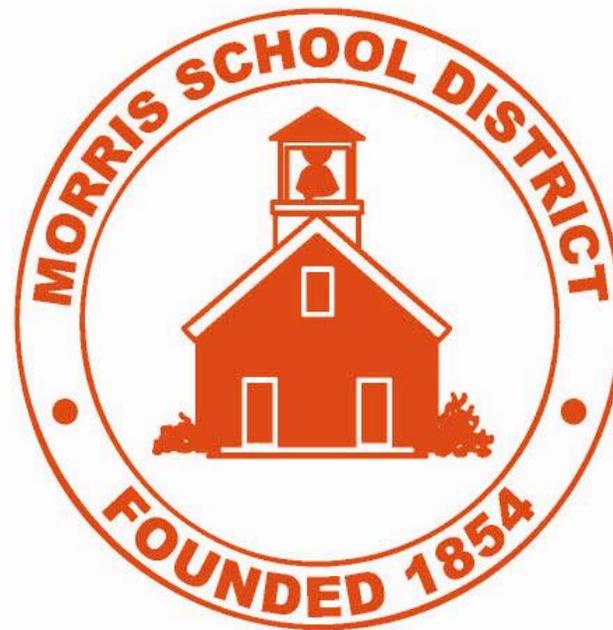


THE MORRIS SCHOOL DISTRICT RUBRIC FOR EXCELLENCE IN TEACHING



Dr. Thomas J. Ficarra, *Superintendent*

Morris School District Mission Statement

We will:

provide excellent and innovative programs in academics, athletics and the arts

create an environment that inspires all students to perform to their full potential

respect the uniqueness of individual differences

prepare students for responsible citizenship

form strong partnerships with the community

attract and retain talented people

assure that adequate resources are available and effectively and efficiently applied in fulfilling our mission

Dear Colleague,

Morris School District administrators and teachers worked collaboratively for more than a year to develop the enclosed rubric in an effort to identify and define what is meant by “good teaching” in the Morris School District. We believe this document will:

- ensure teachers receive meaningful and consistent feedback that supports their development
- provide a mechanism for administrators to support teachers
- establish clear, shared standards of assessment
- provide students with meaningful learning experiences
- provide opportunities to investigate and assess alternative methods of teacher evaluation

We undertook this shared effort in the spirit of cooperation and professionalism. The partnership was designed to provide an opportunity for administrators and teachers to research and dialogue while learning with and from each other. Throughout the process, we methodically articulated our understanding of exemplary pedagogical practice while constructing the rubric. The enclosed document defines this understanding.

Schools and school districts are successful when the relationships in the organization are good and communication is clear. Because our institutional purpose is teaching and learning, our expectations for each must be communicated clearly and unambiguously. We believe this rubric will help us achieve that goal.

As you review this document, please be aware that all the elements and components identified are not expected to be present and observable in every lesson. The rubric is provided as a guide to enhance practice and improve student learning.

I would be remiss if I did not thank the teachers and administrators who invested countless hours reading, researching and discussing the art and science of teaching in order to construct a “home grown” rubric that answers the question: What does good teaching look like?

Sincerely,



Thomas J. Ficara, D. Litt.
Superintendent of Schools

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DOMAIN 1

PLANNING AND PREPARATION



Portrait #1

Planning and Preparation Domain

The process of effective and successful teaching requires appropriate planning and preparation. Since students come to the learning environment with varying degrees of knowledge, the following five components influence the planning and preparation process: assessment, materials and resources, knowledge of pedagogy, knowledge of content/curriculum, and knowledge of students.

1.1 Designs assessment for student learning

There is an interdependent relationship between assessment and instruction. To yield meaningful data from assessment results, a teacher is expected to design and use multiple and alternative assessments that are aligned to instructional goals. Instructional planning must flow from assessment. The effective teacher plans for the evaluation of student progress in relation to the instructional goals.

Instructional goals must be assessed using the appropriate methodologies. Assessing students' factual knowledge may require a true/false, multiple choice, or fill-in the blank approach, whereas conceptual understandings, evaluations, and analyses usually require performance-based and authentic assessment approaches. Using multiple assessment approaches provides a more complete picture of students' achievements as well as more substantial and meaningful feedback to students regarding their progress toward the instructional goals. It is the responsibility of a teacher to communicate the instructional goals, methods of assessment, and rubric criteria to all students in a clear manner.

A teacher utilizes all assessment results to inform instructional planning by incorporating the data analysis into future planning. The results must include information from a compilation of a variety of data sources such as

standardized assessments, classroom observations, projects, lab reports, and portfolios. A teacher must also use the assessment results to develop differentiated lessons that meet the individual needs of students.

1.2 Knowledge of materials and resources

In planning for instruction, a teacher must be knowledgeable of the appropriate multisensory resources that are available from various sources, such as school, district, government, and community, for the teacher and students. The school and district offer texts, instructional materials created by teachers and students, and purchased resources. There are a host of human resources that include expert students, school-based support services, parents, local businesses, and civic organizations. In addition, there are written materials from businesses and educational institutions such as museums, other cultural entities, and support services from community agencies.

In addition to being aware of the range of resources, it is the responsibility of a teacher to know how to access and incorporate various materials into lessons to meet identified learning needs. Some resources may support classroom instruction and others may support student learning outside the classroom. Furthermore, a teacher must match the instructional aids to the learning styles of the students in the classroom.

1.3 Knowledge of pedagogy in designing coherent instruction

There are learning experiences and pedagogical techniques that reflect best practices. In order to maximize the classroom learning experience for all students, it is critical that the design of coherent instruction exemplifies current best practices in general pedagogy and in a given discipline.

Current best practices are reported in professional literature and reflected in current national and state standards. For example, all classroom instruction must include teacher modeling, teacher guided practice with students, independent student practice, and the application of skills to meaningful learning activities. The design of coherent instructional units and related student learning activities must demonstrate current best practices.

Instructional planning and coherent instruction also must be based on clear goals that are measurable, sequential, and relevant to the students. A teacher must establish high expectations and standards that are developmentally appropriate, rigorous, and at a pace that ensures student achievement. Additionally, to meet the diverse needs of students, a teacher must plan student-centered activities.

Assessment of instruction relies on various methods that meet identified learning needs and provides valid and reliable evidence of the degree to which a given learning outcome has been attained.

1.4 Knowledge of content/curriculum

“A person cannot teach what he or she does not know.” A teacher must possess sound content knowledge. Content means more than factual information about a subject. A teacher must understand the concepts, principles, methods of inquiry, and outstanding issues in the content. The individual should also be able to anticipate those areas in the content that will create confusion or where there are misconceptions and be able to clarify students’ misunderstandings. Additionally, a teacher should be able to gauge those areas that are likely to interest students.

Subject knowledge is not enough for good teaching. A teacher should be aware and understand how a given idea relates to other ideas within the same subject area and to ideas in other subjects as well. An educator must be able to convey those intra-disciplinary and inter-disciplinary connections to enrich instruction, clarify misconceptions, and extend student learning.

Furthermore, an educator must keep abreast of developments in the field. The implemented content and curriculum must be current and consistent with national, state, and district standards and statewide assessment specifications.

1.5 Knowledge of students

A teacher must know the students as well as the subject and its particular pedagogy. While planning and preparing for instruction, a teacher must consciously consider the developmental characteristics of the age group, cultural

backgrounds, individual differences, and the varied learning styles of the students. Students' academic knowledge and learning experiences are greatly influenced by each of these areas.

A teacher must plan and prepare lessons with an understanding of the emotional, behavioral, social, and academic characteristics of each student in mind.

