



careertech

Tulsa Model Observation and Evaluation Rubric

CareerTech Instructors

2021-2022

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Classroom and Lab Management 30%	1. Preparation 2. Discipline 3. School-Wide Climate Responsibility 4. Lesson and Instructional Plans 5. Assessment Practices 6. Student Relations	2 2 3 4 5 6
Instructional Effectiveness 40%	7. Literacy and Other Academics 8. Current Career Technical/Industry Standards 9. Involves All Learners 10. Explains Content 11. Clear Instruction and Directions 12. Models 13. Monitors 14. Adjusts Based upon Monitoring 15. Establishes Closure 16. Student Achievement	7 8 9 10 11 12 13 14 15
Professional Growth & Continuous Improvement 10%	17. Professional Development 18. Professional Accountability	16 17
Interpersonal Skills 10%	19. Effective Interpersonal Skills	18
Leadership 10%	20. Professional Involvement and Leadership	19

Domain: Classroom and Lab Management		Dimension: Preparation		
1	Instructor plans for and executes a lesson relating to short-term and long-term objectives.	3	4	5
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not plan for or execute instructional strategies that encourage the development of performance skills relating to short and long-term objectives.	Occasionally plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.	Plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.	Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.	Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.
Only develops a brief outline of the daily schedule, which shows little or no alignment with most ODCTE/industry standards.	Develops instructional plans that are not consistently in alignment with most ODCTE/industry standards.	Develops instructional plans that are in alignment with most ODCTE/industry standards and, as available and appropriate, curriculum maps and pacing guides.	Develops instructional plans that are in alignment with ODCTE/industry standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics.	Has long and short-term instructional plans that are aligned with ODCTE/industry standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics.
Plans rarely address student diversity nor describe how instruction will be differentiated.	Plans inconsistently address student diversity and inconsistently describe how instruction will be differentiated.	Plans consistently address student diversity and describe how instruction will be differentiated.	Plans consistently and skillfully address student diversity and describe how instruction will be differentiated. Plans are designed to maximize learning time.	Plans consistently and expertly address student diversity and describe how instruction will be differentiated. Plans are designed to maximize learning time and foster self-directed learning.
Materials and equipment are not ready at the start of the lesson or instructional activity.	Materials and equipment are usually ready at the start of the lesson or instructional activity.	Ensures materials and equipment, consistent with industry standards, are ready at the start of the lesson or instructional activity (most of the time).	Ensures materials and equipment, consistent with industry standards, are ready at the start of the lesson or instructional activity.	Ensures materials and equipment, consistent with industry standards, are ready at the start of the lesson or instructional activity and enhance learning.

Domain: Classroom and Lab Management				Dimension: Discipline
Instructor clearly defines and effectively manages student behavior.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Standards of conduct have not been established.	Standards of conduct have been established with inconsistent implementation.	Establishes, communicates and consistently implements appropriate standards of conduct.	Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students.	Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students; students constructively monitor their peers and intervene to implement standards.
Students are almost always disengaged and unclear about the expectations of the classroom/lab, requiring more reminders than are appropriate for the age and development of the students.	Students are often disengaged and unclear about the expectations of the classroom/lab, requiring more reminders than are appropriate for the age and development of the students.	Students are usually engaged and clear as to the expectations of the classroom/lab, requiring few reminders relative to the age and development of the students.	Students are engaged and clear about the expectations of the classroom/lab with no need for reminders as appropriate to the age and development of the students.	Students are engaged and are clear about the expectations of the classroom/lab with no need for reminders as appropriate to the age and development of the students.
Does not monitor the behavior of students during whole class, small groups, seatwork activities and transitions.	Does not consistently monitor the behavior of students during whole class, small groups, seatwork activities and transitions.	Monitors the behavior of students during whole-class, small group and individual lab activities and during transitions between instructional activities.	Monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities, lunchtime, recess, assemblies, etc.	Monitors the behavior of all students at all times. Standards of conduct extend beyond the classroom.
Usually ignores inappropriate behavior and uses inappropriate verbal and non-verbal techniques when correction is attempted.	Does not consistently address inappropriate behavior using verbal and non-verbal techniques to attempt to bring correction.	As necessary and appropriate, stops inappropriate behavior promptly and consistently with appropriate verbal and non-verbal techniques.	As necessary and appropriate, stops inappropriate behavior promptly and consistently with appropriate verbal and non-verbal techniques, while maintaining the dignity of the student in a manner that promotes positive behavior and relationships.	As necessary and appropriate, stops inappropriate behavior promptly and consistently with appropriate verbal and non-verbal techniques, in a manner that promotes positive behavior and relationships and encourages students to self-discipline.

