

# Teacher Evaluation Framework/Rubric

## Domain 1: Planning and Preparation

### Component 1a: Demonstrating Knowledge of Content and Pedagogy

Regardless of instructional techniques, teachers must have sufficient command of a subject to guide student learning. The term “content” includes far more than factual information. It encompasses all aspects of a subject: concepts, principles, relationships, methods of inquiry, and outstanding issues. Students look to teachers as their source of information about a subject. Although teachers may sometimes withhold information to encourage student inquiry, what they do convey should be accurate and should reflect deep understanding.

Although necessary for good teaching, subject knowledge is not enough. Teachers use pedagogical techniques particular to the different disciplines to help convey information and teach skills. In addition, knowledgeable teachers know which concepts are central to a discipline and which are peripheral. Some disciplines, particularly mathematics, have important prerequisite relationships. For example, students must understand place value before they can understand addition and subtraction with regrouping.

A teacher’s knowledge of content and pedagogy is reflected in an awareness of common student misconceptions or likely sources of error and how these should be handled. Teachers who are knowledgeable about subject-based pedagogy anticipate such misconception and work to dispel them.

#### POSSIBLE EVIDENCE:

- Teacher’s unit or lesson plans identify the content knowledge and lay out a plan that includes various teaching methods and grouping strategies.
- Teacher’s unit and lesson plans are cohesive and logical, covering district curriculum.
- Teacher engages in professional growth activities.
- Teacher provides examples of instructional artifacts.
- Teacher maintains pertinent anecdotal records/notes.
- Teacher interacts with students.
- Teacher uses a variety of grouping strategies with students.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Knowledge of Content</b>	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.

<b>Knowledge of Prerequisite Relationships</b>	Teacher displays little understanding of prerequisite knowledge important for student learning of content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
<b>Knowledge of Content-Related Pedagogy</b>	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practices and anticipates student misconceptions.

## **Domain 1: Planning and Preparation**

### **Component 1b: Demonstrating Knowledge of Students**

To maximize learning, teachers must know not only their subject and its accompanying pedagogy, but also their students. Each age group has certain developmental characteristics – intellectual, social, and emotional. Teachers' knowledge of their students should include knowledge of the students' stage of developmental understanding.

Recent research on cognition has found that understanding requires students to actively participate in constructing meaning based on their own experiences. For example, their current understanding of fractions influences what else they can learn and understand about the topic. Some students may have erroneous information. Teachers' knowledge of students includes knowing what these misunderstandings and misconceptions are.

Students vary enormously in their interests, talents, and preferred approaches to learning. For example, many teachers know that an individual student is artistic, another is a whiz at numbers, and a third has highly creative skills. Skilled teachers help students build on these strengths while developing all areas of competence. In addition, many classes include students with special needs. Teacher's knowledge of students should include information about their strengths and needs in collaboration with special education staff, which is used in instructional planning.

Students' academic knowledge is not the only area that affects their experiences in learning. Students bring out-of-school knowledge of everyday events, interests, and activities, as well as misunderstandings and parents' opinions, to school with them. This knowledge influences school based learning.

#### **POSSIBLE EVIDENCE:**

- Teacher communicates with staff, parents, and outside agencies as appropriate.
- Teacher works with colleagues to share strategies for implementing IEP's, 504 goals, and RTI.
- Teacher accommodates students' backgrounds, cultural heritage and interests in planning lessons and during instruction.
- Teacher implements a variety of learning experiences.
- Teacher demonstrates an awareness of student skills and knowledge.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Knowledge of Characteristics of Age Group</b> <small>(intellectual, social, and emotional)</small>	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns and the extent to which each student follows patterns.
<b>Knowledge of Students' Varied Approaches to Learning</b>	Teacher is unfamiliar with the different approaches to learning that students exhibit.	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
<b>Knowledge of Students' Skills and Knowledge</b>	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge and displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
<b>Knowledge of Students' Interests and Cultural Heritage</b>	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.

## Domain 1: Planning and Preparation

### Component 1c: Selecting Instructional Goals

In general, it is a teacher's responsibility to establish instructional goals. In classrooms organized as a community of learners, however, teachers engage students in determining these goals. When teachers establish instructional goals, they must take into account a number of factors: the state or district content standards and curriculum, the requirements of external mandates such as AP exams, and community expectations.

Instructional goals must be worthwhile and represent learning central to a discipline as well as high-level learning for the students. In selecting instructional goals, teachers should consider the importance of what they introduce to students. Goals must be clear and stated in terms of student learning rather than student activity. They may deal with knowledge and understanding, thinking, or social skills. Indeed, content and process goals are usually present simultaneously. Instructional goals should be capable of assessment. They must be stated in clear language that permits viable methods of evaluation and the establishment of performance standards.

The goals must be appropriate to the diverse academic needs of all students in a teacher’s charge, providing for the students’ age and developmental levels, prior skills and knowledge, interests, and backgrounds. Skilled teachers adjust their instructional goals to accommodate the diversity represented by their students.

Instructional goals should reflect a balance among different types of learning. Some may represent factual knowledge or conceptual understanding. Others may include reasoning skills, social skills, or communication. A single lesson may incorporate only a few types of goals; a longer unit generally includes a balance.

