

WAYNE

Teacher Effectiveness Rubric

Teacher Name

School

Date



DOMAIN 1: PURPOSEFUL PLANNING

Teachers utilize the guaranteed and viable curriculum relevant for all students: planning for delivery of meaningful units, continuous assessments and systems for monitoring student progress as well as plans for differentiation in response to student needs.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	☐ At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Incorporates differentiated instructional strategies in planning to reach every student's level of understanding	☐ Teacher uses appropriate assessment data to guide, adjust and/or evaluate: - Achievement goals, pacing guides, AND lesson plans	☐ Teacher uses appropriate assessment data to formulate: - Achievement goals, pacing guides, OR lesson plans, but not all of the above	☐ Teachers rarely or never uses appropriate assessment data when planning
1.2	Set Ambitious And Measurable Annual Achievement Goal	☐ At Level 4, a teacher fulfills the criteria for level 3 and additionally: - Plans differentiated student achievement goals	☐ Teacher develops student achievement goal(s) that are: - Aligned to guaranteed and viable curriculum; - Specific, Measurable, Ambitious, Realistic, Timely, Inclusive and Equitable (SMARTIE); AND - Include benchmarks to help monitor learning and inform interventions throughout the year	☐ Teacher develops student achievement goal(s) for which: - Only 2 of 3 Effective descriptors are being met	☐ 0 – 1 Effective descriptors are being met
1.3	Implement a Guaranteed and Viable Curriculum ¹	☐ At Level 4, a teacher fulfills the criteria for level 3 and additionally: - Anticipates student reaction to new learning - Appropriately scaffolds curriculum based on anticipated student difficulty and ongoing formative assessment	☐ Based on achievement goals, teacher plans units by: - Scaffolding standards that students will master in each unit - Conducting formative and summative assessments to appropriately inform instructional decisions - Allocating an instructionally appropriate amount of time for curriculum	☐ Based on achievement goals, teacher plans units by: - Only 2 of 3 Effective descriptors are being met	☐ 0 – 1 Effective descriptors are being met
1.4	Develop Language & Content Objective-Driven Lesson Plans and Assessments	☐ At Level 4, a teacher fulfills the criteria for level 3 and additionally: - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction for underrepresented perspectives and experiences - Uses formative and summative assessments to directly inform instruction	☐ Based on the guaranteed and viable curriculum, teacher plans daily lessons by: - Identifying language- and content-driven lesson objectives - Matching culturally relevant instructional strategies, activities, and assignments to the objectives - Analyzing formative assessments to inform instruction and adjust learning strategies for students as appropriate.	☐ Teacher uses an effective data tracking system for: - Only 2 of 3 Effective descriptors are being met	☐ 0 – 1 Effective descriptors are being met

¹ In CTE programs, units are designed to align and promote industry credentials and post-secondary credits.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.5	Monitor Disaggregated Student Data and Analyze Progress	☐ At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Uses daily checks for understanding for additional data points - Updates tracking system regularly - Uses data analysis of student progress to drive lesson planning	☐ Teacher uses an effective data tracking system for: - Recording student assessment/progress data - Analyzing student progress towards mastery and planning future lessons accordingly - Maintaining a grading system aligned to student learning goals	☐ Teacher uses an effective data tracking system for: - Only 2 of 3 Effective descriptors are being met	☐ 0 – 1 Effective descriptors are being met
Notes					
Domain 1 Summary Comments					

