Minnesota Department of
Educati☉n

Performance Standards for Teacher Practice
Rubric

DOMAIN 1: PLANNING

Indicator A: Aligns learning targets with standards and student data inform planning
i. *Plans units and lessons effectively*
ii. *Selects learning targets and activities*
iii. *Applies content knowledge and understanding of how students learn*
iv. *Uses student data to inform planning*

Indicator B: Uses content, resources and student knowledge to design coherent instruction
i. *Designs coherent instruction*
ii. *Creates interdisciplinary and extended learning experiences*
iii. *Uses available resources and technology*
iv. *Designs culturally relevant instructional strategies*

Indicator C: Plans for assessment and differentiation
i. *Plans formative and summative assessments*
ii. *Plans for differentiation*

DOMAIN 2: ENVIRONMENT

Indicator A: Creates a respectful classroom culture of trust, safety and high expectations
i. *Creates a safe learning environment*
ii. *Establishes a culture of learning*
iii. *Creates a culture of persistence*

Indicator B: Establishes and maintains clear expectations for classroom and behavior management
i. *Establishes and maintains classroom routines and procedures*
ii. *Monitors and provides feedback on student behavior*

DOMAIN 3: INSTRUCTION

Indicator A: Communicates learning targets and content effectively
i. *Uses content knowledge to promote learning*
ii. *Communicates learning targets and content*

Indicator B: Facilitates activities and discussions that promote high cognitive engagement
i. *Uses instructional strategies to engage students*
ii. *Uses questioning and discussion techniques*
iii. *Uses appropriate pacing and structure*

Indicator C: Uses varied assessment techniques to advance student learning
i. *Uses formative assessments to inform instruction*
ii. *Provides feedback to advance learning*
iii. *Promotes student self-assessment*

DOMAIN 4: PROFESSIONALISM

Indicator A: Reflects on teaching practice
i. *Uses self-reflection to improve instruction*
ii. *Uses feedback to improve instruction*
iii. *Plans for professional growth*

Indicator B: Engages in professional development
i. *Participates in professional development*
ii. *Collaborates with colleagues*
iii. *Contributes to school and district culture for learning*

Indicator C: Maintains professional responsibilities and communicates with families
i. *Adheres to standards of ethical conduct*
ii. *Maintains accurate records*
iii. *Completes tasks in an organized and efficient manner*
iv. *Communicates with families*
v. *Understands the cultural and linguistic backgrounds of students, their families and the community*

Model for piloting in school year 2013-14

Domain 1: Planning. The teacher develops an effective instructional sequence.
INDICATOR 1A: Aligns learning targets with standards and student data inform planning
What will you teach?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
i. Plans units and lessons effectively	*There is no evidence of planning daily, weekly and/or unit instruction.*	*Daily, weekly and/or unit planning is inconsistent.*	*Daily, weekly and/or unit planning is consistent and builds on students' prior knowledge and experience.*	*Daily, weekly and unit planning is consistent, thorough and builds on students' prior knowledge and experience.* *Model, coach and mentor colleagues and/or pre-service teachers in planning high-quality units and lessons.*
ii. Selects learning targets and activities	*Learning targets* are unconnected to content and MN standards, or are stated as activities.* *Learning activities are not aligned with learning targets.*	*Learning targets* are connected to learning activities and MN standards.* *Learning activities are aligned with learning targets.* *Learning activities include limited opportunities for students to engage.*	*Learning targets* are clearly connected to learning activities and MN standards and are stated in terms of student learning.* *Learning activities are aligned with learning targets.* *Learning activities include multiple opportunities for students to engage.*	*Learning targets* are clearly connected to learning activities and MN standards and are stated in terms of student learning.* *Learning targets and activities reflect different types of learning.* *Learning activities are aligned with learning targets.* *Learning activities include a variety of opportunities for students to engage.* *Model, coach and mentor colleagues and/or pre-service teachers in selecting learning targets matched with effective learning activities.*