3**Domain: Classroom and Lab Management Dimension: School-Wide Climate Responsibilities****Instructor assures a contribution to school-wide positive climate responsibilities.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Is not involved in school projects and initiatives that contribute to promoting orderly/professional behavior throughout the school.</p> <p>Ignores the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Participates in school projects and initiatives that contribute to promoting orderly/professional behavior throughout the school when specifically requested and only for specified time.</p> <p>Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly/professional behavior throughout the school.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Participates actively in school projects and initiatives that promote orderly/professional behavior throughout the school, volunteering for extra assignments/time periods.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines.</p>	<p>Makes substantial contribution to school projects and initiatives that promote orderly/professional behavior throughout the school. Instructor assumes a leadership role in these projects and initiatives, inspiring others to participate.</p> <p>Always follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Is proactive in intervening on behalf of children and staff.</p>

Instructor develops lesson and instructional plans designed to achieve the identified objectives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Only develops a brief outline of the daily schedule, which shows no alignment with ODCTE/industry standards and does not address student diversity and learning styles. Plans are rarely or never completed.	Develops instructional plans that are not in alignment with ODCTE/industry standards and does not address student's diversity and learning styles. Plans are not consistently completed.	Develops instructional plans with measurable competencies for classroom and lab activities that are in alignment with ODCTE/industry standards, including strategies that address student diversity and learning styles. Plans are developed consistently and on time based upon an analysis of data.	Develops instructional plans that are in alignment with ODCTE/industry standards and addresses student diversity and learning styles through differentiated instruction. Plans are developed consistently and in advance, based upon an analysis of data.	Instructional plans will include objectives developed for student-directed and/or lock steps that are aligned with ODCTE/industry standards, including strategies that address student diversity and learning styles. Career major instructional plans (syllabi, LAPS, etc.) are stored in digital format. Plans are developed consistently upon an analysis of data. Career major plans are stored in digital format.
Never plans or works within a team of colleagues	Rarely plans or works with other colleagues.	Plans and works within a team of colleagues to ensure that all students have a fair and equal opportunity to learn and succeed in school.	Plans and works within a team of colleagues to ensure that all students have a fair and equal opportunity to learn and succeed in school. Revises plans according to student data analysis and shares same with appropriate staff members.	Routinely works and plans within a team of colleagues to implement change based upon input from stakeholders or data.
Never provides substitute plans.	Rarely provides substitute plans (e.g. student rules/expectations, special schedules, emergency plans, etc.)	Provides appropriate substitute plans (e.g. student rosters, rules/expectations, special schedules, emergency plans, etc.)	Provides in sequenced and organized fashion substitute plans (e.g. student rules/expectations, special schedules, emergency plans, etc.)	Serves as model for other Instructors for substitute plans. These will be stored in digital format.

