• Standards of conduct do not appear to have been established or students are confused as to what the standards are.
• Monitoring by teacher is subtle and intended to prevent disruption. Students monitor their own and/or their peers' behavior, correcting one another respectfully.	• Teacher is attentive to student behavior at all times.	• Teacher is generally aware of student behavior, but may miss the activities of some students.	• Student behavior is not monitored, and teacher is unaware of what the students are doing.
• Teacher response to misbehavior is highly effective and sensitive to each student's individual needs, or students' behaviors are entirely appropriate.	• Teacher responds to misbehavior appropriately and successfully, and respects the student's dignity.	• Teacher attempts to respond to student misbehavior, but with inconsistent results.	• Teacher does not respond to misbehavior or the response is inconsistent, is overly repressive, or does not respect the student's dignity.

Managing the Classroom/Learning Environment			*CLASSROOM TEACHER*

5.   Organizes classroom for safety and instructional effectiveness

The teacher arranges the learning space to allow for safety, efficient movement, and effective instruction. The classroom design supports the student learning activities and interactions the teacher has designed for the lesson. Classroom resources and instructional equipment are accessible for use during the lesson as needed.

Highly Effective	Effective	Developing	Ineffective
• Teacher and students take responsibility for maintaining the safety of the classroom. • Teacher and students themselves ensure that all learning is equally accessible to all students. • Both teacher and students use physical resources easily and skillfully and students adjust the furniture to advance their learning.	• The classroom is safe. • Learning is equally accessible to all students. • Teacher uses physical resources skillfully and the furniture arrangement is a resource for learning activities.	• There are minor safety concerns in the classroom that warrant attention. • Learning is not accessible to some students. • Teacher uses physical resources inefficiently. The arrangement of furniture is inappropriate for the lesson.	• The classroom is unsafe or identified safety concerns have not been addressed. • Learning is not accessible to students. • The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.

Related Professional Responsibilities			*CLASSROOM TEACHER*
1. Maintains accurate and timely records [addressed during summative evaluations]			
The teacher assesses student products and provides clear feedback to the learner while posting sufficient grades in the quantity and schedule required by district grading policies. Attendance and other record collection tasks are completed accurately and on established timelines.			
Highly Effective	**Effective**	**Developing**	**Ineffective**
• Grades are recorded within the established timeline of the grading and reporting policy. The teacher includes systemic methods for engaging students in monitoring their own learning and progress.	• Grades are recorded within the established timeline of the grading and reporting policy.	• Grades are not recorded in a timely manner to fulfill grading and reporting policy.	• Grades are not recorded in a timely manner to fulfill grading and reporting policy resulting in detriment to students.
• Ample grades are collected from student work from a variety of tasks consistent with unit learning outcomes. The teacher includes systemic methods for engaging students in monitoring their own learning and progress.	• Ample grades are collected from student work from a variety of tasks consistent with unit learning outcomes.	• Grades do not meet minimum number.	• Insufficient grades are recorded to provide feedback to students or parents and may be entered at the last available days of the term.
• Daily attendance is posted accurately and on time as requested by building administrators. Discrepancies are resolved in a timely manner.	• Daily attendance is posted accurately on time as requested by building administrators. Discrepancies are resolved.	• Daily attendance is posted but may include errors. Absences may go unnoticed or unaddressed.	• Daily attendance records are inaccurate or regularly posted late.
• Student progress on IEP and other individual monitoring	• Student progress on IEP and other individual monitoring	• Student progress on IEP and other personalized plans is	• Student progress on IEP or other personalized learning/ behavior plans is not

Related Professional Responsibilities			*CLASSROOM TEACHER*

2. Demonstrates professional growth and development [addressed during summative evaluations]

The teacher participates in professional development opportunities provided by the school or district and independently pursues additional learning opportunities related to the content or processes of teaching. Together with peers in a professional learning community, the teacher both seeks information and contributes to the knowledge of others.

Highly Effective	Effective	Developing	Ineffective
• Actively seeks and participates in multiple opportunities to learn new content, embrace new technologies, attempt new strategies.	• Participates in required learning opportunities to learn new content, embrace new technologies and attempt new strategies.	• Avoids participation in required learning opportunities, or minimally attends without personal engagement.	• Does not participate in required learning opportunities.
• Demonstrates leadership in forming/ maintaining a peer-facilitated, professional learning community.	• Attends and fully participates in peer-facilitated professional learning community sessions.	• Does not contribute to peer-facilitated professional learning community efforts, even when time is provided during the workday.	• Takes leave during county or school professional development days.
• Participates in professional development beyond the required certification criteria.	• Maintains current certification within timelines required by MSDE.	• Ongoing certification is in jeopardy in the absence of required coursework or related activities.	• Allows certification to lapse.
plans is provided and updated regularly and accurately.	plans is updated regularly and accurately.	infrequently updated or may be incomplete.	recorded in the specified timeframe.