Model for piloting in school year 2013-14

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
iii. Applies content knowledge and understanding of how students learn	*Teacher's knowledge of content is limited, which is demonstrated by content errors.*	*Teacher's knowledge of content and how students learn the content is generally accurate, but limits teacher's ability to anticipate common student misconceptions.*	*Teacher's knowledge of content and how students learn the content is accurate and current, allowing teacher to anticipate common student misconceptions.*	*Teacher's extensive and current knowledge of content and how students learn that content is evident, allowing teacher to anticipate common student misconceptions.* *Teacher plans ways for students to assume responsibility for their own learning.* *Continuously applies and disseminates current research and best practice.*
iv. Uses student data to inform planning	*There is no evidence that the lesson design or learning targets have been informed by previous student data/work.*	*The learning targets and lesson design have been informed by an analysis of classroom/grade-level student data/work.*	*The learning targets and lesson design have been informed by an analysis of classroom/grade and individual student data/work.*	*The learning targets and lesson design have been informed by an extensive analysis of classroom or grade and individual student data/work.* *Provides leadership to others in analyzing student data to plan instruction.*

***Learning targets are statements of intended learning based on standards which teachers craft to guide the teaching and learning process and to engage, support and hold students accountable for their learning.**

Model for piloting in school year 2013-14

INDICATOR 1B: Uses content, resources and student knowledge to design coherent instruction
How will you teach the lesson?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
i. Designs coherent instruction	*Teaching strategies and/or learning activities are unsupportive of the learning targets.* *Teacher does not provide appropriate rationale for the selection of Instructional groups to meet the learning target(s).*	*Teaching strategies and/or learning activities support the learning targets, however may be unorganized or lacking coherence.* *Teacher provides some rationale for the selection of Instructional groups to meet the learning target(s).*	*Teaching strategies and learning activities support the learning targets, are well organized and designed to facilitate student construction of knowledge.* *Teacher provides rationale for the selection of Instructional groups to meet the learning target(s) and are planned to increase cognition.*	*Teaching strategies and learning activities support the learning targets, are well organized and designed to facilitate student construction of knowledge.* *Teacher provides rationale for the selection of Instructional groups to meet the learning target(s), to increase cognition and give students ownership of learning.* *Model, coach and mentor colleagues and/or pre-service teachers in the design of coherent instruction that engages the student in the learning process.*
ii. Creates interdisciplinary and extended learning experiences	*No attempt to create connections to other content areas or disciplines.*	*Limited connections are made to other content areas/disciplines.*	*Connections with other content/areas disciplines are evident, including integration of technology, reading, writing, and/or math across the curriculum.*	*Connections with other content areas/disciplines are evident, including integration of technology, reading, writing, and/or math across the curriculum.* *Opportunities to extend learning that connect to other content areas/disciplines and community life is provided.* *Provides leadership and collaboration for interdisciplinary instruction.*

Model for piloting in school year 2013-14

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
iii. Uses available resources and technology	*Teacher does not utilize available resources.* *There is little or no use of available technology and/or other resources beyond the core resources that may be appropriate to the lesson.*	*Teacher makes use of relevant resources within the school, district and/or community.* *Teacher uses technology to present information to students, but does not use technology to promote deeper learning and student engagement.* *Resources beyond core resources are minimally accessed.*	*Teacher makes use of relevant resources within the school, district and/or community.* *Use of technology and other resources promotes increased cognitive engagement and deeper conceptual understanding.*	*Teacher makes use of a variety of relevant resources within the school, district and/or community showing extensive knowledge of resources for learning.* *Use of technology and other resources promotes increased cognitive engagement and deeper conceptual understanding with both teacher-led and student-led activities.* *Model, coach and mentor colleagues and/or pre-service teachers in the use of available resources and technology in instructional design that engages the student in the learning process.*
iv. Designs culturally relevant instructional strategies	*Learning activities and/or instructional strategies demonstrate a misunderstanding/ misapplication of students' skills, interests, cultural backgrounds, language proficiency and/or exceptionalities.*	*Learning activities and instructional strategies are informed by some of the following: knowledge of students' skills, interests, cultural backgrounds, language proficiency and/or exceptionalities.*	*Learning activities and instructional strategies are informed by knowledge of students' skills, interests, cultural backgrounds, language proficiency and exceptionalities.*	*Learning activities and instructional strategies are informed by knowledge of students' skills, interests, cultural backgrounds, language proficiency and exceptionalities.* *Provides leadership and collaboration with colleagues and community in designing culturally relevant instruction.*