Students come to the school environment with cultural characteristics that influence how they participate in learning activities. For example, in some cultures, it is disrespectful to make eye contact, to challenge an adult's authority, or to ask questions. A skilled teacher is mindful of these differences and thoughtfully plans learning experiences that help students build on their strengths while developing in all areas of need.

Students also come to the educational arena with a variety of out-of-school knowledge. This knowledge is based on life events, activities, interests, and talents and influences school learning and learning styles. A teacher's knowledge of individual students' rich experiences provides information that can be useful in designing meaningful learning experiences and helping students make connections related to the new content.

Domain 1: Planning and Preparation

- 1.1 Designs assessment for student learning
 - a. Aligns instructional goals with assessment
 - b. Includes multiple and alternative assessments
 - c. Clearly communicates to the students the methods of assessments
 - d. Utilizes assessments to inform instructional planning
 - e. Relies on multiple vehicles, both digital and non-digital to communicate methods of assessments
 - f. Lessons engage students in exploring real-world issues and solving authentic problems using digital tools and resources

- 1.2 Knowledge of materials and resources
 - a. Knows various appropriate resources
 - b. Knows how to access and use various resources
 - c. Knows various appropriate digital and non-digital resources
 - d. Knows how to access the internet to locate resources
 - e. Presents to students a variety of tools to accomplish a task

- 1.3 Knowledge of pedagogy in designing coherent instruction
 - a. Remains current regarding best practices
 - b. Establishes goals which reflect a vision of high standards and important learning outcomes
 - c. Builds on prerequisite concepts and skills in a logical and appropriate sequence and pace, utilizing data to inform instruction
 - d. Plans activities that motivate and engage students in learning that is meaningful and relevant to their lives
 - e. Plans for differentiated instruction that meets the diverse needs of students and incorporates a variety of student-centered activities which develop concepts and skills
 - f. Remains knowledgeable of technology trends and their potential applications in the classroom

- 1.4 Knowledge of content/curriculum
 - a. Possesses sound content knowledge
 - b. Connects content to other disciplines
 - c. Demonstrates consistency with district curriculum, state and national standards and test specifications
 - d. Provides corrective feedback regarding student misconceptions
 - e. Connects content to digital resources
 - f. Possesses knowledge of digital tools and resources

- 1.5 Knowledge of students
 - a. Understands physical, social, emotional, intellectual, and psychological characteristics of the age group
 - b. Is aware of cultural differences
 - c. Recognizes individual differences and learning styles

<u>Domain</u>		1. PLANNING AND PREPARATION			
<u>Component</u>		1.1 Designs assessment for student learning			
<u>Element</u>	Level of Proficiency Required at Each Stage				
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>	
1.1a. Aligns instructional goals with assessment and analysis of data.	a. The teacher's methods of assessment are not aligned to instructional goals.	a. The teacher's methods of assessment and use of data are rarely aligned with instructional goals.	a. The teacher uses and updates a repertoire of multiple and authentic assessments which are aligned to instructional goals through analysis of data.	a. Teacher continually develops and updates an extensive repertoire of multiple and authentic assessments. They are analyzed frequently to align instructional goals with learning outcomes.	
1.1b. Includes multiple and alternative assessments in the analysis of student performance related to standards and grade level expectations.	b. The teacher does not use multiple and alternative assessments.	b. The teacher rarely uses multiple and alternative assessments to identify where students are performing in relation to standards and grade level expectations	b. The teacher uses multiple and alternative assessments to identify where students are performing in relation to standards and grade level expectations	b. The teacher consistently designs meaningful multiple and alternative assessments to identify where students are performing in relation to standards and grade level expectations and follows up with targeted and relevant instructional experiences.	
1.1c. Communicates to the students the methods of assessments.	c. The teacher does not communicate methods of assessment to students.	c. The teacher rarely communicates methods of assessment to students.	c. The teacher communicates methods of assessment to students.	c. The teacher consistently communicates methods of assessment to students. Students often contribute to the development of assessment criteria.	
1.1d. Utilizes assessment results to inform instructional planning	d. The teacher does not use the results to inform instructional planning.	d. The teacher rarely uses the results to inform instructional planning.	d. The teacher uses the results to inform instructional planning.	d. The teacher consistently uses the results to inform and reassess instructional planning	

<p>1.1 e. Relies on multiple vehicles, both digital and non-digital to communicate methods of assessments</p> <p>1.1 f. lessons engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p>	<p>e. Does not rely on multiple vehicles, either digital or non-digital, to communicate methods of assessments</p> <p>f. Lessons do not engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p>	<p>e. Rarely relies on multiple vehicles, either digital or non-digital to communicate methods of assessments</p> <p>f. Lessons rarely engages students in exploring real-world issues and solving authentic problems using digital tools and resources</p>	<p>e. Relies on multiple vehicles, both digital and non-digital to communicate methods of assessments</p> <p>f. Lessons engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p>	<p>e. Consistently relies on multiple vehicles, both digital and non-digital to communicate methods of assessments</p> <p>f. Lessons consistently engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p>
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<u>Domain</u>	1. PLANNING AND PREPARATION			
<u>Component</u>	1.2 Knowledge of materials and resources			
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
1.2a. Knows various appropriate resources	a. Teacher is unaware of resources available within the school or which extend beyond what is readily available.	a. Teacher has limited knowledge of resources available within the school or which extend beyond what is readily available.	a. Teacher is aware of resources available within the school and is somewhat aware of resources which extend beyond what is readily available.	a. Teacher is aware of resources available within the school and which extend beyond what is readily available.
1.2b. Knows how to access and use various resources	b. Teacher does not access and incorporate materials available within the school or which extend beyond what is readily available.	b. Teacher rarely accesses and incorporates materials available within the school. Teacher rarely accesses and incorporates materials and resources that extend beyond what is readily available.	b. Teacher accesses and incorporates materials available within the school and resources which extend beyond what is readily available.	b. Teacher consistently accesses and incorporates a variety of materials and resources available within the school and which extend beyond what is readily available.
1.2 C. Knows various appropriate digital and non-digital resources	c. Teacher is unaware of various appropriate digital and non-digital resources	c. Teacher has limited knowledge of various appropriate digital and non-digital resources	c. Teacher is aware of various appropriate digital and non-digital resources	c. Teacher has extensive knowledge of various appropriate digital and non-digital resources and is a resource for others
1.2 D. Knows how to access the Internet to locate resources	d. Teacher does not know how to access the Internet to locate resources	d. Teacher has limited knowledge of how to access the Internet to locate resources	d. Teacher knows how to access the Internet to locate resources	d. Teacher knows how to access the Internet to consistently locate reliable resources
1.2 E. Presents to students a variety of tools to accomplish a task	e. Teacher does not present to students a variety of tools to accomplish a task	e. Teachers rarely presents to students a variety of tools to accomplish a task	e. Teacher presents to students a variety of tools to accomplish a task	e. Teacher consistently presents to students a variety of tools to accomplish a task

