



Massachusetts Model System for Educator Evaluation

Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator, and Teacher

Appendix C. Teacher Rubric

January 2012

Guide to Teacher Rubric

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” ([603 CMR 35.02](#)) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the ESE Model Teacher Rubric.

Structure of the Teacher Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: *Curriculum, Planning, and Assessment; Teaching All Students; Family and Community Engagement; and Professional Culture.*
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the teacher rubric: *Curriculum and Planning; Assessment; and Analysis.*
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient, or Exemplary.*

Use of the Teacher Rubric

This rubric describes teaching practice. It is intended to be used throughout the 5 step evaluation cycle for all teachers, including teachers of whole classrooms, small groups, individual students, or any combination of the above. The rubric is designed to be applicable to general education teachers from pre-K through Advanced Placement, as well as teachers with specialized classes or knowledge, including teachers of English Language Learners, and special education teachers; districts may also choose to use this rubric for educators in other roles such as specialists.

The responsibilities of teachers to whom this rubric will be applied may vary. ESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and Elements that should be high priorities according to that educator’s role and responsibilities as well as his/her professional practice and student learning needs. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

Teacher Rubric At-A-Glance

| Standard I: Curriculum, Planning, and Assessment | Standard II: Teaching All Students | Standard III: Family and Community Engagement | Standard IV: Professional Culture |
|---|---|--|---|
| <p>A. Curriculum and Planning Indicator</p> <ol style="list-style-type: none"> 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons <p>B. Assessment Indicator</p> <ol style="list-style-type: none"> 1. Variety of Assessment Methods 2. Adjustments to Practice <p>C. Analysis Indicator</p> <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students | <p>A. Instruction Indicator</p> <ol style="list-style-type: none"> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs <p>B. Learning Environment Indicator</p> <ol style="list-style-type: none"> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation <p>C. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> 1. Respects Differences 2. Maintains Respectful Environment <p>D. Expectations Indicator</p> <ol style="list-style-type: none"> 1. Clear Expectations 2. High Expectations 3. Access to Knowledge | <p>A. Engagement Indicator</p> <ol style="list-style-type: none"> 1. Parent/Family Engagement <p>B. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Learning Expectations 2. Curriculum Support <p>C. Communication Indicator</p> <ol style="list-style-type: none"> 1. Two-Way Communication 2. Culturally Proficient Communication | <p>A. Reflection Indicator</p> <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting <p>B. Professional Growth Indicator</p> <ol style="list-style-type: none"> 1. Professional Learning and Growth <p>C. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Professional Collaboration <p>D. Decision-Making Indicator</p> <ol style="list-style-type: none"> 1. Decision-making <p>E. Shared Responsibility Indicator</p> <ol style="list-style-type: none"> 1. Shared Responsibility <p>F. Professional Responsibilities Indicator</p> <ol style="list-style-type: none"> 1. Judgment 2. Reliability and Responsibility |

How to reference parts of the rubric:

Indicator terminology: under the “Teaching All Students” Standard (II), the “Instruction Indicator” (A) can be referred to as *Indicator II-A*

Element terminology: under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as *Element II-A-2*

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Standard I: Curriculum, Planning, and Assessment. *The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

| Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. | | | | |
|---|---|--|--|--|
| I-A. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| I-A-1. Subject Matter Knowledge | Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject. | Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject. | Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject. | Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element. |
| I-A-2. Child and Adolescent Development | Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes. | Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes. | Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes. | Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element. |

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice: Teacher Rubric

| I-A. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|--|--|---|
| I-A-3. Rigorous Standards- Based Unit Design | Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills. | Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills. | Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula. | Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element. |
| I-A-4. Well- Structured Lessons | Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class. | Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping. | Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. | Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element. |

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Standards and Indicators of Effective Teaching Practice:

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| Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction. | | | | |
|---|---|---|---|--|
| I-B. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| I-B-1. Variety of Assessment Methods | Administers only the assessments required by the school and/or measures only point-in-time student achievement. | May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards. | Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards. | Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element. |
| I-B-2. Adjustment to Practice | Makes few adjustments to practice based on formal and informal assessments. | May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings. | Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students. | Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element. |

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Standards and Indicators of Effective Teaching Practice: Teacher Rubric

| Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately. | | | | |
|---|---|--|--|--|
| I-C. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| I-C-1. Analysis and Conclusions | Does not draw conclusions from student data beyond completing minimal requirements such as grading for report cards. | Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions. | Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning. | Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions. Is able to model this element. |
| I-C-2. Sharing Conclusions With Colleagues | Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback. | Only occasionally shares with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning. | Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning. | Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning. Is able to model this element. |
| I-C-3. Sharing Conclusions With Students | Provides little or no feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance. | Provides some feedback about performance beyond grades but rarely shares strategies for students to improve their performance toward objectives. | Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance. | Establishes early, constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement. Is able to model this element. |

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Standards and Indicators of Effective Teaching Practice:

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Standard II: Teaching All Students. *The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

| Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. | | | | |
|--|---|--|--|---|
| II-A. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| II-A-1. Quality of Effort and Work | Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort. | May states high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort. | Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice. | Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element. |
| II-A-2. Student Engagement | Uses instructional practices that leave most students uninvolved and/or passive participants. | Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants. | Consistently uses instructional practices that are likely to motivate and engage most students during the lesson. | Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element. |
| II-A-3. Meeting Diverse Needs | Uses limited and/or inappropriate practices to accommodate differences. | May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences. | Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners. | Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element. |

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| Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning. | | | | |
|---|--|---|--|---|
| II-B. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| II-B-1. Safe Learning Environment | Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning. | Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element. |
| II-B-2. Collaborative Learning Environment | Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective. | Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups. | Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers. | Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice. |
| II-B-3. Student Motivation | Directs all learning experiences, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn. | Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take academic risks. | Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn. | Consistently supports students to identify strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Models these skills for colleagues. |

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Standards and Indicators of Effective Teaching Practice:

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| Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected. | | | | |
|---|--|--|--|---|
| II-C. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| II-C-1. Respects Differences | Establishes an environment in which students demonstrate limited respect for individual differences. | Establishes an environment in which students generally demonstrate respect for individual differences | Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges. | Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this practice. |
| II-C-2. Maintains Respectful Environment | Minimizes or ignores conflicts and/or responds in inappropriate ways. | Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others. | Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities. | Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this practice. |

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Standards and Indicators of Effective Teaching Practice:

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| Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students. | | | | |
|---|--|--|--|--|
| II-D. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| II-D-1. Clear Expectations | Does not make specific academic and behavior expectations clear to students. | May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them. | Clearly communicates and consistently enforces specific standards for student work, effort, and behavior. | Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element. |
| II-D-2. High Expectations | Gives up on some students or communicates that some cannot master challenging material. | May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability. | Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. | Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element. |
| II-D-3. Access to Knowledge | Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students. | Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students. | Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. | Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element. |

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Standards and Indicators of Effective Teaching Practice:

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Standard III: Family and Community Engagement. *The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

| Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community. | | | | |
|---|---|---|--|--|
| III-A. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| III-A-1. Parent/Family Engagement | Does not welcome families to become participants in the classroom and school community or actively discourages their participation. | Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning. | Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community. | Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element. |

| Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school. | | | | |
|--|--|--|--|---|
| III-B. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| III-B-1. Learning Expectations | Does not inform parents about learning or behavior expectations. | Sends home only a list of classroom rules and the learning outline or syllabus for the year. | Consistently provides parents with clear, user-friendly expectations for student learning and behavior. | Successfully conveys to most parents student learning and behavior expectations. Is able to model this element. |
| III-B-2. Curriculum Support | Rarely, if ever, communicates with parents on ways to support children at home or at school. | Sends home occasional suggestions on how parents can support children at home or at school. | Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency. | Successfully prompts most families to use one or more of the strategies suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to model this element. |

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| Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance. | | | | |
|---|--|---|---|--|
| III-C. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| III-C-1. Two-Way Communication | Rarely communicates with families except through report cards; rarely solicits or responds promptly and carefully to communications from families. | Relies primarily on newsletters and other one-way media and usually responds promptly to communications from families. | Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families. | Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Is able to model this element. |
| III-C-2. Culturally Proficient Communication | Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully. | May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences. | Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values. | Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element. |

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Standards and Indicators of Effective Teaching Practice:

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Standard IV: Professional Culture. *The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.*

| Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning. | | | | |
|--|--|--|---|---|
| IV-A. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| IV-A-1. Reflective Practice | Demonstrates limited reflection on practice and/or use of insights gained to improve practice. | May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element. |
| IV-A-2. Goal Setting | Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach. | Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data. | Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data. | Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data. Is able to model this element. |

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| Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles. | | | | |
|---|--|--|---|--|
| IV-B. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| IV-B-1. Professional Learning and Growth | Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice. | Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice. | Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities. | Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element. |

| Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks. | | | | |
|--|---|--|--|--|
| IV-C. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| IV-C-1. Professional Collaboration | Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning. | Does not consistently collaborate with colleagues in ways that support productive team effort. | Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. | Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Is able to model this element. |

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Standards and Indicators of Effective Teaching Practice:

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| Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning. | | | | |
|--|--|---|---|---|
| IV-D. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| IV-D-1. Decision-Making | Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise. | May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise. | Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level. | In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element. |

| Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school. | | | | |
|--|--|--|--|--|
| IV-E. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| IV-E-1. Shared Responsibility | Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs. | Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs. | Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs. | Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element. |

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice: Teacher Rubric

| Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently. | | | | |
|---|---|---|--|--|
| IV-F. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| IV-F-1. Judgment | Demonstrates poor judgment and/or discloses confidential student information inappropriately. | Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information. | Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately. | Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element. |
| IV-F-2. Reliability & Responsibility | Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent. | Occasionally misses or is late to assignments, completes work late, and/or makes errors in records. | Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school. | Consistently fulfills all professional responsibilities to high standards. Is able to model this element. |

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."