Model for piloting in school year 2013-14

INDICATOR 1C: Plans for assessment and differentiation

How will you know if students learned what you taught?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
i. Plans formative* and summative assessments	*Planning indicates teacher has limited understanding of the role and use of formative assessment* to adapt instruction to student needs.* *Assessments are primarily summative and used for grading purposes.*	*Planning indicates the use of formative* and/or summative assessment strategies appropriate to the lesson's learning targets and/or activities.* *Assessment is primarily done by the teacher with minimal opportunities for students to self-assess their work.*	*Planning indicates the use of formative* and/or summative assessment strategies appropriate to the lesson's learning targets and activities.* *Formative assessments are designed to help the teacher make immediate instructional adjustments.* *Plans indicate opportunities for student self-assessment and student involvement in the development of assessment criteria.*	*Planning indicates the use of formative* and/or summative assessment strategies appropriate to the lesson's learning targets and activities.* *Formative assessments are designed to help the teacher make immediate and future instructional adjustments.* *Plans indicate frequent opportunities for students to assess themselves and their colleagues against clearly established exemplars and/or performance criteria.* *Plans indicate opportunities for student involvement in the development of assessment criteria.* *Model, coach and mentor colleagues and/or pre-service teachers in the developing, implementing and analyzing formative and summative assessment data to inform next instructional decisions at various levels (such as classroom, department, program, grade levels and/or school/district.*

Model for piloting in school year 2013-14

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
ii. Plans for differentiation**	*No evidence of differentiation** of learning experiences, content, assessments or product based on student data or otherwise documented student needs*	*Limited evidence of differentiation** of learning experiences, content, assessments or product based on student data or otherwise documented student needs*	*Planning of differentiation** is based on student data and/or otherwise documented student needs and takes into consideration the learning experiences, content, assessments or product.*	*Planning of differentiation** is based on student data and takes into consideration the learning experience, content, assessments and product.* *Provides leadership for differentiation of instruction for targeted groups of students.in the team, grade level, department, program and/or school in planning.*

*Formative assessments are a range of formal and informal assessment procedures used within the cycle of learning to monitor student understanding and make instructional adjustments to help every student master the learning targets.

**Differentiation is the process teachers use to plan learning experiences which intentionally respond to learner differences. Students have opportunities to work at their levels of readiness (assessed levels of skills and knowledge), in preferred and varied learning modes/styles, and engage their interests in order to achieve curricular goals.

Model for piloting in school year 2013-14

Domain 2: Classroom Environment. *The teacher creates and implements a physical and interpersonal classroom environment that supports student learning.*

INDICATOR 2A: Creates a respectful classroom culture of trust, safety and high expectations.
How does your classroom promote a culture of learning?

Element	Unsatisfactory	Development Needed	Effective	Exemplary
i. Creates a safe learning environment	*Teacher creates a physical environment and classroom culture that is not safe and/or does not support the development of positive social and personal skills.*	*Teacher creates a physical environment and classroom culture that partially supports the development of positive social and personal skills.* *Teacher and students build positive relationships within the classroom.*	*Teacher creates a physical environment and classroom culture that supports the development of positive social and personal skills.* *Teacher and students build positive relationships within the classroom and school.*	*Teacher creates a physical environment and classroom culture that supports the development of positive social and personal skills.* *Teacher and students build positive relationships within the classroom and school.* *Teacher provides school leadership and collaborates with others to build a positive classroom and school learning environment.*