<u>Domain</u>	1. PLANNING AND PREPARATION			
<u>Component</u>	1.3 Knowledge of pedagogy in designing coherent instruction			
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
1.3a. Remains current regarding best practices	a. The teacher has no knowledge of current best practices.	a. The teacher has limited knowledge of current best practices.	a. The teacher has knowledge of current best practices.	a. The teacher has extensive knowledge of current best practices.
1.3b. Establishes goals based on data that reflect a vision of high standards and important learning outcomes	b. The teacher's goals are not established. The teacher does not use data to inform the design of student growth outcomes.	b. Teacher's goals are unclear and developmentally inappropriate, do not reflect high standards, and do not lead to measurable learning outcomes. The teacher rarely uses data to identify areas in which students have the most difficulty.	b. The teacher's goals are clear and appropriate, reflect high standards, and lead to learning outcomes that are measurable. The teacher uses data to identify areas in which students have most difficulty.	b. All of the teacher's goals are clear, appropriate, and measurable. They establish high expectations and standards, and reflect student initiative in establishing important learning outcomes. The teacher uses data along with reassessment, reteaching and targeted interventions so that students progress towards identified growth outcomes.
1.3c. Build on prerequisite concepts and skills in a logical and appropriate sequence and pace Uses data to identify prerequisite skills already mastered and the prerequisite skills needed to acquire success in relation to student growth outcomes.	c. The teacher is unaware of prerequisite knowledge and does not plan lessons in a logical and appropriate sequence and pace. The teacher does not use data to identify prerequisite skills already mastered by students as the starting point for learning.	c. The teacher demonstrates limited awareness of prerequisite learning in planning lessons in a logical and appropriate sequence and pace. The teacher rarely collects data on necessary prerequisite skills and/or uses the data to inform the starting point for instruction.	c. The teacher demonstrates knowledge of prerequisite learning in planning lessons in a logical and appropriate sequence and pace. The teacher uses data on necessary prerequisite skills to identify and inform the starting point for instruction.	c. The teacher actively builds on prerequisite learning in planning and structuring lessons in a logical and appropriate sequence and pace. The teacher uses data to identify and inform the starting point for instruction and consistently follows up with targeted instruction in a logically sequenced design that supports student growth outcomes.

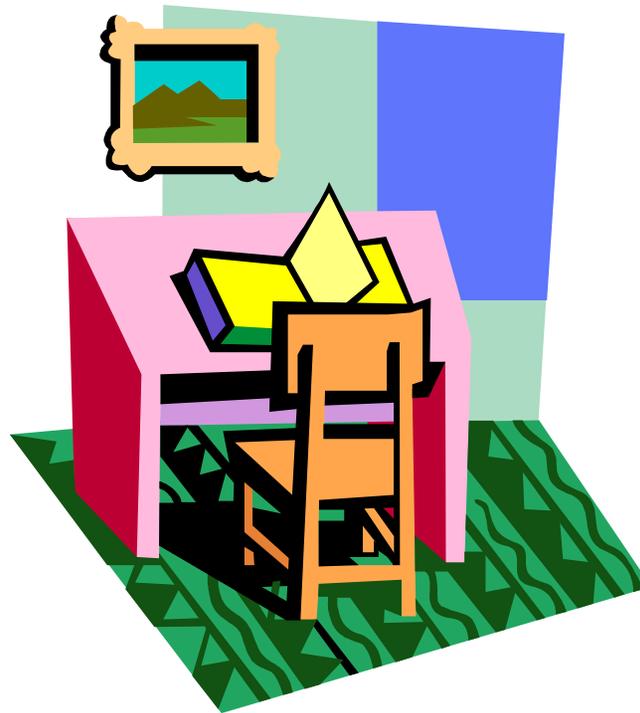
<p>1.3d. Plans activities that motivate and engage students in learning that is meaningful and relevant to their lives</p>	<p>d. The teacher’s plan lacks a motivating activity and does not engage students in learning that is meaningful or relevant to their lives.</p>	<p>d. The teacher’s plan is rarely motivating and incorporates limited activities that engage students in learning that is meaningful and relevant to their lives.</p>	<p>d. The teacher’s plan includes motivating activities and engages all students in learning that is meaningful and relevant to their lives.</p>	<p>d. The teacher’s plan reflects creativity and originality in motivating all students and actively engaging them in learning that is meaningful and highly relevant to their lives.</p>
<p>1.3e. Plans for differentiated instruction that meets the diverse needs of students and incorporates a variety of student-centered activities which develop concepts and skills</p>	<p>e. The teacher’s plans do not accommodate for individual differences and do not offer student-centered activities to develop concepts and skills through student-centered activities which differentiate instruction.</p>	<p>e. The teacher’s plans rarely incorporate activities which accommodate for individual differences and develop concepts and skills through differentiated instruction.</p>	<p>e. The teacher’s plans accommodate for individual differences and develop concepts and skills through student-centered activities which differentiate instruction.</p>	<p>e. The teacher’s plans accommodate individual differences by incorporating a variety of student-centered activities which develop concepts and skills through differentiated instruction according to student needs.</p>
<p>1.3 F. Remains knowledgeable of technology trends and their potential applications in the classroom.</p>	<p>f. Is not knowledgeable of technology trends and their potential applications in the classroom.</p>	<p>f. Demonstrates limited knowledge of technology trends and their potential applications in the classroom.</p>	<p>f. Remains knowledgeable of technology trends and their potential applications in the classroom.</p>	<p>f. Remains knowledgeable of technology trends and their potential applications in the classroom and serves as a resource to colleagues.</p>

<u>Domain</u>	1. PLANNING AND PREPARATION			
<u>Component</u>	1.4 Knowledge of content/curriculum			
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
1.4a. Possesses sound content knowledge	a. The teacher makes content errors or does not correct content errors students make.	a. The teacher displays limited content knowledge.	a. The teacher displays sound content knowledge.	a. The teacher displays sound knowledge of content and demonstrates evidence of continuing pursuit of such knowledge.
1.4b. Connects content to other disciplines	b. The teacher cannot connect content with other parts of the discipline or with other disciplines.	b. The teacher rarely connects content with other parts of the discipline and does not make connections with other disciplines.	b. The teacher connects content with other parts of the discipline and with other disciplines.	b. The teacher effectively connects content with other parts of the discipline and with other disciplines.
1.4c. Demonstrates consistency with district curriculum, state and national standards and test specifications	c. The teacher makes minimal application of district curriculum, state and national standards and test specifications.	c. The teacher rarely incorporates district curriculum, state and national standards and test specifications.	c. The teacher incorporates district curriculum, all state and national standards and test specifications.	c. The teacher effectively incorporates district, state, and national standards and makes connections with standards of other disciplines.
1.4d. Provides corrective feedback regarding student misconceptions.	d. The teacher does not provide corrective feedback regarding student misconceptions.	d. The teacher rarely provides corrective feedback regarding student misconceptions.	d. The teacher provides corrective feedback regarding student misconceptions.	d. The teacher plans for student misconceptions and provides corrective feedback regarding student misconceptions.
1.4 E. connects content to digital resources	e. The teacher does not connect content to digital resources	e. The teacher rarely connects content to digital resources	e. The teacher connects content to digital resources	e. The teacher consistently connects content to digital resources
1.4 F. possesses knowledge of digital tools and resources	f. The teacher does not possess knowledge of digital tools and resources	f. The teacher possesses limited knowledge of digital tools and resources	f. The teacher possesses knowledge of digital tools and resources	f. The teacher possesses strong knowledge of digital tools and resources

<u>Domain</u> 1. PLANNING AND PREPARATION				
<u>Component</u> 1.5 Knowledge of students				
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
1.5a. Understands physical, social, emotional, intellectual, and psychological characteristics of the age group	a. The teacher displays minimal knowledge of the developmental characteristics of the age group.	a. The teacher displays limited knowledge of the developmental characteristics of the age group.	a. The teacher displays knowledge of the developmental characteristics of the age group.	a. The teacher displays thorough understanding of the developmental characteristics of the age group and uses these insights to maximize student achievement.
1.5b. Is aware of cultural differences	b. The teacher is unaware of the cultural heritage of students and does not create learning experiences in which cultural differences are valued.	b. The teacher displays limited awareness of cultural heritage and its value is not evident in the learning experiences created for students.	b. The teacher displays awareness of cultural heritage and recognizes its value in creating learning experiences for students.	b. The teacher displays extensive knowledge of cultural heritage and creates learning experiences that value student differences in how they see the world and in how they participate in classroom activities.
1.5c. Recognizes individual differences and learning styles	c. The teacher is unfamiliar with different learning styles and intelligences and does not design lessons which accommodate individual student differences.	c. The teacher has limited understanding of different learning styles and intelligences and rarely uses this knowledge to accommodate individual student differences.	c. The teacher understands different learning styles and intelligences and designs lessons which accommodate individual student differences.	c. The teacher understands different learning styles and intelligences and designs lessons which incorporate a variety of approaches to learning as a means of accommodating individual student differences and maximizing student achievement.