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the language- and content-driven objectives in a classroom environment that fosters a climate of urgency and expectation around growth, achievement and belonging.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1:	Develop student understanding and mastery of lesson objectives ²	☐ Teacher is highly effective at developing student understanding and mastery of lesson objectives <i>For level 4, all of the evidence listed under Level 3 is present, as well as 1 or more of the following:</i> - Teacher effectively engages prior knowledge of students in connection to the lesson. Students demonstrate through work or comments that they understand this connection. -Students can connect language- and content-driven lesson objective(s) to real world application, concept, or topic.	☐ Teacher is effective at developing student understanding and mastery of lesson objectives - Language- and content-driven lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in appropriately differentiated terms - Importance of the objective is explained so that students understand why they are learning what they learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	☐ Teacher needs improvement at developing student understanding and mastery of lesson objectives -Lesson objective is stated, but not in a student-friendly manner -Teacher attempts explanation of importance of objective, but students fail to understand -Lesson generally does not build on prior knowledge of students or students fail to make this connection -Organization of the lesson may not always be connected to mastery of the objective	☐ Teacher is ineffective at developing student understanding and mastery of lesson objectives -Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson -There may not be clear connection between the objective and lesson, or teacher may fail to make this connection for the students -Teacher may fail to discuss importance of objective or there may not be clear understanding amongst students as to why the objective is important -There may be no effort to connect objective to prior knowledge of students -Lesson is disorganized and does not lead to mastery of objective
Notes					

² Students have a deep understanding of material, can apply their knowledge effectively and demonstrate competence in various tasks related to the objective. Students may progress at different rates and mastery is not always linear.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2:	Demonstrate and Clearly Communicate Content Knowledge to Students	☐ Teacher is highly effective at clearly communicating and modeling new learning to students For level 4, all of the evidence listed under Level 3 is present, as well as at least 3 of the following: - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Students demonstrate content and skill acquisition through use of academic language - Students participate in each other's learning of content through collaboration during the lesson - Students ask higher-order questions³ and make connections independently, demonstrating that they understand the content at a higher level	☐ Teacher is effective at clearly communicating and modeling new learning to students - Teacher demonstrates new learning and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher presents new learning in multiple ways to increase understanding - Teacher emphasizes key points or main ideas - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development	☐ Teacher needs improvement at clearly communicating and modeling new learning to students -Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development	☐ Teacher is ineffective at clearly communicating and modeling new learning to students - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development
Notes					

³ Asking higher-level questions in a classroom involves challenging students to think critically, analyze information, make connections, and apply concepts creatively. These questions typically require more than a simple recall of facts and encourage deeper understanding and engagement with the material. Teachers may pose questions that prompt students to evaluate, synthesize, or create new ideas, fostering a more enriched learning experience.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3:	Engage ⁴ Students Culturally and Linguistically in Academic Content	☐ Teacher is highly effective at engaging students in academic content <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as the following:</i> -All students are actively engaged in content at all times. - Teacher promotes student mastery of the language- and content-driven objective through differentiated domains of language	☐ Teacher is effective at engaging students in academic content -Opportunities for engagement honor the shared cultural and linguistic identities of the students. - All students are actively engaged in content most of the time - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the language- and content-driven lesson objective - Teacher sustains the attention of the class through content reflecting different learning modalities⁵ - Teacher effectively integrates multimodal, curricularly-aligned digital tools to engage students in academic content - Teacher facilitates lesson accordingly to meet students' prerequisite skills and knowledge so that all students could be engaged - Students with IEPs, 504s and ILPs have the appropriate accommodations to be engaged in content	☐ Teacher needs improvement at engaging students in academic content - Most students are engaged in content and some are off-task - Teacher may provide an alternative way of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective -Students with IEPs, 504s and ILPs are sometimes given appropriate accommodation to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	☐ Teacher is ineffective at engaging students in academic content - Few students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students -Students with IEPs, 504s and ILPs are not provided with the necessary accommodations to engage in content
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⁴ Evidence of engagement can include: active participation, focused attention, inquiry & critical thinking, collaboration, application of learning, demonstrated intrinsic motivation, feedback & reflection, emotional connection, consistent attendance, and visible progress.

⁵ Learning modalities refer to the different ways in which individuals prefer to receive and process information. There are various modalities, and understanding them can help educators tailor their teaching strategies to accommodate the diverse needs of learners. Examples include: visual aids, group discussions, hands-on activities, encouraging self-awareness, creating a supportive environment, collaborative and peer learning, and promoting metacognition (which involves understanding how they learn and being able to monitor and regulate their learning process, encouraging them to reflect on their learning experiences and identify strategies that work best for them).