Domain: Classroom and Lab Management		Dimension: Assessment Practices		
5	Instructor acknowledges student progress and uses assessment practices that are fair and based on identified criteria, and support effective instruction.			
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Rarely uses assessments to evaluate student learning and to guide instruction. Grading is arbitrary and not in accordance with district's grading policies. Assessments provide delayed and inadequate feedback for students to assess themselves. Student learning goals are not in evidence. There is no evidence that the Instructor recognizes student progress or achievement. There is no communication with parents (if applicable) regarding progress or achievement.	Inconsistently uses assessments to evaluate student learning and to guide instruction. Grading is not consistently fair or in accordance with district's grading policies. Assessments provide inadequate feedback for students to assess themselves. Incomplete / inadequate student learning goals are present but never consulted. There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic. The Instructor may communicate student progress when requested by parent (if applicable).	Consistently uses assessments to evaluate student learning and to guide instruction. Grading is fair and in accordance with district's grading policies. Provides adequate and timely feedback from assessment results for students to reflect and set goals. Instructor and student set learning goals based on assessments. Recognizes student progress and achievement at significant intervals and encourages behaviors that would result in student success. Regularly consults with students on progress through their plan of study. The Instructor communicates with parents (if applicable) regarding student progress when necessary.	Consistently uses assessments to evaluate student learning and to guide and support differentiated instruction. Grading is fair, transparent to students and in accordance with district's grading policies. Assessments provide useful and immediate feedback – separate and apart from grades –that assists students in assessing themselves in meeting their learning goals. Instructor encourages student to adjust learning goals to reflect their needs. Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and to achieve academic success. The Instructor communicates with parents (if applicable) the student's progress and achievement periodically.	Consistently uses assessments that evaluate student learning and to guide and support differentiated instruction and are used to develop, refine and to evaluate instruction. Grading systems are fair and in accordance with district's grading policies and, as appropriate, developed in collaboration with students. Assessments provide useful and immediate feedback – separate and apart from grades— that assists students in assessing themselves to develop and evaluate their progress with their learning goals. Learning goals are not only designed by the Instructor, but the student has an opportunity to direct his/her own learning by contributing goals. Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. The Instructor informs parents (if applicable) on a timely basis of their student's progress and achievement through systematic communication procedures.

Instructor optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Oral, written and nonverbal communication with students is inconsiderate, as characterized by insensitivity, demeaning language and condescension.</p> <p>Does not consistently display an interest in the curriculum or high expectations for most students.</p>	<p>Oral, written, and nonverbal communication may not be considerate or respectful.</p> <p>Does not consistently display an interest in the curriculum or high expectations for most students.</p>	<p>Oral, written and nonverbal communication with students are considerate and respectful.</p> <p>Consistently conveys a generally positive view of learning and of the curriculum, demonstrating high expectations for most students.</p>	<p>Oral, written, and nonverbal communication with students are considerate and positive, demonstrating genuine respect for individual students and the class as a whole.</p> <p>Consistently displays a genuine enthusiasm for the curriculum and high expectations for all students</p>	<p>Oral, written, and nonverbal communication with students is considerate and positive. There is abundant evidence of mutual respect and trust between instructor and student, as well as between or among students.</p> <p>Exudes a passion for the content and actively exploring the curriculum with students. Students appear to have internalized the value of the content as well as the instructor's high expectations for them.</p>

Instructor embeds the components of literacy and other academics into all instructional content.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/speaking) and other academics is not embedded / woven into instructional lessons as a vehicle for learning the content and for demonstrating understanding. Rather, literacy is presented as a single, stand-alone skill. Instruction is rarely provided through text. Does not appear to value the linkages between the occupational tasks (work order, invoicing, pricing, recordkeeping), literacy (written/ verbal communication) and other academics.	Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/speaking) and other academics is rarely embedded / woven into instructional lessons as a vehicle for learning the content and for demonstrating; rather, literacy is presented as a single, stand-alone skill. Instruction is occasionally provided through text. Makes limited attempts to link occupational tasks with literacy and other academics.	Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/speaking) and other academics is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding. As appropriate for the content area, instruction is provided through text. Assures linkages between the occupational tasks (work order, invoicing, pricing, recordkeeping), literacy (written/verbal communications) and other academics.	Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/speaking) and other academics is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding. Its definition is expanded to include visual representations, expressions of ideas, making decisions and solving problems. Instruction is routinely provided through text and instructor requires students to cite text to support answers. Encourages students to investigate possible linkages of occupational tasks, literacy and other academics to real world situations.	Includes the narrative descriptions in performance category 4, plus the additional definitional components of literacy to include: innovative use of multimedia, computer, information analysis and technology. Instruction is routinely provided through text and instructor requires students to cite text to support analysis, inference, or arguments. Students are able to demonstrate linkages of occupational tasks, literacy and other academics to real world situations, which are woven into the lessons.

Note One: Examples of literacy strategies include, but are not limited to, students: (1) using graphic organizers to cement/understand information; (2) presenting/explaining their learning, thinking or examples (“turn and talk”); (3) summarizing information into written notes; (4) using primary source documents (receipts, tickets, bills, advertisements, logs, game/sport statistics and rules, etc.) to glean information; (5) writing for communication; and (6) choral/echo reading, (7) researching and reporting.