DOMAIN 2

CLASSROOM ENVIRONMENT



Portrait #2

Classroom Environment

The classroom environment sets the tone and climate for learning. For effective instruction and learning to occur, a teacher must organize the physical space, establish effective procedures, cultivate an atmosphere of mutual respect, and maintain a positive behavioral environment.

2.1 Creates a physical environment to maximize learning

Classroom learning is greatly influenced by the physical environment. The District shall be responsible for providing appropriate teaching spaces, storage, proper use of rooms and room assignment. A teacher must create and provide a safe classroom environment for learning. A safe environment has adequate space for free movement and contains appropriately sized and placed furniture to allow students the opportunity to view learning resources without obstruction. The teacher must have an unobstructed view of all students from all areas of the room throughout the lesson. The room should also be free from electrical, chemical, and water hazards, and access to supplies should be organized with safety in mind. There should be no externally introduced hazards, such as unnecessary sharp cutting tools, glass jars, hot liquids, flames, or appliances. All tripping hazards must be eliminated. Materials must be stored safely so that they cannot tumble and fall; small objects must be kept in appropriate containers to minimize scattering and to prevent falls. Large objects kept on carts must be appropriately secured and should not be moved by students. Exits must not be obstructed.

The learning environment must provide flexibility to accommodate a variety of activities and group sizes. There must be an opportunity for students to move about from one area to another, i.e., entering, exiting, regrouping, and accessing supplies. Students with special needs should have the space necessary for any required equipment, modifications of the environment as needed, and access to utilities if appropriate. The environment must also support the presence of additional adults (teacher assistants, additional teachers/related service providers, volunteers) in the classroom as appropriate. The classroom should reflect the work that students are doing, and

should be attractive and systematically organized. The environment should be varied and responsive to the room's use and the students' needs.

Organization of the physical environment creates a positive mood and sets the tone for learning. The classroom design must incorporate a balance of learning spaces to facilitate varied learning activities and learning styles. Classrooms must have areas that support discussion, in which students can be close together and make eye contact easily; others that keep students far enough apart for independent work; and still others that are appropriate for collaborative work on projects, problem-based learning activities, and explorations. The classroom should have a blend of quiet and appropriately noisy spaces as well as informal and structured areas. More than one kind of learning and more than one kind of activity should be possible simultaneously.

Classroom activities and students' learning styles may require the use of manipulatives and other technologies to enhance instruction. The District shall ensure the availability of teaching aids such as overhead projectors, LCD projectors, TVs, tape recorders, manipulatives (large and small), computers, graphing calculators, CD players, and any other items that can accommodate multiple intelligences should be readily accessible to the teacher and students. Students should be instructed in the use of all devices and encouraged to use these materials as a resource for learning.

2.2 Develops a procedural environment

The establishment of effective procedures is required for excellent instruction and maximal student learning. The teacher initially designs an environment that creates a self-sustaining momentum for learning by using highly effective routines and efficiency measures. The teacher and students define routines and procedures collaboratively in order to develop a shared expectation for both. Students practice the implementation of these routines in order to develop self-management skills. They know how to procure and return classroom supplies, how to enter and exit various educational settings, and how to communicate their needs effectively. The students are able to manage functional tasks independently, enabling the teacher to maximize instructional time.

The teacher and students routinely evaluate the effectiveness of these practices in the classroom and adjust them accordingly. The goal is shared expectations that are clearly defined so students are invested and involved.

2.3 Develops an interpersonal environment

A teacher encourages and cultivates a respectful environment and consistently models appropriate behaviors for all students. There is a conscious effort to design lessons that establish an actively caring classroom/school community. The teacher develops age-appropriate community-building lessons that include respect for others, self-advocacy, equity, and communication skills. The teacher supports students who are confused by unfamiliar concepts and make errors in the process of learning. All students are encouraged to engage in intellectual curiosity and risk-taking. Purposeful accommodations for individual learning differences foster a mutual respect for all members of the learning community. The teacher ultimately sets the classroom tone and climate for children to work and to learn together successfully.

2.4 Maintains a positive behavioral environment that promotes student self-management

Clearly defined guidelines and expectations create a democratic community where children are empowered. The teacher monitors student behaviors, both positive and negative, and develops appropriate lessons that address student needs. A positive behavioral environment is fostered when the teacher and student effectively utilize problem solving and conflict resolution strategies. These strategies are modeled by the teacher and integrated into weekly lessons. Ultimately, students are empowered to self-manage their own behavior and learning. When behavioral needs exceed the capacity of the established protocol, the teacher seeks and makes use of assistance from resources available in the wider school community.

Domain 2: Classroom Environment

- 2.1 Creates a physical environment
 - a. Provides a safe environment
 - b. Provides an environment adaptable for learning
 - c. Creates an environment conducive to learning
 - d. Integrates appropriate materials and technology when available

- 2.2 Establishes an effective procedural environment
 - a. Establishes routines and procedures to promote developmentally appropriate self-management for students
 - b. Develops shared expectations for use of routines and procedures
 - c. Develops efficiency measures of teacher tasks to maximize instructional time

- 2.3 Develops an interpersonal environment
 - a. Builds a caring community
 - b. Promotes tolerance for ambiguity, error, and risk-taking in the classroom community
 - c. Fosters respect for and acknowledges student diversity and individual learning differences

- 2.4 Maintains a positive behavioral environment
 - a. Establishes and monitors expectations for student behavior
 - b. Responds to positive/negative behavior
 - c. Utilizes problem solving/conflict resolution
 - d. Seeks and uses assistance when behavioral needs exceed the capacity of established practice

<u>Domain</u>	2. CLASSROOM ENVIRONMENT			
<u>Component</u>	2.1. Creates a physical environment			
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
2.1a. Provides a safe environment	a. Teacher designs a learning space that is unsafe.	a. Teacher designs a learning space that provides a safe environment, but does not reinforce safety within that environment.	a. Teacher designs and creates a learning space that reinforces and provides a safe environment.	a. Teacher consistently designs and creates a learning space that reinforces and provides a safe environment.
2.1b. Provides an environment adaptable for learning	b. Teacher does not design an environment that is adaptable for learning.	b. Teacher designs a static environment that is rarely conducive to learning.	b. Teacher designs and establishes an environment that is adaptable to learning.	b. The teacher consistently designs and establishes an environment that is adaptable to learning.
2.1c. Creates an environment conducive to learning	c. Teacher does not create an environment conducive to learning.	c. Teacher rarely creates an environment conducive to learning.	c. Teacher creates an environment that is conducive to differentiated instruction and learning.	c. The teacher consistently creates an environment that is highly conducive to differentiated instruction and learning with options for independent learning.
2.1d. Integrates appropriate materials and technology when available	d. Teacher does not attempt to integrate materials and technology when available.	d. Teacher rarely integrates materials and technology when available.	d. Teacher integrates appropriate materials/technology when available.	d. The teacher consistently integrates appropriate materials and technology and makes them available for student use when accessible.

