Classroom Educator Rubric

☐ Emerging Performance

An educator at this level **does not meet the expectations** for the indicator.

The educator requires significant development to consistently meet the expectations and will need support to develop patterns of professional growth and reflection.

☐ Developing Performance

An educator at this level **meets some of the expectations** for the indicator.

The educator requires growth to consistently meet expectations while demonstrating patterns of professional learning and reflection that suggest improvement is likely.

☐ Effective Performance

An educator at this level **meets or exceeds the expectations** for the indicator.

The educator consistently meets the expectations of the indicator and displays patterns of professional growth and reflection that suggest improvement is ongoing.

Classroom Educator Rubric

A Instructional Design & Delivery

Designs and delivers culturally responsive, engaging, and rigorous lessons aligned with standards.

INDICATOR #1	INDICATOR #2	INDICATOR #3	INDICATOR #4
Designs and delivers instruction aligned with standards-based learning goals and incorporates culturally responsive practices into lessons/units to ensure coherence and rigor.	**Utilizes diverse resources that incorporate students' identities while connecting the learning to students' interests and real-world contexts.**	**Makes learning accessible and inclusive to meet the needs of all learners.**	**Delivers instruction using a range of high-impact instructional strategies to foster student engagement.**
Expectations: ☐ Collaboratively implements and sustains a guaranteed and viable curriculum ☐ Utilizes brain-based learning processes to design and implement instruction ☐ Plans and delivers rigorous lessons that challenge students' thinking in new ways	**Expectations**: ☐ Selects resources aligned to learning goals ☐ Understands how resource alignment with a student's cultural background is necessary to make meaningful connections ☐ Utilizes classroom practices that encourage student voice and choice	**Expectations**: ☐ Modifies learning goals and instruction appropriately based on the needs of all learners (e.g., Multilingual Learner, IEP goals and objectives, 504 plans, ADA protocols, Gifted and Talented services) ☐ Provides appropriate scaffolds or for students to meet grade-level/content area expectations ☐ Understands how instructional alignment with a student's cultural background is necessary to make meaningful connections	**Expectations**: ☐ Chooses high-impact instructional strategies that are aligned to the learning goal(s) ☐ Implements a range of high-impact instructional strategies designed to engage students in the learning process

Classroom Educator Rubric

B Assessment & Data-Informed Decision Making

Uses assessments aligned to learning goals to monitor progress, provide actionable feedback, and guide instruction while maintaining an awareness of how bias impacts assessments.

INDICATOR #1	INDICATOR #2	INDICATOR #3	INDICATOR #4
Implements assessments aligned with learning goals and designed to meet the varied needs of all learners (e.g., cognitive, linguistic, social, emotional, physical).	**Utilizes systems to monitor student progress, identify learning trends, and adjust instruction in response to data collected.**	**Uses assessments to provide clear, timely, actionable feedback for students and families that supports learning and highlights growth.**	**Guides students to monitor their own learning and growth through goal-setting and self-assessment.**
Expectations: ☐ Selects or designs appropriate assessment(s) to gather the desired data related to the learning goals ☐ Adapts assessments based on students' needs ☐ Provides students multiple ways to demonstrate proficiency	**Expectations**: ☐ Monitors data from multiple sources ☐ Tracks student progress toward proficiency ☐ Uses assessment data to adjust instruction accordingly ☐ Demonstrates an awareness of how bias impacts the interpretation of assessment data	**Expectations**: ☐ Communicates individualized feedback to students in a timely manner ☐ Provides feedback that moves learning forward ☐ Follows district policies regarding communicating student progress with families	**Expectations**: ☐ Communicates clear success criteria for the learning goal(s) ☐ Models self-assessment skills and corresponding tools ☐ Gives students opportunities to reflect and self-assess throughout the learning process

Classroom Educator Rubric

C Inclusive & Culturally Responsive Environments

Creates a positive, inclusive space that values diversity and incorporates students' cultural and linguistic backgrounds.

INDICATOR #1	INDICATOR #2	INDICATOR #3
Creates and maintains a predictable, equitable, and culturally inclusive learning environment that fosters a sense of belonging and significance.	**Uses clear, consistent, proactive strategies for behavior management and classroom routines that promote student autonomy and allow students to focus on learning.**	**Communicates high expectations for all students.**
Expectations: ☐ Creates a physical environment that responds to students' individual, cultural, and developmental learning needs ☐ Understands how alignment with a student's cultural background is necessary to foster meaningful relationships ☐ Co-creates classroom expectations and learning norms with students ☐ Communicates to all students that they matter	**Expectations**: ☐ Teaches and re-teaches clear and consistent behavior expectations and learning routines with students ☐ Demonstrates awareness of student behavior and responds appropriately ☐ Empowers students to lead learning routines	**Expectations**: ☐ Communicates high expectations for all students with clear and precise language ☐ Provides clear steps to guide all students in meeting those expectations ☐ Designs learning opportunities that scaffold and/or extend all students' thinking

Classroom Educator Rubric

D Professional Collaboration, Communication, & Responsibilities

Communicates with students, families, and staff using culturally responsive practices to enhance student learning, foster meaningful connections, and promote educational equity.

INDICATOR #1	INDICATOR #2	INDICATOR #3
Engages in reciprocal communication utilizing culturally and linguistically responsive practices with students, families, and staff to foster strong relationships.	**Works collaboratively with staff through a culturally responsive lens.**	**Implements district policies and state/federal laws related to student rights and educator responsibilities.**
Expectations: ☐ Builds strong relationships with students, families, and staff through a system of communication that is appropriate to students' grade level or content ☐ Communicates regularly with students, families, and staff using culturally responsive practices	**Expectations**: ☐ Develops and sustains professional and collegial relationships for the purpose of student, staff, or district growth ☐ Collaborates with staff using culturally responsive practices ☐ Demonstrates ongoing engagement in Collaborative Action Teams (CAT)	**Expectations**: ☐ Follows district policies and state/federal laws related to student rights ☐ Follows district policies and state/federal laws related to educator responsibilities ☐ Collaboratively implements and sustains a guaranteed and viable curriculum

Classroom Educator Rubric

E Professional Growth & Reflective Practice

Reflects on personal biases, participates in professional learning, and continuously improves instructional practices for educational equity and student success.

INDICATOR #1	INDICATOR #2	INDICATOR #3
Reflects on one's own cultural lens and bias and understands how they impact educational equity and instructional practices.	**Reflects on the usage of culturally responsive instructional practices to support students' academic growth.**	**Participates in professional learning opportunities to support growth as an educator.**
Expectations: ☐ Demonstrates a personal awareness of own bias ☐ Reflects on how biases impact instruction and student success ☐ Takes steps to decrease the impact of own bias on student success	**Expectations**: ☐ Participates in CAT to determine the most effective culturally responsive instructional practices ☐ Implements culturally responsive practices in the classroom ☐ Builds in time to personally reflect on the impact of culturally responsive practices on students' academic growth	**Expectations**: ☐ Participates actively in professional development opportunities while adhering to the Stillwater district Professional Learning Agreements ☐ Implements strategies/practices learned in professional development ☐ Reflects on implementation of strategies/practices to improve instruction