Model for piloting in school year 2013-14

Element	Unsatisfactory	Development Needed	Effective	Exemplary
ii. Establishes a culture of learning	*Teacher does not display or encourage enthusiasm or positive attitude for learning.* *Classroom instruction is characterized by low expectations and task completion.*	*Teacher displays a positive attitude and importance of the work but with minimal buy-in by the students.* *Instructions and interactions convey only modest expectations for student learning and achievement.*	*The teacher supports a culture where instructional outcomes and classroom interactions convey high cognitive expectations for most students.* *Students engage in work of high quality and demonstrate enthusiasm and effort in completing work.*	*Students engage in complex cognitive tasks, and there is evidence of students constructing their own knowledge.* *Instructional outcomes and classroom interactions convey high expectations for all students.* *Students independently and collaboratively engage in work of high quality and demonstrate enthusiasm and effort in completing work.* *Model, coach and mentor colleagues and/or pre-service teachers in establishing a collaborative culture for learning.*
iii. Creates a culture of persistence	*No evidence that the teacher perseveres through challenges and instead gives up or blames students for their lack of success.* *No evidence that students are developing an ability to persevere through challenging or complex learning tasks.*	*Teacher takes responsibility for leading students to mastery of learning targets.* *There is minimal evidence that students are developing an ability to persevere through challenging or complex tasks.*	*Students and teacher take responsibility for achieving learning targets.* *Teacher provides support so that students persevere when challenged with complex learning activities.*	*Students and teacher take responsibility for achieving learning targets.* *Teacher provides support, including external resources, so that students persevere when challenged with complex learning activities.* *Model, coach and mentor colleagues and/or pre-service teachers in creating a classroom and schoolwide culture for persistence.*

Model for piloting in school year 2013-14

INDICATOR 2B: Establishes and maintains clear expectations for classroom and behavior management.
How do you manage your classroom?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
i. Establishes and maintains classroom routines and procedures	*Teacher does not clearly communicate directions and procedures.* *Students do not comply or are unaware of classroom procedures or behavior expectations and excessive instructional time is lost.*	*Teacher establishes clear expectations for classroom procedures; however, there is evidence of inconsistent management of routines that result in a loss of instructional time.* *Students comply minimally with procedures that are set and monitored by the teacher.*	*Teacher and students collaboratively establish clear expectations for classroom procedures* *Transitions are organized and orderly.* *Most students adhere to procedures.* *Minimal instructional time is lost in handling non-instructional duties.*	*Teacher and students collaboratively establish clear expectations for classroom procedures and are flexible to adapt to the learning goals and needs of students.* *Transitions are organized and orderly.* *Students take ownership for classroom routines and procedures that result in no loss of instructional time.* *Model, coach and mentor colleagues and/or pre-service teachers in how to establish classroom routines and procedures.*

Model for piloting in school year 2013-14

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
ii. Monitors and provides feedback on student behavior	*Students receive behavior feedback that is neither constructive nor timely.* *Students receive little or no feedback on positive behavior.* *Instruction is frequently disrupted by behavior incidents*	*Students receive behavior feedback that is constructive and timely, but infrequently receive acknowledgement of positive behavior.* *The teacher monitors student behavior but approaches to behavior are punitive rather than proactive.* *Students may be unclear about the behavior expectations.* *Instruction is occasionally disrupted by behavior incidents.*	*Students receive behavior feedback that is constructive and timely.* *Students receive frequent acknowledgement of positive behavior.* *The teacher monitors student behavior and approaches to behavior are proactive, respectful and appropriate for individual student needs.*	*Students receive behavior feedback that is constructive and timely.* *Students receive frequent acknowledgement of positive behavior.* *Student behavior is monitored and approaches to behavior are preventative, respectful, and appropriate for individual students.* *Students assume responsibility for monitoring their behavior and the behavior of their colleagues.* *Model, coach and mentor colleagues and/or pre-service teachers in effective approaches in student behavior and providing feedback on student/classroom behavior.*

Model for piloting in school year 2013-14

Domain 3: Classroom Instruction. *The teacher engages students in learning and utilizes instructional strategies that help students understand content.*

INDICATOR 3A: Communicates learning targets and content clearly and effectively.