Note Two: An instructor embeds literacy into the lesson when she/he plans for and implements a literacy strategy for delivering content and expects students to use one or more specific literacy strategies as a means for learning the content and literacy skills. In such cases, literacy is the “bonding agent” or “glue” for the content.

Note Three: Literacy is a stand-alone event when (1) there is no expectation or need for students to use literacy strategies within the lesson to learn the content objectives and demonstrate their understanding of the same, or (2) students’ use of literacy strategies is random, isolated or has no connection to the lesson objectives.

Instructor understands and optimizes the delivery focus of current Career Technical/Industry Standards and expectations derived from same on student learning and achievement.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Neither understands nor teaches the current Career Technical/Industry Standards as evidenced by the plan of study, daily instruction and student achievement (competency/certification tests).	Plan of study, daily instruction and student achievement (competency/certification tests) show insignificant / inconsistent attempt to teach the current Career Technical/Industry Standards.	Seeks input from advisory committee to ensure career majors are in alignment with current Career Technical/Industry Standards to teach the most current knowledge and skills to students that will help them obtain competency/certification.	Actively engages advisory committee to ensure career majors are in alignment with current career technical/industry standards to teach the most current knowledge and skills to students that will help them obtain competency/certification.	Includes the narrative descriptions in performance category 4, plus conducts analysis-based national research and initiates any needed revisions to Career Majors that are in keeping with current Career Technical/Industry Standards and to encourage students to excel in learning knowledge and skills to demonstrate competency and master industry certification tests.

Instructor uses active learning, questioning techniques and/or guided practices to involve all students.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not require student participation or the instructor discourages student involvement. Students are not mentally engaged in active learning experiences during any significant portion of the class.	A few students dominate the lesson or only a few students are engaged in the class. For example, typically calls only on students who raise their hands first or who blurt out answers. Students are engaged in active learning around 50% of the class time.	Routinely uses strategies to ensure engagement of all students. Engages most students in active learning experiences 80% of the class time Asks critical thinking questions throughout the lesson/instruction, utilizing questioning techniques to involve all learners at an application and analysis level (mid-level Bloom's taxonomy – See Appendix A).	Routinely uses strategies to ensure engagement of all students. Engages an overwhelming majority of students in active learning 80% of the class time with students connecting new information to former knowledge; or describing and evaluating their thinking processes. Uses consistently high quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy.	Routinely uses strategies to ensure engagement of all students. Engages all students in active learning 80% of the class time and students initiate or develop their own activities to enhance their learning. Uses consistently high quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy and leading students to formulate many of their own questions. Skillfully uses wait time as a tool to engage students in active learning.
Does not ask any type of questions or use questioning techniques during the lesson/instruction to involve all learners.	All or most questions used are recall questions. Instructor does not show evidence of consistent concern for student participation/involvement.	Provides adequate wait time for student response and engagement.	Skillfully uses wait time as a tool to engage students in active learning.	Engages students by incorporating and expanding their individual skills and interests into the lesson/instruction.
Never uses wait time after voicing a question to the students. Displays no knowledge of students' interests and skills.	Displays little knowledge of students' interests and skills and rarely uses them as a strategy to engage them.	Engages students by incorporating their general skills and interests into the lesson/instruction.	Engages students by incorporating their individual skills and interests into the lesson/instruction.	

Note: Active learning is learning that requires student to attain knowledge by participating or contributing. When students are active in their learning, they are involved in gathering information, questioning, thinking and problem solving. (Adapted from Collins & O'Brien, *The Greenwood Dictionary of Education*, 2011.) Examples of active learning are: cooperative learning activities, advance organizers, researching and reporting out, or other teaching strategies that foster participation and an understanding of the objectives.

