RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Classroom Teacher/ English for Speakers of Other Languages Teacher Professional Practice Rubric and Evaluation Summary

Effective Date: 7.1.25

I. PLANNING AND PREPARATION FOR LEARNING

The Teacher:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a **Knowledge**	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well, and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
c **Units**	Plans all units aligned with state and national standards, big ideas, essential questions, and results in the transfer of knowledge and skills.	Plans most units aligned with state and national standards, big ideas, essential questions, and results in the transfer of knowledge and skills.	Plans units with some thought to larger goals and objectives and that does not always result in transfer of knowledge and skills.	Does not plan units or plans units with little thought to larger goals and objectives. Transfer of knowledge and skills is not evident.
d **Assessments**	Consistently develops a comprehensive assessment plan (both formative and summative)to monitor student learning and inform future planning.	Plans both formative and summative assessments to monitor student learning and inform future planning.	Inconsistently plans both formative and summative assessments to monitor student learning and inform future planning.	Rarely plans both formative and summative assessments to monitor student learning and inform future planning
e **Anticipation**	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Anticipates one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f **Lessons**	Lesson goals are exceptionally clear, measurable, and achievable and are fully aligned with relevant standards and unit outcomes. Goals show a strong progression of learning and are seamlessly integrated into the lesson design.	Lesson goals are clear, measurable, and achievable. They are aligned with standards and unit outcomes, with minor room for refinement in clarity or alignment.	Lesson goals are somewhat clear or partially measurable/achievable and/or alignment with standards and unit outcomes is inconsistent or not well-articulated.	Lesson goals are unclear, not measurable, or not achievable with little to no alignment with standards or unit outcomes, and may lack focus or purpose.
g **Engagement**	Designs highly relevant lessons that will motivate virtually all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Designs lessons that inconsistently engage students in the learning.	Designs lessons with very little likelihood of motivating or involving students.
h **Materials**	Designs lessons that use an effective selection of high quality, diverse learning materials and/or technology.	Designs lessons that use an appropriate selection of materials and/or technology.	Inconsistently designs lessons that use a selection of materials and/or technology.	Designs lessons that rely mainly on mediocre learning materials such as low-quality textbooks, workbooks, worksheets, and/or technology.
i **Differentiation**	Consistently designs differentiated lessons that effectively meet all student's learning needs and strengths. Supports are embedded and highly responsive to student diversity.	Designs differentiated lessons that effectively meet most student's learning needs and strengths.	Sometimes designs differentiated lessons that effectively meet some student's learning needs and strengths.	Rarely designs differentiated lessons that effectively meet student's learning needs and strengths.

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j **Environment**	The classroom is intentionally arranged to support diverse learning activities and maximize engagement. Materials and displays are thoughtfully selected, accessible, and used to create a welcoming, student-centered environment that enhances learning.	The classroom is well-organized and inviting, with appropriate materials and displays that support instruction and student learning. Room setup is conducive to participation and movement.	The room setup is functional but may lack intentionality. Some materials or displays are underutilized or not clearly connected to learning goals. The environment is somewhat inviting but could be improved.	Classroom arrangement is disorganized or static, limiting student engagement. Materials and displays are sparse, outdated, or irrelevant, and the environment feels uninspired or uninviting for learners.

Overall rating: _____ Comments:

II. CLASSROOM MANAGEMENT

The Teacher:	**4** **Highly Effective**	**3** **Effective**	**2** **Improvement Needed**	**1** **Does Not Meet Standards**
a **Expectations**	Is direct, specific, consistent and tenacious in communicating and enforcing high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with *ad hoc* rules and consequences as events unfold during the year.
b **Relationships**	Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships.	Is fair and respectful towards student differences and builds positive relationships with most students.	Is fair and respectful towards most students and builds positive relationships with some students.	Can be unfair and disrespectful to students; plays favorites.
c **Respect**	Interactions between the teacher, individual students, and among students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development differences among students.	Interactions between the teacher and students as well as amongst students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural differences and developmental differences among students.	Interactions, both between the teacher and student and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions between the teacher and students, and among students are negative, inappropriate, or insensitive to students' cultural backgrounds or developmental differences among students.
d **Social-Emotional**	Successfully teaches necessary social-emotional skills to support positive interactions among students at a consistently high level.	Fosters positive interactions among students and teaches necessary social-emotional skills.	Attempts to foster interactions among students and to teach social-emotional skills with minimal success.	Does not attempt to foster interactions among students or teach social-emotional skills.
e **Routines**	Successfully implements classroom routines so that students take ownership of them over the course of the year.	Successfully teaches classroom routines so that students increasingly maintain them throughout the year.	Tries to teach students classroom routines, but many of the routines are not maintained throughout the year.	Does not teach classroom routines and instead is constantly prompting students.
f **Student Responsibility**	Successfully develops students' self-discipline and students are responsible for their own actions.	Teaches students to be self-disciplined and responsible for their own actions.	Inconsistently teaches students to be self-disciplined and responsible for their actions.	Is unsuccessful in teaching students' self discipline and/or sense of responsibility for their actions.

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g **Repertoire**	Has highly varied classroom management repertoire and implements strategies appropriately and effectively so there is a high level of engagement.	Has a repertoire of classroom management strategies and implements them as needed so students are engaged.	Has limited classroom management strategies and may struggle with implementation and/or sometimes students are disengaged.	Has few classroom management strategies and frequently struggles with implementation and students are disengaged.
h **Efficiency**	Relentlessly utilizes academic learning time through coherence, lesson momentum and smooth transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through clear instruction and transitions so students are engaged in learning most of the time.	Sometimes loses teaching time due to lack of clarity, interruptions and/or inefficient transitions.	Loses instructional time because of confusion, interruptions and poorly executed transitions.
i **Prevention**	Is alert, poised, dynamic, and self-assured and anticipates virtually all discipline problems using multiple proactive strategies.	Has a confident, dynamic presence and anticipates most discipline problems using proactive strategies.	Tries to anticipate discipline problems using limited proactive strategies resulting in disruptions.	Is unsuccessful at anticipating and preventing discipline problems, and they frequently escalate.

Overall rating: _____ Comments:

III. DELIVERY OF INSTRUCTION

The Teacher:	**4** **Highly Effective**	**3** **Effective**	**2** **Improvement Needed**	**1** **Does Not Meet Standards**
a **Learning Expectations**	Sets high learning expectations as well as a sense of urgency and determination that all students will master the material.	Sets high learning expectations for students and encourages students to master the material.	Sets low or inconsistent learning expectations.	Learning expectations are not evident.
b **Mindset**	Fosters an environment in which students are risk-takers, learn from their mistakes and believe that through effective effort, they will improve their skills and knowledge.	Encourages students to learn from their mistakes and believe that through effective effort, they will improve their skills and knowledge.	Corrects students when they make mistakes but does not guide student learning from their errors.	Does not help students see mistakes as a learning tool.