**POSSIBLE EVIDENCE:**

- Teacher develops lesson plans that follow common curriculum goals and state standards.
- Teacher creates or uses assessment aligned with instructional goals.
- Teacher sets goals that reflect the diverse academic needs of all students in class.
- Teacher sets appropriate expectations for all students.
- Teacher sets goals that represent different types of learning.
- Teacher sets goals that are interdisciplinary (across curriculum).

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Value</b>	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
<b>Clarity</b>	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
<b>Suitability for Diverse Students</b>	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
<b>Balance</b>	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

## Domain 1: Planning and Preparation

### Component 1d: Demonstrating Knowledge of Resources

There are two primary types of resources: those to assist in teaching and those to help students. Although the balance between the two types varies in different settings, both should be, to some degree, evident in all contexts.

Resources for teaching include the myriad of things used in any classroom. Teachers can draw from a wide variety of human resources, from experts within the classroom community, to those from the larger business and civic world. Most teachers extend their reach for instructional materials beyond what a school provides, thereby enhancing their students' experiences.

When teachers are knowledgeable about the range of resources to aid in their teaching, they can expand their repertoire of instructional goals, knowing that they can go to these resources for help. Awareness of these resources is the first step in using them in a classroom.

Knowledge of resources to assist students is part of all teachers' responsibility. Students' full potential can only be realized if their teachers are aware of what is available. Resources for students include items and services available both through and beyond the school.

#### POSSIBLE EVIDENCE:

- Teacher utilizes a variety of resources such as school, district, community, and professional sources.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Resources for Teaching</b>	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
<b>Resources for Students</b>	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

## Domain 1: Planning and Preparation

### Component 1e: Designing Coherent Instruction

A teacher translates instructional goals into learning experiences for students through the design of instruction.

A critical element in instructional design is the creation or adaptation of a series of learning activities within an instructional unit. This sequence should be logical and likely to engage students in meaningful activities. The activities and grouping strategies should vary, showing many ways to engage students in the content.

Another element in instructional design is the choice of materials and resources. Teachers should select these carefully and make sure they clearly support the instructional goals and engage students in meaningful learning.

A coherent instructional unit has a well-defined structure. Individual activities support the whole, each activity playing an important role. Time allocations are reasonable, with opportunities for students to engage in reflection and closure. Topics from one part of the unit are connected with others; students explore a subject from many different angles and understand the relationship of the parts to the whole. Instructional groups are suitable to both the instructional goals and the students.

Where appropriate, students are provided opportunities to choose their own materials, work groups, and/or activities.

#### POSSIBLE EVIDENCE:

- Teacher uses activities that are relevant and sequential.
- Teacher uses materials and resources that support instructional goals.
- Teacher uses a variety of instructional goals and show evidence of student choice.
- Teacher creates lessons following a logical structure and sequence.
- Teacher designs lessons allowing for multiple and varied exposure to materials.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Learning Activities</b>	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some of the activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently producing a unified whole and reflecting recent professional research.

<b>Instructional Materials and Resources</b>	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
<b>Instructional Groups</b>	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
<b>Lesson and Unit Structure</b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

## **Domain 1: Planning and Preparation**

### **Component 1f: Assessing Student Learning**

Only through the assessment of student learning can teachers know if students have met the instructional goals of a unit or lesson. One requirement of a design for assessing student learning is that each instructional goal can be assessed in some way.

A well-designed approach is clear about how student work will be evaluated. For complex instructional goals, and for assessment methods that don't yield a single correct response, part of designing an assessment is to determine a scoring system for evaluating student work. Such a scoring system not only identifies the criteria of an acceptable response but also establishes standards of performance clearly communicated to the student.

Where appropriate, assessment methodologies should reflect authentic, real-world applications of knowledge and understanding. Such authenticity motivates students and provides teachers with excellent insight into student learning.

#### **POSSIBLE EVIDENCE:**

- Teacher designs common assessments that align with curriculum and state standards and are congruent with instructional goals.
- Teacher clearly communicates assessment criteria and standards to students and parents.
- Teacher uses formative assessment results to plan future instruction.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Congruence with Instructional Goals</b>	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
<b>Criteria and Standards</b>	The proposed approach contains no clear criteria or standards.	Assessment criteria and standard have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
<b>Use for Planning</b>	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

## Domain 2: The Classroom Environment

### Component 2a: Creating an Environment of Respect and Rapport

Teaching is a matter of relationships among individuals. These relationships should be grounded in rapport and mutual respect, both between the teacher and students and among students.

Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. In a respectful environment, *all* students feel valued and safe. They know they will be treated with dignity, even when they take intellectual risks.

Sometimes teachers convey their caring for students through a somewhat firm demeanor and highly structured atmosphere. Underneath, however, is the essential caring that teachers exhibit for their students and the caring that students are encouraged to exhibit for one another.

Appropriate ways of demonstrating respect and rapport reflect the context and depend on nonverbal as well as verbal behavior. What is suitable for kindergarten children is unusual, or even inappropriate for high school students. Parts of student-teacher interaction may be influenced by the cultural traditions of students; for example, ways of showing respect in one environment may be offensive in another.