COMPONENT LEVEL RUBRICS

Domain 1: Planning and Preparation				
Component	**Ineffective**	**Developing**	**Proficient**	**Accomplished**
Component 1a: Demonstrating Knowledge of Content and Pedagogy	Teacher makes content errors, displays little understanding of background knowledge or of pedagogical issues.	Teacher displays basic content knowledge and some awareness of background and pedagogical knowledge. but doesn't anticipate student misconceptions.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline. The teacher's pedagogical practices reflect current research on best practices within the discipline.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge. Teacher implements a repertoire of pedagogical practices based on current research
Component 1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no knowledge of child and adolescent development. Teacher displays little understanding of students' backgrounds, skills, abilities, or interests; and doesn't use this	Teacher demonstrates a partial understanding of developmental characteristics and knowledge of students' backgrounds, skills, interests, and abilities and attempts to use this in planning for the class as a whole.	Teacher demonstrates extensive knowledge of developmental characteristics, students' backgrounds, skills, and interests, and uses this knowledge to plan for a class as a whole and for groups	Teacher demonstrates thorough knowledge of characteristics of the age group, the students' backgrounds, skills, interests and abilities, and uses this knowledge to plan for individual student learning.
Component 1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. Outcomes are either not clear or are stated as activities, not as student learning, and do not permit viable methods of assessment. Outcomes reflect only one type of learning and only one discipline or strand. Outcomes are not suitable for diverse learners and are not based on any assessment of student needs.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. Outcomes reflect several types of learning but aren't coordinated or integrated. Most outcomes are suitable for most of the class based on global assessments of student learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. Instructional outcomes are clear, written in the form of student learning and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. The needs of some individual students may not be accommodated.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. They are clear,, written in the form of student learning and permit viable methods of assessment. Where appropriate, outcomes reflect several different types of learning and opportunities for coordination and integration. Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.
Component 1d: Demonstrating Knowledge of Resources	Teacher is unaware of and/or doesn't use resources through the school or district either for teaching or for students who need them. Teacher is unaware of resources to extend content knowledge and pedagogy and all of its components. Teacher does not use the internet as a	Teacher displays awareness of resources available for classroom use and to extend content and pedagogical knowledge through the school or district either for teaching or for students who need them, but has no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use and to extend content and pedagogical knowledge through the school or district either for teaching or for students who need them, and has some familiarity with resources external to the school and on the internet.	Teacher's knowledge of resources for classroom use and to enhance content and pedagogical knowledge is extensive and includes not only the school and district, but also the internet, the community, professional organizations as well as universities.
Component 1e: Designing Coherent Instruction	The various elements of the teacher's instructional design do not support the instructional outcomes or engage students in meaningful, relevant learning. Instructional groups do not support the instructional outcomes. Teacher's instructional plan has no defined structure.	The lesson has a recognizable structure with some learning activities suitable to students or to the instructional outcomes but with no differentiation. Some of the materials and resources are suitable, support the instructional outcomes, and engage students in meaningful learning.	The lesson has a clearly defined structure, with all learning activities suitable to students, support the instructional outcomes, and most represent significant cognitive challenge, but with some differentiation for different students.	The lesson's structure is clear and allows for different pathways. Learning activities are highly suitable to diverse learners and support the instructional outcomes, are designed to engage students in high level cognitive activity, and are differentiated for individual learners. There is evidence of appropriate use of technology and student selection of materials
Component 1f : Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes, has no criteria or standards. The teacher has no plan to incorporate formative assessment in the lesson and has no plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed, criteria and standards have been developed but aren't clear. The use of formative assessment is rudimentary. The teacher plans to use assessment results to plan for future instruction for the entire class.	All of the instructional outcomes are assessed and methodologies may have been adapted for groups. Criteria and standards are clear; formative assessment is strategically used. Assessment results are used to plan for the future instruction of groups of students.	Approach to assessment is fully aligned with instructional outcomes in content and process. Methodologies are adapted for individual students as needed and results are used to plan instruction. Students help develop criteria and standards .as well as are involved in formative assessment design and information.