How do you communicate content to students?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
i. Uses content knowledge to promote learning	*Teacher does not emphasize important concepts and skills appropriate to the content area.* *Teacher's use of content knowledge contains content errors showing a lack of content knowledge, which impedes learning.* *Explanation of content is not culturally relevant.* *Teacher provides limited opportunity for students to apply content-specific vocabulary.*	*Teacher sometimes emphasizes important concepts and skills appropriate to the content area.* *Teacher uses content knowledge that is accurate; however, the use of culturally and contextually relevant* content explanations are limited/ inconsistent.* *Teacher provides some opportunities for student to apply content-specific vocabulary.*	*Teacher regularly emphasizes important concepts and skills appropriate to the content area and makes connections to other content areas.* *Teacher makes content knowledge culturally and contextually relevant* to increase student understanding and engagement.* *Teacher provides multiple opportunities for student to apply content-specific vocabulary.*	*Teacher regularly emphasizes important concepts and skills appropriate to the content area, make connections to other content areas and creates opportunities for interdisciplinary learning.* *Teacher's accurate use of content knowledge that is culturally and contextually relevant* contributes to student use and acquisition of content and vocabulary while enriching the lesson.* *Students have internalized the content-specific language and demonstrates its appropriate use it in classroom interactions and activities.* *Model, coach and mentor colleagues and/or pre-service teachers to deepen content knowledge.*

Model for piloting in school year 2013-14

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
ii. Communicates learning targets and content	*Learning targets and/or explanations of the content are unclear, inappropriate, or missing; expectations or directions are unclear.*	*Learning targets and explanation of content are clear for most students and contain appropriate levels of detail, however some students are confused; expectations or directions may be unclear.*	*Learning targets and explanation of content are communicated during the lesson in a variety of formats and contain appropriate levels of detail.* *Students can articulate the learning targets and understand directions.*	*Teacher's explanation of content is creative and connected to students' knowledge and experience. Students contribute by explaining content to their colleagues.* *Students understand directions; students may develop directions and procedures when appropriate to the activity.* *Model, coach and mentor colleagues and/or pre-service teachers in understanding and communicating learning targets and content.*

Culturally and contextually relevant instruction that considers the applicability of teaching materials, methods or programs to students' ethnicity, social status, gender, religion, home and community environment, and/or personal experiences, so that learning environments created build upon the language, experiences, learning styles and strengths of students.

Model for piloting in school year 2013-14

INDICATOR 3B: Facilitates activities and discussions that promote high cognitive engagement.
What strategies do you use to engage students and promote their ownership of learning?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
i. Uses instructional strategies to engage students in learning	*Teacher provides instructional strategies that minimally engage the student.* *Instructional strategies are not aligned with learning targets and/or do not promote learning for some students.* *Instruction is not differentiated based on students' level of understanding.* *Teacher does not offer opportunities to students to practice apply or demonstrate their learning.*	*Teacher provides instructional strategies that may engage some but not all learners in rigorous and relevant learning experiences.* *The use of higher order thinking opportunities are infrequent in instruction and discussion.* *Some instructional strategies are aligned with learning targets and/or promote learning for some students.* *Some differentiation of instruction is provided based on students' level of understanding.* *Teacher provides limited opportunities to practice, apply and demonstrate what they are learning.*	*Teacher provides instructional strategies that engage most learners in rigorous and relevant learning experiences.* *The use of higher order thinking opportunities is frequent in instruction and discussion, and the use of inquiry methods is relevant.* *Instructional strategies are aligned with learning targets and promote learning for all students.* *Differentiation of instruction is based on each student's level of understanding.* *Teacher provides multiple opportunities for students to practice, apply and demonstrate what they are learning.*	*Teacher provides instructional strategies that engage all learners in rigorous and relevant learning experiences.* *The use of higher order thinking opportunities is frequent and varied in instruction and discussion, and the use of inquiry methods is relevant.* *Teacher provides appropriate options for student initiative and choice to increase relevance and cognition.* *Teacher provides differentiation in instruction, and class and individual activities.* *Teacher provides multiple and a variety of opportunities for students to practice, apply and demonstrate what they are learning.* *Model, coach and mentor colleagues and/or pre-service teachers in applying appropriate instructional strategies to engage students in learning.*