<u>Domain</u>	2. CLASSROOM ENVIRONMENT			
<u>Component</u>	2.2 Establishes an effective procedural environment			
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
2.2a. Establishes routines and procedures to promote developmentally appropriate self-management for students	a. Routines are non-existent. Students are entirely dependent on teacher directions to function. Students do not demonstrate evidence of self-management.	a. Some routines and procedures exist but more are needed. There is limited evidence of student self-management.	a. Teacher's routines and procedure support a generally efficient use of time and student self-management. There is evidence of student management.	a. The teacher consistently designs an environment that creates a self-sustaining momentum for learning by using highly effective routines and efficiency measures. Students are actively engaged in self-management.
2.2b. Develops and shares expectations for use of routines and procedures.	b. Classroom expectations are never established.	b. Classroom expectations are established solely by the teacher but are not expressed to the students.	b. Teachers define the routines and procedures for the classroom and express them to the students.	b. Teacher and students collaboratively define the routines and procedures and routinely fine tune their effectiveness in the classroom.
2.2c. Develops efficiency measures of teacher tasks to maximize instructional time	c. The teacher's inefficient measures, organization, and record keeping result in a loss of valuable instructional time for students.	c. The teacher's measures, organization, and record keeping result in significant loss of instructional time for students.	c. The teacher develops effective routines for distribution and collection of materials and the maintenance of student records that result in enhanced use of instructional time for the students.	c. The teacher and students collaboratively develop effective routines for distribution and collection of materials and the maintenance of student records that maximizes instructional time.

<u>Domain</u>	2. CLASSROOM ENVIRONMENT			
<u>Component</u>	2.3 Develops an interpersonal environment			
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
2.3a. Builds a caring community	a. The teacher does not model respect and caring for others.	a. The teacher rarely models respect and caring for students.	a. The teacher models respect and caring for others.	a. The teacher creates an actively caring classroom community by modeling and teaching respect and caring for others.
2.3b. Creates an environment where students feel comfortable taking educational risks in the classroom.	b. The teacher does not create an environment where students feel comfortable taking educational risks in the classroom.	b. The teacher rarely creates an environment where students feel comfortable taking educational risks in the classroom.	b. The teacher creates an environment where students feel comfortable taking educational risks in the classroom.	b. The teacher consistently creates an environment where students feel comfortable taking educational risks in the classroom.
2.3c. Fosters respect for student diversity and individual learning differences	c. The teacher does not foster respect for student diversity or individual learning differences.	c. The teacher rarely fosters respect for student diversity and individual learning differences.	c. The teacher fosters respect for and accommodates for student diversity and individual learning differences.	c. The teacher consistently fosters respect by modeling, accommodating and celebrating student diversity and individual differences.

<u>Domain</u>	2. CLASSROOM ENVIRONMENT			
<u>Component</u>	2.4 Maintains a positive behavioral environment			
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
2.4a. Establishes expectations for student behavior	a. The teacher lacks expectations for student behavior.	a. The teacher has low expectations for student behavior.	a. The teacher establishes expectations for student behavior that result in appropriate student behavior.	a. The teacher establishes a high level of expectations and proactively addresses individual student needs.
2.4b. Responds to positive/negative behavior	b. The teacher does not respond to student behavior.	b. The teacher rarely responds to student behavior.	b. The teacher responds to positive and negative student behavior.	b. The teacher demonstrates expertise in responding to both positive and negative student behavior.
2.4c. Utilizes problem solving/conflict resolution-techniques with students.	c. The teacher does not use problem solving/conflict resolution techniques.	c. The teacher rarely uses problem solving/conflict resolution techniques.	c. The teacher utilizes problem solving/conflict resolution techniques.	c. The teacher consistently utilizes effective enhanced problem solving/conflict resolution techniques.
2.4d. Seeks and uses assistance when behavioral needs exceed the capacity of established practice	d. The teacher does not seek assistance with challenging behavioral needs.	d. The teacher rarely seeks assistance and/or rarely uses the input given.	d. The teacher seeks assistance and attempts to integrate the input into classroom practice.	d. The teacher consistently seeks out and makes use of assistance regarding challenging behavioral needs in order to modify practice.

DOMAIN 3
INSTRUCTION



Portrait #3

Instruction

The exemplary teacher delivers instruction in ways that motivate and engage students through clear and accurate communication. The educator also demonstrates both flexibility and responsiveness to students through the use of effective questioning techniques and by using assessment as a tool for tailoring instruction to meet students' needs.

3.1 Communicates clearly and accurately through oral and written language

Because a large part of classroom interaction is based on oral and written communication, information presented must be clear, accurate, expressive, age-appropriate, and helpful. Oral and written classroom directions, procedures, and expectations must be clearly and consistently articulated to clarify and to reduce any misunderstandings, to increase student self-confidence, to facilitate student-centered activities, and to enable student self-management.

Furthermore, clearly and accurately communicating content using language that is rich and appropriate to the particular discipline facilitates instruction and enhances student learning. Students see the teacher as a role model of communication skills, and the teacher has an obligation to model high standards. A teacher's language, both oral and written, should reflect correct usage and suitable vocabulary.

3.2 Engages and motivates students

Engaging students in learning is the *raison d'être* of education. Students can be engaged in different ways. The skilled teacher differentiates instruction to accommodate varying learning styles and needs, and utilizes a variety of instructional strategies, assignments, groupings, activities, and resources such as tiered learning, leveled questioning, learning centers, varied assessments, and adjustments in content and product.

A teacher must promote high expectations and academic rigor by challenging students to perform at the next level of achievement. The highest level of student engagement fosters student initiative and permits student choice. As such, students can be asked to formulate their own questions and design their own investigations.

For maximum student engagement, activities and assignments must require relevant and authentic application of knowledge. A teacher must make certain that all students are engaged in the process of learning. To acquire content that is linked to other disciplines, teachers must convey high expectations for all students and design instruction to develop language, mathematical, and technological literacy.

3.3 Demonstrates responsiveness and flexibility

Teaching is a fluid process. A teacher must demonstrate responsiveness and flexibility during the delivery of instruction. An educator is expected to constantly monitor, reflect, and adjust instruction. Reflection on instruction is immediate, ongoing, and adaptive. Instruction and learning activities must be modified in the event students experience difficulty in learning, grasp a concept quickly, or are distracted temporarily or suddenly by outside events.

A teacher must provide timely, consistent and accurate feedback to all students. That feedback can take many forms. It can be as simple as a smile or nod at an opportune moment. Feedback can also take the form of written comments or simple explanations on students' work to provide them with information about their progress in learning. The feedback should be student-specific, thus individualizing instruction, and detailed enough to advance the student's understanding. Feedback also may be personalized using a brief informal conference with a student.

Classroom dynamics impact on the pace of instruction. A teacher constantly monitors the flow of a lesson, and at times, may need to hasten the pace of instruction or provide more time for students to participate in the learning process. A teacher is able to abandon and/or alter lessons or student activities in response to the ever-changing classroom dynamic with the acquisition of more classroom teaching experience.

3.4 Uses effective questioning/discussion techniques

A teacher's skill in questioning and in leading discussions is a valuable classroom tool. The use of effective questioning techniques promotes higher order thinking and encourages metacognition. Students engage in a deeper exploration of the content through the use of skilled questioning. They also are challenged to reflect on their understanding and to consider new possibilities.