Related Professional Responsibilities			*CLASSROOM TEACHER*
3. Communicates effectively with families [addressed during summative evaluations]			
The teacher is both proactive in providing information to families and responsive to families' request for information. Phone calls, e-mails, newsletters, websites and/or personal notes provide vehicles for engaging family members in the students' learning.			
Highly Effective	**Effective**	**Developing**	**Ineffective**
• Promptly responds to family contacts and questions.	• Responds to family requests for information.	• Makes minimal effort to respond to family calls or notes.	• Is not responsive to parent requests for information or communication.
• Initiates multiple contacts with families to communicate positive news as well as to discuss learning or behavior issues.	• Initiates contact with parents to discuss learning problems or behavioral concerns.	• Teacher is inconsistent in efforts to contact parents individually.	• Does not initiate contact with parents individually.
• Maintains well written, regular, updated communications.	• Teacher has a process for sharing classroom learning targets, strategies, and special events.	• Teacher is inconsistent with efforts to inform parents of classroom learning targets, strategies or special events.	• Teacher does not make efforts to inform parents of classroom learning targets, strategies, or special events.
• Manages each communication opportunity to create and maintain positive relationships.	• Maintains positive communications and working relationships with families.	• Communications with parents are not consistently positive and productive.	• Allows communications to become nonproductive, antagonistic, or unprofessional.

Related Professional Responsibilities			*CLASSROOM TEACHER*

4. Performs non-instructional responsibilities [addressed during summative evaluations]

Teachers assume roles of leadership and support in activities not directly associated with their personal classroom assignment. Acting as a responsible citizen of the school community, teachers give their time and talents to special events as well as regular operational routines that enhance the quality of the school's educational programs.

Highly Effective	Effective	Developing	Ineffective
• Teacher takes on roles of leadership and organization for school wide programs and events.	• Teacher voluntarily supports and participates in school wide programs and events.	• Teacher nominally participates in school wide programs and activities when required.	• Teacher disregards school-wide initiatives and activities.
• Teacher accepts responsibility not only to perform associated, related duties, but may contribute to an assessment and process improvement of school operations.	• Teacher accepts and fulfills assigned tasks and responsibilities related to school operations and management.	• Teacher is inconsistent in fulfilling assigned duties beyond basic classroom instruction.	• Teacher does not fulfill expectations of general building management tasks. Teacher may be late or non-compliant with requests for information and reports.
• Teacher embraces and reinforces the expectations for student behavior and supports the actions of students in implementing positive behavior incentive plans.	• Teacher supports and enforces the school's commonly accepted expectations for student behavior. Teacher proactively addresses behavior concerns with students to help them comply with expectations.	• Teacher inconsistently enforces school rules and procedures and/or may overlook behaviors by select students.	• Teacher is not cooperative in enforcing school expectations of student behavior.
• Teacher is a positive "ambassador" for the school and embodies the values and vision of the school in active outreach opportunities.	• Teacher is fully supportive of the school's vision and works to fulfill the school's announced mission.	• Teacher inconsistently supports the school's vision yet is generally compliant with requested support.	• Teacher communicates negative feelings and disregard for the school's vision and general operating procedures.

Related Professional Responsibilities			*CLASSROOM TEACHER*

5. Shows professionalism and integrity [addressed during summative evaluations]

Teachers conduct themselves in the business of the school honestly and ethically. They adhere to principles of confidentiality and make decisions in the best interests of children. Teachers comply with district and school policies and regulations in regard to such items as attendance, punctuality, and the use of school property.

Highly Effective	Effective	Developing	Ineffective
• Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership with peers.	• Relationships with colleagues are characterized by mutual support and cooperation.	• Relationships with colleagues are characterized by inconsistent support and cooperation.	• Relationships with colleagues are negative, divisive, or self-serving.
• All matters of confidential nature are handled with highest level of integrity.	• Teacher maintains confidentiality of information regarding students or peers.	• Teacher may share information with inappropriate people or for purposes beyond its intent.	• Teacher is indiscreet with confidential information and may use privileged information for personal gain or advancement.
• Teacher serves as a model of professional appearance, language, and behavior in and beyond the school day in school related functions.	• Teacher meets established guidelines for professional appearance and displays appropriate language and demeanor in school settings.	• Teacher inconsistently follows guidelines for professional appearance, language, and demeanor in school settings.	• Teacher shows disregard for expectations of proper dress, language, and decorum in the workplace.
• Teacher provides plans and materials to special educators and related service providers more than a day in advance. Teacher provides written or verbal directions and materials to paraprofessionals more than a day in advance.	• Teacher provides plans and materials to special educators and related service providers a day in advance. Teacher provides written or verbal direction and materials to paraprofessionals in a timely manner.	• Teacher inconsistently provides plans and materials to special educators and related service providers. Teacher inconsistently provides directions and materials to paraprofessionals.	• Teacher does not provide plans or materials to special educators, related service providers, and/or paraprofessionals.