Model for piloting in school year 2013-14

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
ii. Uses questioning and discussion techniques	*Teacher uses Classroom questioning techniques that result in student recitation with low cognitive challenge.* *Teacher engages few students in the discussion.*	*Teacher utilizes a mixture of cognitively challenging questions irrespective of current and desired level of understanding.* *Teacher facilitated discussions elicit limited evidence of cognitive engagement.* *Teacher addresses student mistakes and misconceptions* *Teacher attempts to engage all students.*	*Teacher poses a range of cognitively challenging questions, based on current and desired level of understanding.* *Teacher facilitated discussions elicit evidence of cognitive engagement.* *Teacher addresses student mistakes and misconceptions* *Teacher holds all students accountable to answer questions.* *Teacher fosters discussions that engage students in initiating, participating and leading academic discourse.*	*Teacher poses a range of cognitively challenging questions, based on current and desired level of understanding.* *Teacher facilitated discussions elicit substantial evidence of cognitive engagement.* *Teacher addresses student mistakes and misconceptions* *Teacher holds all students accountable to answer questions.* *Teacher fosters discussions that engage students in initiating, participating and leading academic discourse.* *Model, coach and mentor colleagues and/or pre-service teachers in facilitating discussions.*

Model for piloting in school year 2013-14

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
iii. Uses appropriate pacing and structure	*The lesson has no evidence of a structure.* *No opportunities are provided for students to engage or reflect during the lesson.* *Pacing of the lesson is too slow or too rushed so that it hinders active engagement.*	*Lesson structure is generally appropriate for the class and supports meeting some of the goals of the lesson.* *Teachers provide limited opportunities for students to engage and reflect during the lesson.* *Pacing is generally appropriate for the class as a whole.* *Students who progress at different learning rates have limited opportunities for success within lesson structure.*	*Lesson structure is generally appropriate for the class and supports meeting the goals of the lesson.* *Students have opportunities for cognitive engagement and reflection during the lesson.* *Pacing is appropriate.* *Students who progress at different learning rates have opportunities for success within lesson structure.*	*Lesson structure is appropriate for the class and supports meeting the goals of the lesson.* *Students have multiple opportunities for cognitive engagement and reflection during the lesson.* *Pacing is appropriate.* *Students who progress at different learning rates are provided many opportunities for success within lesson structure.* *Model, coach and mentor colleagues and/or pre-service teachers in lesson structure and pacing.*

Model for piloting in school year 2013-14

INDICATOR 3C: Uses varied assessment techniques to advance student learning.

How do you utilize student data to advance each student's learning?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
i. Uses formative assessments to inform instruction	*Teacher does not use formative assessment techniques to monitor student progress and adjust instruction to help students master the learning targets.*	*Teacher uses some formative assessment techniques to monitor student progress and adjusts instruction to help students master the learning targets.*	*Teacher uses formative assessment practices to monitor and adjust instruction.* *.*	*Teacher uses formative assessment practices to monitor and adjust instruction to meet learning targets and the needs of all students.* *Model, coach and mentor colleagues and/or pre-service teachers in formative assessment strategies to inform instruction.*
ii. Provides feedback to advance learning	*Teachers provide nonspecific feedback that does not guide learning.* *Teachers provide feedback that is not timely.*	*Teachers provide specific feedback, but emphasis is on procedures, compliance or grades.* *Timeliness of teacher feedback is inconsistent.*	*Teachers provide specific feedback that promotes cognition.* *Teacher feedback is provided in a timely manner to all students.*	*Teachers provide specific feedback that promotes higher levels of thinking by the student.* *Students provide feedback to each other that promotes learning.* *Teacher feedback is provided in a timely manner to all students.* *Model, coach and mentor colleagues and/or pre-service teachers in student feedback methods to advance learning.*