Effective questioning and discussion techniques address the various learning styles and multiple intelligences. Questioning techniques must allow students to integrate their learning in various content areas and to readily apply their learning to real world situations. Students must ask and answer appropriately challenging questions.

3.5 Assesses learning

Only through the assessment of student learning can a teacher determine if students have met the instructional goals. The teacher who utilizes ongoing assessment and uses a variety of assessments offers their students maximal opportunities to learn in meaningful and enduring ways. When students receive feedback, the teacher should provide them with the opportunities necessary to make use of the feedback. Consequently, assessments should inform the learners and the instructor, measure achievement, and work to improve student achievement.

Given the variety of components as described above, a teacher must remain ever self-aware as well as vigilant about the progress of any individual learner and lesson. Each educator should always be mindful of the progress of the students, and should continually strive to find ways to improve instruction so that students may reap the benefits of a diligent effort.

Domain 3: Instruction

- 3.1 Communicates clearly and accurately through oral and written language
 - a. Communicates expected outcomes to students
 - b. Articulates procedures and directions
 - c. Communicates content

- 3.2 Engages and motivates students
 - a. Ensures all students are engaged in the learning process
 - b. Differentiates instruction to accommodate learning needs and styles to ensure student growth
 - c. Utilizes a variety of effective instructional strategies, assignments, resources, and activities
 - d. Promotes high expectations for all students and ensures academic rigor
 - e. Develops language, mathematical, and technological literacy skills such as information literacy, visual literacy and media literacy

- 3.3 Demonstrates responsiveness and flexibility
 - a. Monitors, reflects upon, and adjusts instruction
 - b. Provides timely, consistent, accurate feedback in the teachable moment
 - c. Uses effective pacing to meet grade level expectations for students

- 3.4 Uses effective questioning/discussion techniques
 - a. Promotes higher order thinking
 - b. Encourages metacognition
 - c. Addresses learning styles/multiple intelligences
 - d. Promotes cross content integration
 - e. Promotes application of information to real world experiences
 - f. Engages students in discussion

- 3.5 Assesses learning
 - a. Provides opportunities for students to use feedback
 - b. Utilizes a variety of ongoing assessment tools
 - c. Uses assessments to inform instruction and student learning
 - d. Uses and analyses assessments to measure and improve student achievement

<u>Domain</u>	3. INSTRUCTION			
<u>Component</u>	3.1 Communicates clearly and accurately through oral and written language			
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
3.1a. Communicates expected outcomes to students	a. The teacher neglects to communicate expected outcomes.	a. The teacher rarely communicates expected outcomes.	a. The teacher communicates expected outcomes.	a. The teacher clearly and consistently communicates expected outcomes.
3.1b. Articulates procedures and directions	b. The teacher does not articulate procedures and directions. There is no evidence that the teacher anticipates students' misunderstandings.	b. The teacher rarely articulates procedures and directions and there is limited evidence that students' misunderstandings are clarified.	b. The teacher articulates procedures and directions while anticipating and clarifying students' misunderstanding.	b. The teacher clearly articulates all procedures and directions while anticipating and clarifying students' misunderstandings.
3.1c. Communicates content	c. Oral and written language is grammatically incorrect and hinders the understanding of content.	c. Oral and written language is often grammatically incorrect and factually inaccurate	c. Oral and written language is correct and aids in the understanding of content.	c. Oral and written language is correct, appropriate, and enhances understanding of content.

Domain	3. INSTRUCTION			
Component	3.2 Engages and motivates students			
Element	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
3.2a. Ensures all students are engaged in the learning process	a. The teacher does not engage students in the learning process.	a. The teacher engages a limited number of students in the learning process.	a. Teacher engages a majority of students in the learning process.	a. Teacher engages all students in the learning process.
3.2b. Differentiates instruction to accommodate learning needs and styles to ensure student growth	b. Instruction is not differentiated to accommodate learning needs and styles to ensure student growth	b. Instruction is rarely differentiated to accommodate learning needs and styles to ensure student growth	b. Instruction is differentiated to accommodate learning needs and styles to ensure student growth	b. Instruction is appropriately differentiated and effectively implemented according to learning needs and styles to ensure student growth
3.2c. Utilizes a variety of effective instructional strategies, assignments, resources, and activities	c. The teacher does not use a variety of instructional practices.	c. The teacher uses a limited number of instructional practices.	c. The teacher utilizes a wide variety of instructional practices.	c. The teacher consistently utilizes a wide variety of effective instructional practices.
3.2d. Promotes high expectations for all students and ensures academic rigor	d. Teacher promotes low expectations and there is a lack of academic rigor for students.	d. Teacher rarely promotes high expectations and academic rigor for students.	d. Teacher promotes high expectations and academic rigor for most students.	d. Teacher promotes high expectations and academic rigor for all students.
3.2e. Develops language, mathematical, and technological literacy skills such as information literacy, visual literacy and media literacy	e. The teacher does not develop language, mathematical and/or technological literacy skills such as information literacy, visual literacy and media literacy	e. The teacher rarely develops language, mathematical and/or technological literacy skills such as information literacy, visual literacy and media literacy	e. The teacher develops language, mathematical and/or technological literacy skills such as information literacy, visual literacy and media literacy	e. The teacher routinely develops language, mathematical and technological literacy skills to advance and broaden each student's acquisition of content such as information literacy, visual literacy and media literacy

<u>Domain</u>	3. INSTRUCTION			
<u>Component</u>	3.3 Demonstrates responsiveness and flexibility			
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
3.3a. Monitors, reflects upon, and adjusts instruction	a. The teacher’s reflection on instruction is absent and the teacher misjudges the success of the lesson.	a. The teacher’s reflection on instruction is delayed. The teacher has an inaccurate impression of a lesson’s effectiveness and the extent to which the instructional goals were met.	a. The teacher’s reflection on instruction is immediate. The teacher makes an accurate assessment of the lesson’s effectiveness and is able to support the judgment.	a. The teacher’s reflection on instruction is immediate, ongoing, and adaptive. The teacher makes an accurate and thoughtful assessment of the lesson’s effectiveness and is able to support the judgment.
3.3b. Provides timely, consistent, accurate feedback in the teachable moment	b. The teacher’s feedback to students is absent in the teachable moment.	b. The teacher’s feedback to students is rare in the teachable moment.	b. The teacher’s feedback to students is timely and useful in the teachable moment.	b. The teacher’s feedback to students is timely, consistent, useful and accurate in the teachable moment.
3.3c. Uses effective pacing	c. The teacher makes no adjustments to pacing and instruction.	c. The teacher rarely makes adjustments to pacing or instruction.	c. The teacher makes adequate adjustments to pacing and instruction based on some use of data and observations of students as they learn.	c. The teacher makes effective adjustments to pacing and instruction based on consistent monitoring of student performance and related data in comparison to standards and grade level expectations.