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.4:	Check for Understanding	☐ Teacher is highly effective at checking for understanding <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as the following:</i> - Teacher checks for understanding at higher levels by asking pertinent, scaffolded questions that promote independent student thinking and accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to guide discussion, and surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	☐ Teacher is effective at checking for understanding⁶ - Teacher appropriately checks for understanding using a variety of methods - Teacher utilizes information gathered during checks for understanding to inform lesson planning and instruction - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the language- and content-driven objective(s) at the end of each lesson through formal or informal assessments⁷	☐ Teacher needs improvement at checking for understanding - Teacher sometimes checks for understanding but misses several key opportunities - Teacher gathers information through checks for understanding but may not gain enough information to adjust the lesson accordingly - Teacher may not use a variety of methods to check for understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before moving forward with instruction - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may assess student mastery at the end of the lesson through formal or informal assessments but may not use this information to drive subsequent lesson planning	☐ Teacher is ineffective at checking for understanding - Teacher rarely or never checks for understanding or misses nearly all key opportunities -Teacher rarely or never checks for understanding and therefore cannot gain enough information to adjust the lesson - Teacher frequently moves on with instruction before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson
Notes					

⁶ Effective checks for understanding can take various forms, such as: asking open-ended questions to gauge comprehension, using quizzes and short assessments, peer discussions or group work to explain concepts, exit tickets or reflections at the end of a lesson, observing student responses during activities, providing opportunities for students to teach concepts to others, and encouraging students to ask questions to clarify their understanding.

⁷ Examples of assessment include: formative assessment, summative assessment, peer assessment, self assessment, observational assessment, performance based assessment.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.5:	Scaffold Instruction ⁸ As Needed, While Maintaining Access to the Guaranteed and Viable Curriculum	☐ Teacher is highly effective at scaffolding instruction as needed <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as the following:</i> - Teacher anticipates student misunderstandings ⁹ and modifies instruction without taking away from the flow of the lesson or losing engagement	☐ Teacher is effective at scaffolding instruction as needed - Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse students' needs in growth and mastery - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	☐ Teacher needs improvement at scaffolding instruction as needed - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	☐ Teacher is ineffective at scaffolding instruction as needed - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher responds to misunderstandings in ways that do not increase student understanding - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding
Notes					

⁸ Scaffolding is the instructional strategy of breaking down complex concepts into smaller, more manageable parts, gradually removing guidance and support by building upon existing knowledge and skills.

⁹ Teachers will address misunderstandings in a lesson in real time. Responding to student misconceptions effectively is crucial for promoting learning and understanding. Here are some effective ways for teachers to address student misconceptions:

- Identify Misconceptions: Pay attention to common misconceptions related to the subject matter. This can be done through pre-assessment, observation, or by directly asking students about their understanding.
- Provide Clear Explanations: Address misconceptions promptly and provide clear explanations using different examples or analogies to help students understand the correct concepts.
- Encourage Questioning: Create a supportive environment where students feel comfortable asking questions and expressing their confusion. Encourage them to challenge their own understanding and seek clarification when needed.
- Use Visual Aids: Utilize visual aids such as diagrams, charts, or multimedia presentations to illustrate concepts and clarify misunderstandings.
- Promote Peer Discussion: Encourage peer-to-peer discussion and collaboration where students can share their ideas and perspectives. Peer teaching can help students identify and correct misconceptions in a supportive and non-threatening environment.
- Provide Feedback: Offer specific and constructive feedback to students regarding their misconceptions. Point out where they went wrong and guide them towards the correct understanding.
- Model Critical Thinking: Model critical thinking skills by questioning assumptions, examining evidence, and evaluating arguments. Encourage students to think critically about their own misconceptions and the reasoning behind them.
- Revisit Concepts: Incorporate opportunities for students to revisit previously learned concepts periodically throughout the course to reinforce understanding and address any lingering misconceptions.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.6	Fostering Collaboration ¹⁰ through appropriate grouping strategies and student-to-student interaction.	☐ Teacher is highly effective at fostering collaboration through appropriate grouping strategies and student-to-student interaction <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as the following:</i> - Collaborative grouping is appropriately varied based on the lesson objective(s) and enhances student growth/performance through learning partnerships - Collaborative grouping facilitates experiences where students independently evaluate the learning experience through reflection and progress toward goals	☐ Teacher is effective at fostering collaboration through appropriate grouping strategies and student-to-student interaction -The teacher facilitates various collaborative models -The teacher sets collaboration expectations that are understood by most students -Collaborative grouping and student-to-student interaction vary appropriately based on the language- and content-driven lesson objective(s) -Most students participating in collaborative groups take responsibility for their roles and expectations and are held accountable for group work and individual work	☐ Teacher needs improvement at fostering collaboration through appropriate grouping strategies and student-to-student interaction -The teacher has knowledge of and understands a few collaborative models. -The teacher sets collaboration expectations that are understood by some students. -Some students participating in collaborative groups take responsibility for roles and expectations.	☐ Teacher is ineffective at fostering collaboration through appropriate grouping strategies and student-to-student interaction -The teacher does not vary collaborative models. -The teacher does not set collaboration expectations. -Students are not participating in collaborative groups.
Notes:					