Instructor teaches the objectives through a variety of methods.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Students are provided with activities from the textbook, specific to the content, but there is no attempt to use a variety of activities to support instructional outcomes and no attempt to differentiate tasks to address a variety of student needs/learning styles/multiple intelligences.	Attempts, but does not successfully use, a variety of activities (e.g. modeling, visuals, hands-on activities, work-based learning, demonstrations, gestures, body language and thematic instruction) to support instructional outcomes and to meet varied student needs/ learning styles/ multiple intelligences.	Uses a variety of activities (e.g. modeling, visuals, hands-on activities, work-based learning, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and to meet varied student needs/ learning styles/ multiple intelligences.	Successfully uses a variety of activities (e.g. modeling, visuals, hands-on activities, work-based learning, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and to meet varied student needs/ learning styles/ multiple intelligences. The activities maximize student potential and most require significant cognitive challenge.	Uses all of the characteristics of Level 4 (narratives 1 and 2). In addition, continually seeks out new strategies to support instructional outcomes and cognitively challenge diverse learners. Willingly shares discoveries and successes with colleagues. Students are included in planning for methods of instructional delivery.
Technology is not used as designed and not used as an instructional tool.	Technology is rarely included in the planning process to support instruction and is not used on a regular basis as an instructional tool.	Technology is included in the planning process to support instruction and is used on a regular basis as an instructional tool in the classroom and lab.	Technology is woven into/serves as a foundational base in the planning process to support instruction, and technology is used on a commonplace basis as an instructional tool.	Instructor seeks ways to incorporate use of the latest technology as an integral part of the instruction, whether that technology can be accessed in his/her classroom/lab, on the school's campus or arranges for demonstration/use of technology through an industry partner.

Instructor provides clear instruction and direction.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Instruction, directions and procedures are not provided or are confusing. When instruction/directions are initially inaccurate or confusing to students, does not offer clarifying instruction or directions.	When instruction, directions or procedures are inaccurate or initially confusing to students, instructor does not appropriately or successfully correct and clarify.	Provides instruction, directions and procedures in a variety of delivery modes, e.g., verbal, modeling, visual, demonstration, etc., that are accurate, clearly stated/presented and related to the learning objectives.	Provides instruction, directions and procedures in a variety of delivery modes that are accurate and clear. Instructor anticipates possible student misunderstanding and/or confusion and incorporates relevant clarifications in the initial directions and instructions.	Uses all of the characteristics of Levels 3 and 4. Assists students in constructing their own understanding of how the directions relate to the learning objectives.
Does not give students directions for transitions and does not plan for transitions.	Attempts to give students directions for transitions but does not plan for transitions.	Gives students directions for transitions and includes transitioning in the planning process to optimize learning time.	Gives clear directions for transitions between lessons and between instructional activities while optimizing academic learning time.	Plans for smooth, structured transitions between lessons and instructional activities and gives clear, concise directions to accomplish same while optimizing academic learning time.
Spoken language is inaudible or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly causing students to be confused.	Spoken language is audible and written language is legible. Usage of both demonstrates many basic errors (mispronunciation, misspelled words, etc.). Vocabulary is correct, but limited, or is not appropriate for students.	Uses spoken and written language that is clear and correct and conforms to standard vocabulary.	Spoken and written language is clear and correct and conforms to standard vocabulary. Vocabulary is appropriate to the students. Instructor finds opportunities to extend students' vocabularies.	Spoken and written language is correct and conforms to standard vocabulary. It is also expressive with well-chosen vocabulary that enriches the lesson and extends students' vocabularies. Instructor seizes opportunities to enhance learning by building vocabulary skills and experiences based on students' interests or a spontaneous event.

12**Domain: Instructional Effectiveness****Dimension: Models****Instructor demonstrates / models the desired skill or process.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not demonstrate or model the desired skill or process.	Demonstration or modeling of the desired skill or process is infrequent and unclear to students.	Provides demonstrations and modeling of the desired skills or processes that are clear and precise to students.	Demonstrations are clear and precise to students with anticipation and preemptive action to avoid possible students' misunderstandings.	Demonstrations will match all characteristics of Level 4. Additionally, most students demonstrate the skill or process relating to the lesson's stated objective.