Model for piloting in school year 2013-14

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
iii. Promotes student self-assessment	*Teachers do not engage students in self-assessment.* *Teacher expectations for student learning and assessment criteria are not provided.*	*Teachers provide students some self-assessment opportunities to be aware of their own level of achievement against established expectations for student learning and established assessment criteria.*	*Teachers provide students frequently opportunities to assess and monitor the quality of their own work against established expectations for student learning and established assessment criteria.*	*Teachers provide students frequent opportunities to assess and monitor the quality of their own work and the work of their colleagues against established expectations for student learning and assessment criteria.* *Teachers provide students with opportunities to continually revise their work and set goals to meet the expectations for learning.* *Model, coach and mentor colleagues and/or pre-service teachers with student self-assessment strategies.*

Model for piloting in school year 2013-14

Domain 4: Professionalism. *The teacher participates in on-going professional development activities and collaborates with colleagues and families to advance learning for teachers and students.*

INDICATOR 4A: Reflects on teaching practice.
*How do you reflect on your teaching***?**

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
i. Uses self-reflection to improve instruction	*Teacher does not effectively use reflection and self-assessment of instruction.*	*Teacher occasionally uses reflection and self-assessment to assess instructional effectiveness and make modifications in instruction.* .	*Teacher regularly assesses his or her own effectiveness using lesson artifacts and student data to identify areas of strength, areas for growth and modify instruction.*	*Teacher continuously and accurately assesses his or her own effectiveness using lesson artifacts and student data to identify areas of strength and areas for growth.* *Model, coach and mentor colleagues and/or pre-service teachers in reflective practice methods to improve instruction.*
ii. Uses feedback to improve instruction	*Feedback from colleagues, administrators, families, students and professional literature is resisted and/or does not result in changes in professional practice.*	*Teacher occasionally uses feedback from colleagues, administrators and professional literature to enhance professional practice.*	*Teacher seeks and uses feedback from colleagues, administrators, families, students and professional literature to enhance professional practice.*	*Teacher continuously seeks and uses feedback from colleagues, administrators, families, students and professional literature to enhance professional practice.* *Model, coach and mentor colleagues and/or pre-service teachers in the use of feedback to improve instruction.*
iii. Plans for professional growth	*Teacher does not use reflection and feedback to plan for professional growth.*	*Teacher occasionally uses reflection and feedback to plan for professional growth.*	*Teacher regularly uses reflection and feedback to plan for professional growth and implements an action plan to reach intended targets.*	*Teacher regularly uses reflection and feedback to plan for professional growth and implements an action plan to reach intended targets.* *Collaborates with colleagues in planning for professional growth.*

Model for piloting in school year 2013-14

INDICATOR 4B: Engages in professional development.
How do you continue to improve your practice?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
i. Participates in professional development	*Teacher does not contribute to or actively and consistently participate in professional learning activities.*	*Teacher provides evidence of continual participation in professional learning activities.* *Teacher participation results in implementation of practices from activities.*	*Teacher provides evidence of continual participation in relevant professional learning activities.* *Teacher implements practices from activities resulting in increased student learning.*	*Teacher creates and engages in meaningful professional growth activities that result in increased student learning.* *Model, coach and mentor colleagues and/or pre-service teachers by providing and/or leading professional development activities.*
ii. Collaborates with colleagues regarding student learning	*Teacher resists collaboration with colleagues and detracts from collaborative processes when engaged in them.*	*Teacher collaborates with colleagues to address student needs identified by data.*	*Teacher collaborates with colleagues to analyze student data, set focused goals, design common assessments and analyze student work.* *Collaboration results in increased student learning and instructional effectiveness.*	*Teacher collaborates with colleagues where they analyze student data, set focused goals, design common assessments and analyze student work.* *Collaboration results in increased student learning and instructional effectiveness.* *Model, coach and mentor colleagues and/or pre-service teachers in analyzing student data, setting goals, designing assessments and/or analyzing student work.*

Model for piloting in school year 2013-14

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
iii. Contributes to school and district culture of learning	*Teacher does not support the culture for professional learning at site and/or District.*	*Teacher occasionally contributes to development of a productive learning environment at the site and/or District levels.*	*Teacher contributes to development of a productive learning environment at the site and District level.*	*Teacher shows initiative, has made substantial contributions at the school and district levels and larger community.* *Model, coach and mentor colleagues and/or pre-service teachers in selecting appropriate venues that contributes to the school and district culture of learning.*