¹⁰ There are several models of collaboration that educators can implement in the classroom to promote teamwork, communication, and shared learning experiences among students. Some common models of collaboration include: group work, peer teaching, jigsaw method, collaborative projects, and cooperative learning structures.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.7:	Maximize Instructional Time	☐ Teacher is highly effective at maximizing instructional time <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Routines, transitions, and procedures are well-executed. Students are always engaged in meaningful work while waiting for the teacher (i.e. independent work time, partner work, or managerial times i.e during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - Disruptive behaviors¹¹ and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson.	☐ Teacher is effective at maximizing instructional time - Instruction starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing with minimal prompting from the teacher - Students are engaged in meaningful work, however, there are occasional exceptions for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of language- and content-driven objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson	☐ Teacher needs improvement at maximizing instructional time - Class periodically starts a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.	☐ Teacher is ineffective at maximizing instructional time - Teacher frequently starts class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson. - Classroom management is generally poor and wastes instructional time
Notes:					

¹¹ Disruptive behavior stops instruction from continuing as planned

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.8:	Create a Culturally and Linguistically Inclusive Classroom ¹²	Teacher is highly effective at creating a classroom culture of acceptance, respect and collaboration <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as the following:</i> -Teacher advocates for authentic relationships that reflect the cultural and linguistic assets of students. - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	☐ Teacher is effective at creating a classroom culture of acceptance and respect - Students are respectful of their teacher and peers - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	☐ Teacher needs improvement at creating a classroom culture of acceptance and respect - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	☐ Teacher is ineffective at creating a classroom culture of acceptance and respect - Students are frequently disrespectful¹³ of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior
Notes:					

¹² When considering the culture of a classroom, it is important to think about creating a positive and inclusive environment where all students feel respected, valued, and safe. Factors to consider include fostering a sense of community and belonging, promoting diversity and equity, encouraging open communication and collaboration, setting clear expectations for behavior and learning, recognizing and celebrating differences, addressing any instances of discrimination or bias, and supporting the social and emotional well-being of students. Building a supportive classroom culture can enhance learning outcomes and contribute to a positive educational experience for everyone involved.

¹³ Elements of disrespect can include things like speaking rudely or condescendingly to someone, ignoring their feelings or boundaries, belittling them, dismissing their opinions or ideas without consideration, being dishonest or deceitful, mocking or ridiculing them, or showing a lack of consideration for their well-being or rights. Disrespectful behavior can take many forms and can vary depending on the context and the individuals involved.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.9:	Set High Expectations ¹⁴ for Academic Success by Building Independent Learners	☐ Teacher is highly effective at setting high expectations for academic success. <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as the following:</i> - Students demonstrate high expectations through forming academic goals for themselves and analyzing their progress - Student comments and actions demonstrate that they value productive struggle	☐ Teacher is effective at setting high expectations for academic success. - Teacher sets high expectations for students of all levels - Students are invested in their work as evidenced by growth toward and/or mastery of language- and content-driven objectives - The classroom is a safe place to take on challenges and risk failure (students communicate through productive struggle) - Teacher celebrates and displays high quality academic work	☐ Teacher needs improvement at setting high expectations for academic success. - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise and display the academic work of some students, but not others	☐ Teacher is ineffective at setting high expectations for student success. - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises or displays academic work
Notes					
Domain 2 Summary Comment					