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Domain: Instructional Effectiveness**Dimension: Monitors**

Instructor checks to determine if students are progressing toward stated objectives / competencies.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Never moves around the room while students are working on guided practice.	Seldom moves around the room while students are working on guided practice to promote and to reinforce students' progress toward the stated objectives.	When appropriate, moves to all areas of the room while students are working on guided practice to promote and to reinforce students' progress toward the stated objectives.	Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice to promote and to reinforce students' progress toward the stated objectives. Makes eye contact with all students often.	Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and to reinforce students' progress toward the stated objectives. When a problem is observed reviews/re-teaches it to the whole class.
Never uses student response techniques to check for understanding.	When movement happens, it is to the same area of classroom/lab.	Uses different types of student response techniques, both individual/group to check for understanding.	Routinely uses developmentally appropriate student response techniques to check for understanding.	Delivers upon all of performance category 4 and varied response techniques that are used to receive immediate feedback to re-teach/review the concept(s) misinterpreted or not learned, while actively engaging all students.
Never uses feedback from students regarding their understanding.	Seldom uses student response techniques to check for understanding.	Uses feedback from students regarding their understanding.	Immediately and adeptly uses immediate feedback concerning student's understanding.	Delivers upon all of performance category 4 and is able to assess when question/wait time is no longer effective and employs a different strategy/technique.

Instructor changes instruction based on the results of monitoring.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not adjust instructional plan to meet the needs of students. Lesson pace is too fast or slow to accommodate for students' questions or interests.	Inconsistently monitors student involvement and makes some effort to adjust instructional plans to engage more students.	Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students.	Is aware of student participation and smoothly makes appropriate adjustments to the lesson, successfully accommodating student questions or interests.	Is always aware of student participation and successfully engages all students in the lesson. Is able to successfully make adjustments to the lesson to accommodate students' questions or interests.
Does not assess mastery of the new learning to determine if independent practice or re-teaching is appropriate.	Inconsistently assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate without making adjustments as necessary.	Assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate and makes adjustments to lessons /instruction.	Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate, and restructures lessons to address various learning needs.	Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate. Works with individual students or small groups to reteach. Uses peer tutoring to facilitate mastery of skills.
There is no evidence that the Instructor uses data from various assessments to modify instruction and to guide intervention strategies.	There is little evidence that data is used from various assessments to modify instruction and to guide intervention strategies.	Reviews data from assessments to modify instruction and to guide intervention strategies.	Uses data from various assessments to modify instruction and to determine what additional interventions can be implemented to assist students.	Multiple classroom evaluations, assessments and formal state assessments provide ample and varied opportunity for all students to demonstrate their knowledge and skill set levels. Ongoing assessment is systematically used to modify instruction and to guide intervention strategies.

Instructor summarizes and fits into context what has been taught.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The instructor rarely summarizes the main points of the instruction into the lesson. Students disengage at the end of the class with no instructor direction.</p> <p>Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.</p>	<p>The instructor does not consistently summarize the main points of the instruction into the lesson.</p> <p>Rarely connects what is learned to prior learning and does not regularly relate how the learning will be needed in the future.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and to solidify student learning and to help students organize the information into a meaningful context.</p> <p>Connects what is learned to prior and future learning/instruction.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and to solidify student learning and to help students organize the information into a meaningful context.</p> <p>Students summarize in a variety of ways and reflect on their own learning.</p> <p>Uses a variety of instructional strategies to relate instruction to prior and future learning.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and to solidify student learning and to help students organize the information into a meaningful context.</p> <p>Students connect the lesson to prior learning and articulate how learned skills can be used in the future. Linkages with real world situations are woven into the lessons.</p>