COMPONENT LEVEL RUBRICS

Domain 2: The Classroom Environment				
Component	Ineffective	Developing	Proficient	Accomplished
Component 2a: Creating an Environment of Respect and Rapport	Interactions in teacher's classroom, both teacher/student and among students are negative and inappropriate, characterized by sarcasm, insults, and conflict.	Interactions in teacher's classroom are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity to students.	Interactions in teacher's classroom reflect general warmth and caring and are respectful of the cultural and are respectful of the cultural and developmental differences among groups of students.	Interactions in teacher's classroom are highly respectful, reflecting genuine warmth and caring towards individuals. Students themselves ensure maintenance of high levels of civility among members of the class.
Component 2b: Establishing a Culture for Learning	Teacher or students convey a negative attitude toward the content. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations. Students demonstrate little or no pride in their work. Completion of task seems to be the motivator.	Teacher communicates importance of work but there is only minimal buy-in by the students. Instructional outcomes, activities and assignments, and classroom interactions convey modest expectations for student learning and achievement. Students accept the responsibility to do good work but invest little into its quality.	Teacher communicates enthusiasm for the content, and students demonstrate consistent commitment to its value. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. Students accept the teacher's insistence on work of high quality.	Students demonstrate through their active participation and curiosity that they value the content. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts or helping peers.
Component 2c: Managing Classroom Procedures	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of instructional time.	Classroom routines and procedures have been established by the teacher but function unevenly or inconsistently, with some loss of instructional time.	Classroom routines and procedures have been established by the teacher and function smoothly with little loss of instructional time.	Classroom routines and procedures have been established with student input and are seamless in their operation, with students assuming considerable responsibility for their implementation.
Component 2d: Managing Student Behavior	Student behavior in the classroom is consistently poor; teacher has established no clear expectations; no monitoring of student behavior is evident, and responses to student misbehavior are inappropriate.	Student behavior in the classroom is inconsistent. Teacher makes an effort to establish standards of conduct for students, to monitor student behavior and to appropriately respond to student misbehavior.	Student behavior in the classroom is consistently correct. Teacher is aware of student behavior, has established clear standards of conduct and responds to student misbehavior in ways that are appropriate and respectful to the student.	Student behavior in the classroom is entirely appropriate with evidence of student participation in setting expectations and monitoring of behavior. Teacher monitoring is subtle and preventive responses to student misbehavior are sensitive to individual student needs.
Component 2e: Organizing Physical Space	Teacher makes poor use of the environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the learning.	Teacher's classroom is safe and at least essential learning is accessible to all students; furniture arrangement partially supports the learning activities.	Teacher's classroom is safe and learning activities are accessible to all students; furniture arrangement and other physical resources are deliberately chosen to support the learning activities.	Teacher's classroom is safe; furniture and other physical resources are deliberately organized to support the learning activities; students take ownership in ensuring the physical environment supports the learning of all students.

COMPONENT LEVEL RUBRICS

Domain 3: Instruction				
Component	Ineffective	Developing	Proficient	Accomplished
Component 3a: Communicating with students	Teacher's oral and written communication contains errors or is unclear and inappropriate to students; does not include learning objectives.	Teacher's oral and written communication is correct but is not completely appropriate to students or is unclear regarding learning objectives, requiring further explanations to avoid confusion.	Teacher's oral and written communication is consistently clear and appropriate to students and includes learning objectives.	Teacher's oral and written communication is clearly expressed; includes learning objectives, and indicates the anticipation of possible student misconceptions.
Component 3b: Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, consistently using low level questions, little discussion, and limited student participation.	Teacher makes uneven use of questioning and discussion techniques, including some high-level questions, attempts to solicit varied ideas during discussion and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, varied ideas, and full participation by all students.	Teacher's students formulate many high-level questions and assume responsibility for participation of all students in discussions.
Component 3c: Engaging Students in Learning	Students are not intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representation of content, or lack of structure or pacing.	Students are intellectually engaged sporadically as a result of activities or materials of uneven quality, inconsistent representation of content or uneven structure or pacing.	Students are intellectually engaged throughout the learning as a result of appropriate activities and materials, instructive representatives of content and suitable structure and pacing.	Students are highly engaged throughout the learning and make material contributions to the representation of content, the activities, and the materials; the structure and the pacing of learning allow for student reflection and closure.
Component 3d: Using Assessment in Instruction	Students are not aware of the criteria and performance standards by which their work will be evaluated. Teacher does not monitor student learning in the curriculum. Teacher's feedback is of poor quality. Students do not engage in self-assessment or monitor their progress.	Students know some of the criteria and performance standards by which their work will be evaluated. Teacher monitors the class as a whole but elicits no diagnostic information. Teacher's feedback to students is uneven and timeliness is inconsistent. Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students are fully aware of the criteria and performance standards by which their work will be evaluated. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts. Teacher's feedback to students is timely and of high quality. Students frequently assess and monitor their own work against assessment criteria and performance standards.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Teacher actively elicits diagnostic information from individual students regarding understanding. Teacher's feedback is consistently high quality and provided in a timely manner. Provision is made for students to make prompt use of the feedback in their learning. Students not only frequently assess and monitor their own work but also use that information in their learning.
Component 3e: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instructional plan in spite of evidence of poor student understanding or students' interests and questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates limited flexibility and responsiveness to students' needs and interests during the learning; teacher assumes some responsibility for student success but does not actively seek ways to ensure successful learning for all students.	Teacher makes appropriate adjustments to instructional plans and responds to students' interests and questions during the learning; teacher actively seeks ways to ensure successful learning for all students.	Teacher is highly responsive and makes major adjustments in instructional plans as a result of students' interests and questions during the learning; teacher persists in ensuring the success of all students.