<u>Domain</u>	3. INSTRUCTION			
<u>Component</u>	3.4 Uses effective questioning/discussion techniques			
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
3.4a. Promotes a flow from lower to higher order thinking	a. Questioning/discussion techniques do not develop a flow from lower to higher order thinking.	a. Questioning/discussion techniques rarely develop a flow from lower to higher order thinking.	a. Questioning/discussion techniques develop a flow from lower to higher order thinking.	a. Questioning/discussion techniques consistently develop a flow from lower to higher order thinking.
3.4b. Encourages metacognition	b. Questioning/discussion techniques do not encourage metacognition.	b. Questioning/discussion techniques attempt to develop metacognition with limited success.	b. Questions/discussion techniques develop metacognition.	b. Questions/discussion techniques consistently develop metacognition.
3.4c. Addresses learning styles/multiple intelligences	c. Questioning/discussion techniques do not address learning styles or multiple intelligences.	c. Questions/discussion techniques rarely address learning styles and multiple intelligences.	c. Question/discussion techniques address learning styles and multiple intelligences.	c. Questions/discussion techniques routinely address students' learning styles and multiple intelligences.
3.4d. Promotes cross content integration	d. Questions/discussion techniques do not promote cross-content connections.	d. Questions/discussion techniques rarely promote cross-content integration.	d. Questions/discussion techniques frequently promote cross-content integration.	d. Questions/discussion techniques routinely promote cross-content integration.
3.4e. Promotes application of information to real world experiences	e. Questions/discussion techniques do not promote students' application of information to integrate with real-world experiences.	e. Questions/discussion techniques rarely promote students' application of information to integrate with real-world experiences.	e. Questions/discussion techniques frequently promote students' application of information to real-world experiences.	e. Questions/discussion techniques routinely promote students' application of information to real-world experiences.
3.4f. Engages students in discussion	f. Questioning/discussion techniques do not engage students.	f. Questioning/discussion techniques rarely engage students.	f. Questioning/discussion techniques engage majority of students.	f. Questioning/discussion techniques engage all students in rigorous higher-order thinking and metacognition.

<u>Domain</u>	3. INSTRUCTION			
<u>Component</u>	3.5. Assesses learning			
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
3.5a. Provides opportunities for students to use feedback	a. Teacher does not provide feedback opportunities for students.	a. Feedback to students is neither specific, nor constructive. It is rarely provided and may be of limited value.	a. Feedback from assessment that measures and improves student performance is consistent, accurate, constructive, specific, and timely and thus guides improvement.	a. Feedback from assessments, that measures and improves student performance is timely and of high quality. There is frequent opportunity via teacher follow up for students to apply feedback to their self-assessment and learning.
3.5b. Utilizes a variety of ongoing assessment tools	b. There is no awareness of the variety of assessment tools.	b. There is a limited use of ongoing, varied assessment tools	b. Ongoing varied assessment tools are used.	b. The teacher consistently utilizes a variety of high quality assessment formats that are aligned to and inform instruction. They are appropriate and are frequently designed to reflect the child's mode of learning.
3.5c. Uses assessments to inform instruction and student learning	c. The teacher does not use assessment to inform instruction.	c. The teacher rarely uses assessment to inform instruction and support student learning.	c. The teacher utilizes assessment in planning and adjustment of instruction to support student learning.	c. Assessment criteria and standards are clear. Students are aware of the degree to which current performance meets established standards through teacher feedback and systematic student feedback.

<u>Domain</u>	3. INSTRUCTION (cont'd)			
<u>Component</u>	3.5. Assesses learning			
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
3.5d. Uses the analysis of assessment results to measure and improve individual student achievement	d. Teacher does not analyze assessment results to improve student achievement.	d. Teacher rarely analyzes assessment results to measure or improve student achievement.	d. Teacher analyzes assessment results to measure or improve student achievement, differentiate students' performance goals and guide instruction.	d. Teacher uses assessment data to compare current achievement to expected student growth outcomes. From the data, the teacher differentiates students' learning goals and targets instruction toward standards and expectations.

DOMAIN 4
PROFESSIONAL CHARACTERISTICS



Portrait #4

Professional Characteristics

The professional characteristics of an educator encompass roles assumed both inside and outside of the classroom. The range of responsibilities includes professional development, communication, as well as contributions to school and district.

4.1 Displays a desire for lifelong learning

“Continuing development is the mark of a true professional, an ongoing effort that is never completed” (Danielson, 1996). A teacher should be a learner who reflects on her/his own practices, implements best practices, and pursues professional self-development relative to these practices by actively participating in local and national professional organizations and focus groups, by conducting classroom research and sharing the results, and by supervising student teachers. Lifelong learning goes beyond competence and skills, though it is grounded in competence and skills. It is a cognitive unfolding and requires emotional intelligence. “It means approaching one’s life as a creative work; living life from a creative as opposed to a reactive viewpoint ... lifelong learning becomes a discipline” (Senge, 1990).

A teacher should engage energetically in self-development within and beyond her/his field. Learning is not acquiring more information; it is the ability to define and achieve the results one truly wants in life. Self-development is a lifelong generative process of growth. Lifelong learning is much like a calling in which the individual has a continual need and desire to understand the world more clearly.

4.2 Maintains a professional demeanor

Teaching is based on relationships among individuals. These relationships should be grounded in rapport and mutual respect, both between a teacher and students and among colleagues.

A teacher should always maintain a professional and positive demeanor and atmosphere. The essential caring that a teacher exhibits for all students of all backgrounds and abilities, and the caring that the teacher encourages students to exhibit for one another, must always be present.

It is important that the teacher is able to see and feel what others need. Only then can meaningful relationships be achieved among professionals. A teacher is an instructional leader in the classroom. This role extends to the educator's peers during curricular and non-curricular interactions. The teacher should exhibit leadership qualities that demonstrate the ability to suspend assumptions while collaboratively working towards consensus to reach meaningful goals.

4.3 Maintains an open line of oral/written communication

The purpose of dialogue is to go beyond any one individual's understanding. One does not try to win in a dialogue. Everyone wins with open and honest collaboration. Through dialogue, individuals gain insights that simply could not be achieved in isolation.

Oral and written communications must consistently meet the highest academic standards. Responses to parents' concerns must be timely and handled with sensitivity.

This dynamic should exist among all professionals in all schools to successfully create a flow of communication among home, school, and community. As the African proverb reminds us, "It takes a whole village to raise a child." Student learning is enhanced when each educator is successful in enlisting the participation of students' families in the educational process.

4.4 Maintains accurate records

The complexity of teaching requires a teacher to keep accurate records. As an inherent part of interaction with students, such records inform those interactions and enable the teacher and other school personnel to respond to individual needs.

A critical factor in learning involves the teacher's monitoring of a student's understanding. This key component determines learning outcomes. A teacher's records should provide an insightful and multifaceted view of student performance. Planning should flow from these records.

A teacher must also maintain accurate records of non-instructional school activities. With student assistance and technology, a teacher can effectively manage non-instructional record-keeping tasks such as lunch count, inventories, permission slips, and parent contact logs. An organized teacher is modeling a skill for his/her students and promoting sound study and organizational skills by maintaining an efficient system of monitoring students.

4.5 Contributes to the school and district

A teacher sees herself/himself as an integral part of the school or the district and understands that everyone shares responsibility for successes and problems generated within both. A teacher must continuously look for what s/he can do rather than what others can do to solve issues confronting the child, school or district. A teacher collaborates with colleagues for the well-being of students.

Relationships with colleagues are an important element of a teacher's contribution to the school and district. As a professional, a teacher willingly shares expertise, insights, and materials among those with less experience. A teacher also seeks assistance from and offers encouragement to colleagues in support of district and school programs and activities. In so doing, the teacher serves as a role model for student participation in the greater community-at-large.