¹⁴ Examples of educators maintaining high expectations for students include:

- Providing constructive and specific feedback to help students improve.
- Encouraging active participation in class and asking challenging questions.
- Offering additional support to students who need it to reach a higher level.
- Setting clear and ambitious goals for each student and helping them achieve them.
- Creating a positive and stimulating learning environment that promotes excellence.
- Modeling behaviors and attitudes that reflect high expectations.
- Regularly communicating with students and their families about progress and expectations.
- Encouraging intellectual risk-taking and learning from mistakes.
- Providing appropriate challenges that push students out of their comfort zone.
- Celebrating students' successes and progress to reinforce their motivation and self-confidence.

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the growth, achievement and feeling of belonging of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture ¹⁵	☐ At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles in the school, district, or community - Go above and beyond in dedicating time for students and peers outside of class	☐ Teacher will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class - Participate in school initiatives in a positive way	☐ Teacher will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Teacher may not: - Frequently dedicate time to help students and peers efficiently outside of class	☐ Teacher rarely or never contributes ideas aimed at improving school efforts. -Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	☐ At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups	☐ Teacher will: - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need - Cooperatively collaborate and follow through with peers	☐ Teacher will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Teacher may not: - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	☐ Teacher rarely or never participates in opportunities to work with others. -Teacher works in isolation and is not a team player
3.3	Seek Professional Skills and Knowledge ¹⁶	☐ At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	☐ Teacher will: - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	☐ Teacher will: - Attend all mandatory professional development opportunities Teacher may not: - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	☐ Teacher rarely/never attends professional development opportunities or negatively impacts the professional learning environment. -Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)

¹⁵ In a CTE program, Career and Technical Student Organizations are integral components of the classroom curriculum and instruction experienced by all students. Students actively participate in CTSO competitions.

¹⁶ In a CTE program, WBL and employer engagements are fundamental components of high quality CTE programming. WBL is promoted and supported through partnerships with employers. Teacher regularly engages with industry partners to provide two employer engagements per 9-week period. Advisory Boards are composed of at least ten members (at least 50% industry representatives, one parent, one student, and appropriate postsecondary representatives). Boards meet at least once per semester and must ensure that requested documentation is submitted by organizational deadlines.

3.4	Advocate for Student Success	☐ At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Display commitment to the education of all the students in the school - Make changes and take action to ensure student success	☐ Teacher will: - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student growth and achievement - Proactively advocate for students' individualized needs - Respond to the diverse needs of students	☐ Teacher will: - Display commitment to the education of all his/her students Teacher may <i>not</i>: - Advocate for students' needs - Respond to the diverse needs of students	☐ Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as normal and does not respond to or advocate for students' needs.
3.5	Engage Families in Student Learning ¹⁷	☐ At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Strives to form collaborative learning partnerships with caregivers Proactively addresses concerns in a timely and positive manner outside of required outreach events	☐ Teacher will: - Proactively reach out to caregivers in a variety of ways to engage them in student learning - Respond promptly to contact from caregivers - Engage in all forms of caregiver outreach required by the school	☐ Teacher will: - Respond to contact from caregivers - Engage in all forms of caregiver outreach required by the school Teacher may <i>not</i>: - Proactively reach out to caregivers to engage them in student learning	☐ Teacher rarely or never reaches out to caregivers and/or frequently does not respond to contacts from caregivers.
Domain 3 Summary Comments					

EVALUATION SUMMARY COMMENTS

¹⁷ In a CTE program, teachers additionally communicate regularly with families to inform them about industry credentialing opportunities and processes. Instructor promotes post-secondary credit opportunities to families.