COMPONENT LEVEL RUBRICS

Domain 4: Professional Responsibilities			

Component	Ineffective	Developing	Proficient	Accomplished
Component 4a: Reflecting on Teaching	Teacher's reflection on instruction, student work, and products is inaccurate; teacher cannot propose ideas for improvement.	Teacher's reflection on instruction, student work and products is generally accurate; teacher can make global suggestions for improvement.	Teacher reflection on instruction, student work, and products is accurate; teacher can cite general characteristics and make specific suggestions for improvement or alternative strategies.	Teacher reflection on instruction, student work, and products is highly accurate and perceptive; teacher can cite specific examples and draw on an extensive repertoire to suggest alternative strategies.
Component 4b: Maintaining Accurate Records	Teacher has no system for maintaining accurate records or the system is disarray, resulting in errors and confusion.	Teacher has a rudimentary system for maintaining accurate records; system is only partially effective.	Teacher has an effective and efficient system for maintaining accurate records which uses the available technologies.	Teacher has an effective and efficient system for maintaining accurate records which maximizes the use of available technologies; students contribute to its maintenance.
Component 4c: Communicating with Families	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedure for communicating with families and makes an effort to engage them in the instructional program; limited communication techniques are employed.	Teacher communicates frequently with families and actively seeks ways to engage them in the instructional program; varied communications techniques that include the available technologies are employed.	Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; wide ranges of communication techniques, that include the available technologies, are employed; students participate in communicating with families.
Component 4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school or district initiatives.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district initiatives.	Teacher participates actively in school and district projects and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to school and district projects and assumes leadership role with colleagues.
Component 4e: Growing and Developing Professionally	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Teacher's participation in professional development activities is limited to those that are convenient or are required.	Teacher seeks out opportunities for professional development to enhance content knowledge, pedagogical skill, and the professional culture of building/district.	Teacher makes a substantial contribution to the professional culture of the building/district; teacher actively pursues own professional development.
Component 4f: Showing professionalism	Teacher is not alert to students' needs; teacher contributes to school practices that are self-serving or harmful to students. Teacher does not comply with school and district regulations.	Teacher makes a genuine but inconsistent attempt to serve students' social/emotional needs; teacher's decisions and recommendations are based on limited professional considerations. Teacher complies minimally with school and district regulations.	Teacher makes genuine and successful efforts to serve students' social/emotional needs; teacher works to ensure that all students receive a fair opportunity to succeed. Teacher participates in team or departmental decision making. Teacher complies with school and district regulations.	Teacher is highly proactive in serving students; seeking out resources when needed. Teacher takes a leadership role in team or departmental decision making and helps ensure that decisions are based on professional standards. Teacher complies fully with school and district regulations taking a leadership role with colleagues.
Component 4g: Utilizing Technology	Teacher does not incorporate technology in preparation or delivery of instruction and provides minimal access to technology as a resource for students; teacher does not utilize e mail, voice mail, or communicates electronically in any other means.	Teacher occasionally incorporates technology in preparation or delivery of instruction; teacher provides limited access to technology as a resource for students; teacher occasionally utilizes e mail, voice mail, or communicates electronically in some other means.	Teacher incorporates technology in preparation and delivery of instruction; teacher readily provides access to technology as a resource for students; teacher utilizes e mail, voice mail, or other forms of electronic communication.	Teacher fully integrates technology in preparation and delivery of instruction; teacher insures access to technology as a resource for students; teacher initiates electronic communication with all stakeholders.