Domain 4 : Professional Characteristics

- 4.1 Displays a desire for lifelong learning
 - a. Reflects on own practice and pursues professional self-development relative to best practices
 - b. Seeks to extend knowledge and mastery of subject matter
 - c. Pursues life-long learning
 - d. Seeks to extend knowledge by connecting with other educators in the district

- 4.2 Maintains a professional demeanor
 - a. Serves as an advocate for all students
 - b. Exhibits a positive attitude and is a positive role model
 - c. Demonstrates leadership
 - d. Works collaboratively and cooperatively with others

- 4.3 Maintains an open line of oral/written communication
 - a. Communication meets academic standards.
 - b. Communicates and consults with appropriate school personnel
 - c. Communicates with home and community

- 4.4 Maintains accurate records
 - a. Records completion of student assignments and utilizes data from them to inform instruction
 - b. Monitors student progress in learning using data to inform class, small group and individual needs
 - c. Maintains non-instructional records

- 4.5 Contributes to the school and district
 - a. Supports district and school programs and activities
 - b. Participates in school and district initiatives

<u>Domain</u> 4. Professional Characteristics				
<u>Component</u> 4.1 Displays desire for lifelong learning				
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
4.1a. Reflects on own practice and pursues professional development relevant to best practices	a. The teacher does not reflect on own practice and displays no knowledge of best practices.	a. The teacher rarely reflects on own practices and displays some knowledge of best practices.	a. The teacher reflects on own practices and has knowledge of best practices.	a. The teacher consistently reflects on own practices and has extensive knowledge of best practices.
4.1b. Seeks to extend knowledge and mastery of subject matter	b. The teacher does not seek to extend knowledge and mastery of subject matter.	b. The teacher rarely seeks to extend knowledge of subject matter.	b. The teacher seeks to extend knowledge and has mastery of subject matter.	b. The teacher consistently seeks to extend knowledge and has in-depth mastery of subject matter.
4.1c. Pursues life-long learning	c. The teacher does not seek to extend oneself as a learner.	c. The teacher rarely seeks to extend oneself as a learner through professional development, reading, and/or research.	c. The teacher pursues life-long learning through professional development, reading, and/or research.	c. The teacher seeks to extend life-long learning beyond specific content area through professional development, reading, and/or research.
4.1 d. Seeks to extend knowledge by connecting with other educators in the district	d. The teacher never seeks to extend knowledge by connecting with other educators in the district	d. The teacher rarely seeks to extend knowledge by connecting with other educators in the district	d. The teacher seeks to extend knowledge by connecting with other educators in the district	d. The teacher consistently seeks to extend knowledge by connecting with other educators in the district

<u>Domain</u> 4. Professional Characteristics				
<u>Component</u> 4.2 Maintains a professional demeanor				
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
4.2a. Serves as an advocate for all students	a. The teacher does not demonstrate advocacy when serving students of all backgrounds and abilities.	a. The teacher rarely demonstrates advocacy when serving students of all backgrounds and abilities.	a. The teacher demonstrates advocacy when serving students of all backgrounds and abilities.	a. The teacher consistently demonstrates advocacy when serving students of all backgrounds and abilities.
4.2b. Exhibits a positive attitude and is a positive role model	b. The teacher does not exhibit a positive attitude and is not a positive role model.	b. The teacher rarely exhibits a positive attitude and is seldom a positive role model.	b. The teacher exhibits a positive attitude and is a positive role model.	b. The teacher consistently exhibits a positive attitude and is a positive role model who leads by example.
4.2c. Demonstrates leadership	c. The teacher never demonstrates leadership.	c. The teacher rarely demonstrates leadership.	c. The teacher often demonstrates leadership and presents an image of professionalism.	c. The teacher consistently demonstrates leadership, assumes a leadership role, and presents an image of professionalism.
4.2d. Works collaboratively and cooperatively with others	d. The teacher does not work collaboratively and cooperatively with others. Provides no contributions that foster relationships.	d. The teacher rarely works collaboratively and cooperatively. The teacher provides limited contributions that foster productive relationships.	d. The teacher is collaborative and cooperative with others. The teacher fosters productive, positive and responsible relationships with colleagues.	d. The teacher is highly collaborative and cooperative with others and is respected as a master in the field. The teacher consistently fosters productive, positive and responsible relationships with colleagues and school community.

<u>Domain</u>	4. Professional Characteristics			
<u>Component</u>	4.3 Maintains an open line of oral and written communication			
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
4.3a. Communication meets academic standards	a. The teacher's oral and written communication does not meet basic academic standards.	a. The teacher's oral and written communication rarely meets basic academic standards	a. The teacher's oral and written communication meets academic standards.	a. The teacher's oral and written communication exhibits the highest level of academic standards.
4.3b. Communicates and consults with appropriate school personnel	b. The teacher never communicates with school personnel.	b. The teacher rarely communicates with school personnel.	b. The teacher communicates with school personnel.	b. The teacher consistently fosters a successful relationship with school personnel.
4.3c. Communicates with home and community	c. The teacher's communications are not handled with sensitivity and in a timely manner.	c. The teacher's communications are rarely handled in a timely and sensitive manner.	c. The teacher's communications are handled in a timely and sensitive manner.	c. The teacher's communications are handled in a timely manner and with great sensitivity.

<u>Domain</u>		4. Professional Characteristics		
<u>Component</u>		4.4 Maintains accurate records		
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
4.4a. Records completion of student assignments	a. Teacher does not maintain records of student performance.	a. Teacher maintains limited records of student performance.	a. Teacher maintains appropriate records of student performance and utilizes the information/data in planning.	a. Teacher maintains extensive records of student performance and frequently utilizes the information/data in planning.
4.4b. Monitors student progress in learning	b. There is no system to monitor student progress and learning.	b. There is a limited system to monitor student progress and learning that includes limited use of data.	b. There is a system to monitor student progress and learning that includes some use of data to identify whole class, small group and some individual learning goals.	b. There is a highly effective system to monitor student progress and learning that includes consistent data analysis for whole class trends, small group needs and individual student growth outcomes.
4.4c. Maintains non-instructional records.	c. There is no system for maintaining non instructional records.	c. There is an inadequate system for maintaining non instructional records.	c. There is a system for maintaining non instructional records.	c. There is a highly effective system for maintaining non instructional records.

<u>Domain</u> 4. Professional Characteristics				
<u>Component</u> 4.5 Contributes to the school and district				
<u>Element</u>	Level of Proficiency Required at Each Stage			
	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
4.5a. Supports district and school programs and activities	a. The teacher never supports district and school initiatives, programs and activities.	a. The teacher rarely supports district and school initiatives, programs and activities.	a. The teacher supports district and school programs and activities.	a. The teacher consistently supports district and school programs and activities.
4.5b. Participates in school and district initiatives	b. The teacher never participates in school and district initiatives.	b. The teacher rarely participates in school and district initiatives.	b. The teacher participates in school and district initiatives. The teacher's contributions are effective.	b. The teacher consistently participates in school and district initiatives. The teacher's contributions are effective and take on a leadership role within the major school/district project.

SCORING

The rubric is used dually in a formative and summative manner. Formative use is adopted during classroom visitations and observations and as such proficiency levels for classroom visits are devoid of a score rating, as the goal is to provide feedback as it relates to detailed guidance for improvement. However, the rubric is applied in a summative manner as part of the Annual Evaluation which takes place every year for all teaching staff. It is at this point with frequent interactions with a staff member and multiple classroom visitations accompanied by formal observations that the rubric is considered part of a cumulative evaluation and as such ratings and an overall score can be responsibly provided.

<i>Lesson Visitation Observation Rating</i>
PROFICIENCY LEVEL
<i>Unsatisfactory</i>
<i>Basic</i>
<i>Proficient</i>
<i>Exemplary</i>
<i>“Not Applicable” maybe relevant in a visitation/observation</i>

Annual Summative Evaluation Rating	
PROFICIENCY LEVEL	RANGE SCORE
Unsatisfactory	0-4
Basic	5-8
Proficient	9-12
Exemplary	13-16