Effective development and use of modified assessments and curriculum for special education and other students that qualify for services.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>There is no evidence that the Instructor is knowledgeable of the IEP or that the Instructor modifies instruction for all students on an IEP, regardless of student's learning goals.</p> <p>Does not provide required feedback to student, applicable staff and/or parent.</p> <p>Does not assure that all students have access to appropriate/approved curriculum.</p> <p>Does not accept responsibility for the success of all special needs students (gives up, blames the student's home environment if the student has difficulty, etc.)</p> <p>Total lack of compliance to adhere to accommodation in accordance with IEP/504 plans.</p>	<p>There is some evidence that the Instructor is aware of the IEP; however, the IEP is not being used to guide instruction for the student.</p> <p>Rarely provides required feedback to student, applicable staff and/or parent.</p> <p>Makes a minimal effort to obtain appropriate/approved curriculum.</p> <p>When a student has difficulty learning, the Instructor makes an ineffectual effort and quickly gives up or blames the student or the student's home environment.</p> <p>Minimal attempt to comply with some accommodations in accordance with IEP/504 plans.</p>	<p>Adheres to modifications for special needs student populations in alignment with the IEP.</p> <p>Provides required feedback to student, applicable staff and/or parent.</p> <p>Assures that all students have access to appropriate/approved curriculum.</p> <p>Accepts responsibility for the success of all students.</p> <p>Adheres to accommodations in accordance with IEP/504 plans.</p>	<p>Modifies assessments for special student populations as appropriate and as indicated in any IEP, working with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent/timely feedback to student, applicable staff and/or parent.</p> <p>Assures that all students have access and modifications to appropriate/approved curriculum.</p> <p>When a student has difficulty learning, the Instructor perseveres to identify effective approaches to reach the student, drawing on a broad repertoire of strategies.</p> <p>Adheres to accommodations in accordance with IEP/504 plans and enhances them as progress is demonstrated.</p>	<p>Consistently adheres to modifications of curriculum, assessments and environment for special needs students in alignment with IEP and, as needed, works with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent/timely feedback to student, applicable staff and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.</p> <p>The Instructor consistently advocates for all students to have direct access to appropriate/approved curriculum.</p> <p>Perseveres in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from the school and community.</p> <p>Maintains contact with the student to monitor and to support the student's success even after the student is no longer in class.</p> <p>Consistently adheres to accommodations for special needs students in accordance with IEP/504 plans and, as needed, works with individual students to develop a mutually acceptable plan for "success."</p>

Domain: Professional Growth and Continuous Improvement**Dimension: Professional Development****Uses Professional Growth as a Continuous Improvement Strategy**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development to update content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update content knowledge and current professional practices as needed.	Participates in the required minimum hours of professional development updating content knowledge and current professional practices.	Participates in the required hours of professional development and seeks additional training to update content knowledge and professional practices beyond what is required. Is in compliance with all components of Level 3.	In addition to participating in the required hours of professional development and additional training, the Instructor makes a substantial contribution to the profession through activities such as coaching and mentoring new instructors, training instructors in professional practices, making presentations, conducting action research, working toward Master Instructor or National Board Certification and/or writing articles for professional publication.
Does not maintain applicable education/industry certifications/licenses and/or does not follow established degree plan. Does not participate in school-based improvement initiatives.	Has worked toward obtaining industry certifications, but has not received any and is not progressing on target toward degree plan. Inconsistent participation in school-based improvement initiatives.	Develops individual professional goals (i.e. education/industry certifications/licenses where applicable.) Is actively involved in school-based improvement initiatives.	Implements professional goals, (i.e., education/industry certifications/licenses.) Is actively involved and provides some leadership in school-based improvement initiatives.	Exceeds requirements in pursuing next level of education and eagerly embraces professional development opportunities. Shares best practices at district, state or national level. Attends state or national conferences and shares relevant information with colleagues on formal basis.

Exhibits behaviors and efficiencies associated with professionalism.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not practice expected behavior patterns required by school and profession.	Seldom complies with expected behavior patterns regarding punctuality and dependability, adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; or complying with reporting timelines and other time sensitive information/compliance requests. Lack knowledge and comprehension of school policies and procedures; therefore, cannot effectively adhere to them or promote them. Shows no concern for management of resources and budgetary responsibilities.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability. Adheres to prescribed arrival and departure times. Follows notification and reporting procedures for absences. Complies with reporting timelines and other time sensitive information/compliance requests. Inconsistently adheres to and infrequently promotes school policies and procedures. Inconsistent management of resources and budgetary responsibilities.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability. Adheres to prescribed arrival and departure times. Follows notification and reporting procedures for absences. Complies with reporting timelines and other time sensitive information/compliance requests. Adheres to and promotes all school policies and procedures. Shows skills and proficiencies in the management of resources and budgetary responsibilities.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability. Adheres to prescribed arrival and departure times. Follows notification and reporting procedures for absences. Complies with reporting timelines and other time sensitive information/compliance requests. Leads in the development and revision of school policies and procedures. A leader in skills and proficiencies in the management of resources and budgetary responsibilities. Seeks out new, more efficient methods to manage resources and budgetary responsibilities and shares them with colleagues.