Model for piloting in school year 2013-14

INDICATOR 4C: Maintains professional responsibilities and communicates with families.
How do you conduct yourself as a professional?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
i. Adheres to standards of ethical conduct	*Teacher is non-compliant with school and/or District policies and procedures.*	*Teacher complies with school and District policies and procedures and acts in a professional and ethical manner.*	*Teacher complies to school and District policies and procedures and models high standards of professional and ethical conduct.*	*Teacher models school and District policies and procedures and advocates for high standards of professional and ethical conduct in the school and community.* *Model, coach and mentor colleagues and/or pre-service teachers in ethical behavior and practice.*
ii. Maintains accurate records	*Teacher's records and reports are inaccurate and/or consistently late.* *Teacher's record keeping system demonstrates errors or lack of professional attention, or does not adequately track student progress.*	*Teacher's records and reports are basic and only partially effective.* *Teacher's record keeping system is incomplete and inconsistent.* *Teacher's record keeping system tracks progress of some students.*	*Teacher's records are reports are timely, complete and accurate.* *Teacher's record system is complete and consistent.* *Teacher's record keeping system tracks progress of all students.*	*Teacher's records are reports are timely, complete and accurate.* *Teacher's record system is complete and consistent.* *Teacher's record keeping system tracks progress of all students.* *The teacher involves students in the participation and interpretation of progress in knowledge and skill development.* *Model, coach and mentor colleagues and/or pre-service teachers in establishing effective record keeping systems.*

Model for piloting in school year 2013-14

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
iii. Completes tasks in an organized and efficient manner	*Teacher does not complete required and/or routine tasks /duties in a timely manner.*	*Teacher sometimes completes required and/or routine tasks/duties.*	*Teacher completes required and/or routine tasks/duties in a well-organized manner.*	*Teacher completes required and/or routine tasks in an efficient and organized manner.* *Model, coach and mentor colleagues and/or pre-service teachers in establishing protocols and processes to for organization of tasks and duties efficiently.*
iv. Communicates with families	*Teacher has not established a pattern of communication with families of appropriate frequency and content.* *Teacher has not demonstrated establishing positive relationships with families.* *Teacher rarely confers with families to provide specific feedback to inform them of their student's progress*	*Teacher responds appropriately to family requests for communications.* *Teacher interacts appropriately with families.* *Teacher sometimes confers with families to provide specific feedback to inform them of their student's progress.*	*Teacher initiates interactions with families that are appropriate in frequency and establish positive relationships with families.* *Teacher displays sensitivity for families and involves families in problem solving.* *Teacher frequently confers with families to provide specific feedback to inform them of their student's progress.*	*Teacher frequently confers with families to provide specific feedback on student progress.* *Teacher develops systems for ongoing appropriate two-way interactions with families.* *Teacher-parent interactions are appropriate in frequency, focuses on creating positive relationships with families and involves families in problem solving.* *Model, coach and mentor colleagues and/or pre-service teachers in establishing positive relationships and communication links with families.*

23

Model for piloting in school year 2013-14

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
v. Understands the cultural and linguistic backgrounds of students, their families and the community	*Teacher demonstrates little interest in acquiring knowledge about or engaging in experiences that expose her or him to students' home languages and cultures.*	*Teacher has some experiences with students' home languages and cultures and demonstrates some understanding of the importance of this knowledge.* *Teacher understands how this knowledge and experience informs instructional practice and student achievement.*	*Teacher seeks out experiences with and understanding of students' home languages and cultures.* *Teacher adapts instructional practices based on this knowledge and experience.*	*Teacher leads opportunities for other educators that increase experiences with and understanding of students' home languages and cultures.* *Teacher adapts instructional practices abased on this knowledge and experience.* *Model, coach and mentor colleagues and/or pre-service teachers in establishing practices that incorporate the student's cultural backgrounds with instructional decisions.*

Model for piloting in school year 2013-14