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c **Communicating Learning Objectives**	Uses essential questions, goals, lesson objectives, exemplars and/or other strategies to give students a clear sense of purpose in each lesson.	Communicates lesson objectives to give students a clear sense of purpose.	Communication of the main learning objectives is unclear and/or inconsistent.	Delivers lessons without giving students a sense of where instruction is headed.
d **Connections**	Consistently makes meaningful connections to students' prior knowledge, experiences and/or skills to impact engagement and learning, and transfer.	Makes connections to students' prior knowledge, experiences and/or skills in lessons and/or units to impact engagement and learning.	Sometimes activates students' prior knowledge and/or skills in lessons and units.	Rarely makes connections to students' prior knowledge, experiences and/or skills.
e **Clarity**	Presents material thoroughly and succinctly, using relevant and/or engaging examples.	Uses clear explanations and/or accurate examples to present material.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Does not explain material and/or provide examples.
f **Repertoire**	Consistently uses a wide range of well-chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Uses effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of strategies, questions, materials, technology and groupings with mixed success with student learning.	Uses a significantly limited range of strategies, questions, materials, technology and groupings and fails to reach most students.
g **Engagement**	Students are deeply invested and have a sense of ownership in their learning and are involved in focused activities, active learning and/or problem-solving.	Most students actively think about, discuss, and use the ideas and skills being taught.	Some students are engaged in the learning but others are not.	Most students are disengaged in the learning.
h **Differentiation**	Consistently implements lesson strategies and/or resources that scaffold learning, ensuring that content is accessible and engaging for all learners.	Implements some lesson strategies and/or resources that scaffold learning in order to make content accessible and engaging.	Inconsistently implements lesson strategies and/or resources that scaffold learning with limited success.	Does not implement lesson strategies and/or resources to scaffold learning.
i **Nimbleness**	Deftly adapts lessons and units to leverage teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j **Closure**	Consistently facilitates appropriate summary, reflection and/or application of the learning objectives at the end of each lesson.	Usually facilitates summary, reflection and/or application of the learning objectives at the end of each lesson.	Sometimes facilitates summary, reflection and/or application of the learning objectives at the end of lessons.	Moves on at the end of each lesson without facilitating summary, reflection and/or application of the learning objectives of the lesson.

Overall rating: _____ Comments:

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IV. MONITORING, ASSESSMENT AND FOLLOW-UP

The Teacher:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Criteria**	Consistently communicates clear criteria for work, with rubrics and exemplars of student work at each level of proficiency.	Communicates criteria for proficiency, including rubrics and/ exemplars of student work.	Inconsistently communicates criteria for proficiency; rarely shares rubrics and/ exemplars of student work.	Does not communicate criteria for proficiency or share exemplars of student work.
c **On-the-Spot**	Uses a variety of effective methods to check for understanding and clarifies misunderstandings in response.	Frequently checks for understanding and clarifies misunderstandings in response.	Inconsistently checks for understanding and/or fails to clarify misunderstandings in response.	Does not check for understanding or uses ineffective methods to check for understanding.
d **Student Self -assessment and Goal Setting**	Consistently guides and supports students to self-assess, revise work, set goals for their learning, and consistently track their own academic progress.	Frequently guides students to self-assess, revise work and set goals for their learning.	Occasionally guides students to self-assess, revise work and set goals for their learning.	Allows students to move on without self-assessment, revision and/or goal setting.
e **Feedback for Learning**	The teacher's feedback to students is timely, specific, and constructive to both celebrate student progress and guide meaningful next steps for learning.	The teacher regularly provides feedback to students that supports next steps in student learning and celebrates student progress.	The teacher occasionally provides feedback to students; next steps in learning may lack clarity or specificity.	The teacher rarely provides feedback to students and/or next steps for learning are not clear.
f **Formative Data Use**	Relentlessly uses qualitative and quantitative data to adjust teaching, re-teach, and follow up with students.	Regularly uses qualitative and quantitative data (Eg. formative or summative assessments; entrance tickets, conferring; probes, etc.) to adjust teaching, re-teach, and follow up with students.	Occasionally uses data to adjust teaching, re-teach, and follow up with students.	Rarely or never uses data to adjust teaching, re-teach, and follow up with students.
g **Summative Data Use**	Effectively and regularly analyzes summative data, draws conclusions, and implements action steps for student progress and/or instruction.	Analyzes summative data from assessments, draws conclusions, and shares them appropriately.	Occasionally analyzes summative data to draw conclusions.	Does not analyze summative data.
h **Tenacity**	Relentlessly provides targeted follow-up and support to students who have not yet achieved proficiency, with the goal of helping all students reach proficiency.	Provides targeted follow-up and support to students who have not yet achieved proficiency, with the goal of helping all students reach proficiency.	Offers generalized support to students who have not yet achieved proficiency.	Does not follow up with students who are not yet proficient.