Effective Interactions and Collaboration with Stakeholders.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides minimal or no information or interaction with internal and external stakeholders (e.g. advisory committee, industry, families and colleagues, partner schools, etc.)	Appears to be inconsistent and inaccurate in providing information to internal and external stakeholders or engaging them in the educational program.	Interacts with internal and external stakeholders (e.g. advisory committee, industry, families, colleagues, partner schools, etc.) in a timely, consistent, positive and professional manner.	Communicates frequently and sensitively to internal and external stakeholders and engages them in the educational program.	Communicates consistently and sensitively with internal and external stakeholders (e.g. advisory committee, industry, families, colleagues, partner schools, etc.)
Makes no attempt to engage internal and external stakeholders in the educational program.	Infrequently provides information to internal and external stakeholders and sometimes attempts to engage them in the educational process.	Complies with school procedures for communicating with internal and external stakeholders and makes an effort to engage them in the educational program.	Develops innovative ways to involve internal and external stakeholders in the educational program and communicates freely with them.	Communication is clearly understood by internal and external stakeholders. Uses diverse methods to engage them in the educational program and supports their participation.
Does not consult or collaborate with other staff members.	Consults infrequently with other staff members. Plans and makes decisions assuming the result will be positive for everyone.	Collaborates appropriately and makes decisions that reflect professional consideration.	Maintains an open mind and participates in collaborative planning, reflection and decision making, respecting and considering the thoughts of colleagues.	Takes a leadership role in ensuring that all collaborative decisions, planning and reflection activities with colleagues, are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.

Exhibits Positive Leadership through Varied Involvements.

Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Consistently declines becoming involved in school or district events even when asked.	Avoids becoming involved in school or district events.	Participates in school or district events when asked.	Volunteers or eagerly accepts an invitation to substantially contribute to a school or district event.	Develops or leads important school or district events.
Does not develop and maintain an active advisory committee (e.g. stagnant membership, failure to follow advisory recommendations, and lack of advisory involvement in workplace learning.)	Maintains an advisory committee but rarely consults them or implements their suggestions.	Develops and maintains an active advisory committee.	Maintains an active advisory committee, and utilizes appropriate recommendations of the advisory members.	Continually recruits new members, seeks their advice on a regular basis, keeps them informed of class activity, uses members as guest speakers, takes students on field trips to businesses of advisors, and works with members to place students for internships and employment.
Assumes no responsibility for recruitment, retention, completion, placement and follow-up initiatives.	Minimal responsibility for recruitment, retention, completion, placement and follow-up initiatives.	Assumes active responsibility for recruitment, retention, completion, placement and follow-up initiatives.	Leads in recruitment, retention, completion, placement and follow-up initiatives.	Assumes leadership role and exceeds district benchmark in the development of recruitment, retention, completion, placement and follow-up initiatives.
Has no role in professional organizations at either a membership level or attending sponsored activities.	Is an inactive member in a few professional organizations.	Assumes an active role in professional organizations at either a membership level or attending sponsored activities.	Initiates important activities contributing to the professional organization and assumes leadership roles.	Initiates important activities contributing to the professional organization and assumes leadership roles at state and/or national levels
Does not exhibit involvement/support for CareerTech student organizations.	Avoids involvement/support for CareerTech student organizations.	Exhibits involvement/support/supervision of CareerTech student organizations.	Participates and demonstrates leadership of CareerTech student organizations.	Participates and demonstrates leadership of CareerTech student organizations, encouraging state and/or national participation.
Does not promote opportunities for or place students in work-place learning/project-based learning (e.g. OJT, internships, clinicals, job shadowing, etc.)	Takes no active effort to promote opportunities for or place students in work-place learning/project-based learning (e.g. OJT, internships, clinicals, job shadowing, etc.)	Actively develops opportunities for and places students in work-place learning/project-based learning (e.g. OJT, internships, clinicals, job shadowing, etc.)	Actively utilizes resources of advisory committee/industry to develop opportunities for and places students in work-place learning/project-based learning (e.g. OJT, internships, clinicals, job shadowing, etc.)	Leads and challenges others to actively develop opportunities for and places students in work-place learning/project-based learning (e.g. OJT, internships, clinicals, job shadowing, etc.)