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j **Reflection**	Consistently reflects on the effectiveness of lessons and units and uses reflections to inform instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	Occasionally reflects on the effectiveness of lessons and units.	Does not reflect on the effectiveness of lessons and units.

Overall rating: _____ Comments:

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V. FAMILY AND COMMUNITY OUTREACH

The Teacher:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a **Respect**	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
b **Belief**	Demonstrates to parents an in-depth knowledge of their child and a strong belief that they will meet or exceed standards.	Demonstrates to parents a genuine interest and belief in each child's ability to reach standards.	Inconsistently demonstrates to parents an interest and belief in each child's ability to reach standards.	Does not communicate to parents their knowledge of individual children or concern about their future.
c **Expectations**	Frequently provides parents with information about behavior and/or learning expectations for the grade level or class, that include examples to support better understanding.	Regularly provides parents with information about behavior and/or learning expectations for the grade level or class, that include examples to support better understanding.	Provides parents with information about behavior and/or learning expectations for the grade level or class.	Does not provide parents with behavior and/or learning expectations for the grade level or class.
d **Communication**	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e **Home/School Connection**	Consistently partners with parents on the ongoing curriculum and collaborates to support learning at home.	Updates parents on the ongoing curriculum and suggests ways to support learning at home.	Occasionally updates parents on the ongoing curriculum and suggests ways to support learning at home.	Rarely, if ever, communicates with parents on ways to help their children at home.
g **Responsiveness**	Responds promptly and productively to parent concerns and proactively follows up.	Responds promptly and productively to parent concerns.	Occasionally is slow to respond productively to some parent concerns.	Does not respond productively to parent concerns.
h **Reporting**	Feedback at conferences, on report cards, and informal check-ins is clear and honest and reflects a deep understanding of student progress.	Feedback at conferences and on report cards is clear and honest and reflects student progress.	Feedback at conferences or on report cards is limited and unclear.	Feedback at conferences or on report cards is inaccurate or not given.
i **Outreach**	Successfully contacts all parents, and uses multiple strategies to contact hard-to-reach parents.	Reaches out to all parents and makes multiple attempts to contact hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to a few parents.	Makes little or no effort to contact parents.

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j **Curriculum Outreach**	Frequently collaborates with families, community agencies, and/or experts in the field to enrich and broaden learning opportunities for students in a variety of ways.	Collaborates with families, community agencies, and/or experts in the field to enrich and broaden learning opportunities for students.	Attempts to collaborate with families, community agencies, and/or experts in the field to enrich and broaden learning opportunities for students.	Does not collaborate with families, community agencies, and/or experts in the field to enrich and broaden learning opportunities for students.

Overall rating: _____ Comments:

VI. PROFESSIONAL RESPONSIBILITIES

	4 **Highly Effective**	**3** **Effective**	**2** **Improvement Needed**	**1** **Does Not Meet**
a **Reliability**	Carries out paperwork, duties, and assignments conscientiously and thoroughly; prioritizes tasks; keeps meticulous records and meets all deadlines.	Is punctual and reliable with paperwork, duties, and assignments; prioritizes tasks; and keeps accurate records.	Occasionally skips or is late with paperwork, duties, and/or assignments; sometimes makes errors in records.	Frequently skips or is late with paperwork, duties, and assignments; frequently makes errors in records.
b **Professionalism**	Always maintains appropriate boundaries and consistently demonstrates professional demeanor in speech, writing, actions and appearance.	Maintains appropriate boundaries and usually demonstrates professional demeanor in speech, writing, actions and appearance.	Inconsistently maintains appropriate boundaries and occasionally demonstrates professional demeanor in speech, writing,actions and appearance.	Rarely maintain appropriate boundaries; rarely demonstrates professional demeanor in speech, writing,actions and appearance
c **Judgment**	Is invariably ethical, honest and transparent, consistently uses good judgment, respects confidentiality, and effectively utilizes established channels of communication to address situations and holds others to the same standard.	Is ethical and transparent, uses good judgment, maintains confidentiality with student information and utilizes established channels of communication to address situations.	Occasionally acts in an ethically questionable manner, uses questionable judgment, discloses confidential student information and/or inconsistently uses established channels of communication to address situations.	Acts in an ethically questionable manner, uses poor judgment, discloses confidential student information, and/or fails to respect established channels of communication.
d **Contributions to the School Community**	Proactively anticipates, demonstrates and cultivates in others a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Consistently demonstrates a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	At times will demonstrate a sense of shared responsibility for meeting the day-to-day and long- term needs of the school community and supporting school and district initiatives.	Does not demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.
e **Leadership**	Consistently contributes voice, expertise and practices to actively influence and improve student learning and growth, and fosters a culture of collective efficacy.	Regularly contributes voice, expertise and practices to actively influence and improve student learning and growth.	Occasionally contributes voice, expertise and practices to influence and improve student learning and growth.	Rarely or does not contribute voice, expertise and practices to influence and improve student learning and growth.

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f **Openness**	Actively seeks out feedback and suggestions from a variety of stakeholders and consistently uses feedback to improve performance.	Is open to feedback and suggestions from a variety of stakeholders and acts upon feedback to improve performance	Is sometimes resistant to accepting feedback and/or changing classroom practice.	Is often resistant to accepting feedback and/or changing classroom practice.
g **Collaboration**	Actively seeks out collaboration with colleagues to plan units, share teaching and learning ideas, and analyze data.	Collaborates with colleagues to plan units, share teaching and learning ideas, and analyze data.	Occasionally collaborates with colleagues to share ideas about teaching and learning.	Rarely collaborates with colleagues to share ideas about teaching and learning.
h **Professional Development**	Actively seeks out opportunities for professional development and effectively applies new learning to practice.	Participates in professional development opportunities and applies new learning to practice.	Participates only in required professional development activities and/or inconsistently applies new learning to practice.	Does not participate in professional development activities and/or does not apply learning to improve practice.
i **Reflecting on Practice**	Consistently, accurately and objectively participates in the cycle of reflection, noting specific strengths and areas for growth. Identifies and follows through with next steps for professional growth to impact student outcomes.	Accurately and objectively reflects on practice, noting strengths and areas for growth. Identifies next steps for professional growth to impact student outcomes.	Reflects on some aspects of practice, noting strengths or areas for growth. Inconsistently make adjustments based on reflection.	Rarely reflects on practice or reflections are inaccurate.

Overall rating: _____ Comments:

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Evaluation Summary Page

Teacher's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Planning and Preparation for Learning

Highly Effective Effective Improvement Needed Does Not Meet Standards

II. Classroom Management

Highly Effective Effective Improvement Needed Does Not Meet Standards

III. Delivery of Instruction

Highly Effective Effective Improvement Needed Does Not Meet Standards

IV. Monitoring, Assessment and Follow-Up

Highly Effective Effective Improvement Needed Does Not Meet Standards

V. Family and Community Outreach

Highly Effective Effective Improvement Needed Does Not Meet Standards

VI. Professional Responsibilities

Highly Effective Effective Improvement Needed Does Not Meet Standards

Professional Practice Overall Rating

Highly Effective (4) Effective (3) Improvement Necessary (2) Does Not Meet Standards (1)

Professional practice overall rating: _____

Student Growth:

Student Growth Discussion reflected in educator e-portfolio: Yes No

Goal Setting will include student growth component: Required Optional

Evaluator comments including goal progress:

Educator comments:

Evaluator's Signature: _____ Date: _____

Teacher's Signature: _____Date: _____

(The teacher's signature indicates that they have seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

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