

# RWJBarnabas EMT Staff Evaluation Rubric

*Based on NJ DOE approved teacher evaluation rubric from Charlotte Danielson's Framework for Teaching.*

## OVERALL PERFORMANCE RATING

Overall Observation Rating	Ineffective	Partially Effective	Effective	Highly Effective
01: Domain 1: Planning and Preparation	Instructor's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Instructor's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.	Instructors' plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Instructors' plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the Instructor's plans- instructional outcomes, learning activities, materials, resources, and assessments- are in complete alignment and are adapted as needed for individual students.
02: Domain 2: Classroom Environment	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the Instructor rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.
03: Domain 3: Instruction	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The Instructor displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and Instructor and students make productive use of assessment. The Instructor demonstrates flexibility in contributing to the success of the lesson and of each student.	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The Instructor persists in search for approaches to meet the needs of every student.
04: Domain 4: Professional Responsibilities	The Instructor demonstrates low ethical standards and levels of professionalism, with poor record-keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The Instructor demonstrates moderate ethical standards and levels of professionalism with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with school and district responsibilities and participation in activities for professional growth.	The Instructor demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.	The Instructor's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects and extensive professional development activities. Where appropriate, students contribute to the systems for record keeping and family communication.

**A specific breakdown of how each domain is evaluated appears on the following pages.**

## DOMAIN 1

	Ineffective	Partially Effective	Effective	Highly Effective
<b>01: Domain 1: Planning and Preparation</b>	Instructor's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Instructor's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.	Instructors' plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Instructors' plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the Instructor's plans- instructional outcomes, learning activities, materials, resources, and assessments- are in complete alignment and are adapted as needed for individual students.
<b>1a: Demonstrating Knowledge of Content and Pedagogy</b>	In planning and practice, Instructor makes content errors or does not correct errors made by students. Instructor's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Instructor displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Instructor is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. Instructor's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Instructor's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Instructor displays solid knowledge of the important concepts in the discipline and how these relate to one another. Instructor's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Instructor's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Instructor displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Instructor's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Instructor's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
<b>1b: Demonstrating Knowledge of Students</b>	Instructor displays little or no knowledge of the developmental characteristics of the age group. Instructor sees no value in understanding how students learn and does not seek such information. Instructor displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. Instructor displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable. Instructor displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Instructor displays partial knowledge of the developmental characteristics of the age group. Instructor recognizes the value of knowing how students learn, but this knowledge is limited or outdated. Instructor recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. Instructor recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole. Instructor displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Instructor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. Instructor's knowledge of how students learn is accurate and current. Instructor applies this knowledge to the class as a whole and to groups of students. Instructor recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of -students. Instructor recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students. Instructor is aware of students' special learning and medical needs.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, Instructor displays knowledge of the extent to which individual students follow the general patterns. Instructor displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. Instructor displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information. Instructor recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students. Instructor possesses information about each student's learning and medical needs, collecting such information from a variety of sources.
<b>1c: Setting Instructional Outcomes</b>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. Outcomes are either not clear or are stated as activities, not as student learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. Outcomes are only moderately clear or consist of a combination of outcomes	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. All the outcomes are clear, written in the form of student learning, and permit

	Outcomes do not permit viable methods of assessment. Outcomes reflect only one type of learning and only one discipline or strand. Outcomes are not suitable for the class or are not based on any assessment of student needs.	and activities. Some outcomes do not permit viable methods of assessment. Outcomes reflect several types of learning, but Instructor has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Outcomes reflect several –different types of learning and opportunities for coordination. Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	viable methods of assessment. Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.
<b>1d: Demonstrating Knowledge of Resources</b>	Instructor is unaware of resources for classroom use available through the school or district. Instructor is unaware of resources to enhance content and pedagogical knowledge available through the school or district. Instructor is unaware of resources for students available through the school or district.	Instructor displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. Instructor displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly. Instructor displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Instructor displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet. Instructor displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet. Instructor displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Instructor's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. Instructor's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. Instructor's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.
<b>1e: Designing Coherent Instruction</b>	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity. Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. Instructional groups do not support the instructional outcomes and offer no variety. The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. Instructional groups are varied as appropriate to the students and the different instructional outcomes. The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.
<b>1f: Designing Student Assessments</b>	Assessment procedures are not congruent with instructional outcomes. Proposed approach contains no criteria or standards. Instructor has no plan to incorporate formative assessment in the lesson or unit. Instructor has no plans to use assessment results in	Some of the instructional outcomes are assessed through the proposed approach, but many are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Instructor has a well-developed strategy to using formative assessment	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed. Assessment criteria and standards are clear; there is evidence that the students

	designing future instruction.	some of the instructional outcomes. Instructor plans to use assessment results to plan for future instruction for the class as a whole.	and has designed particular approaches to be used. Instructor plans to use assessment results to plan for future instruction for groups of students.	contributed to their development. Approach to using formative assessment is well designed and includes student as well as Instructor use of the assessment information. Instructor plans to use assessment results to plan future instruction for individual students.
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***End Domain 1.***

## DOMAIN 2

	Ineffective	Partially Effective	Effective	Highly Effective
<b>02: Domain 2: Classroom Environment</b>	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the Instructor rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.
<b>2a: Creating an Environment of Respect and Rapport</b>	Instructor interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the Instructor. Student interactions are characterized by conflict, sarcasm, or put-downs.	Instructor-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the Instructor. Students do not demonstrate disrespect for one another.	Instructor-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the Instructor. Student interactions are generally polite and respectful.	Instructor interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the Instructor with sensitive information. Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
<b>2b: Establishing a Culture for Learning</b>	Instructor or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Instructor communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Instructor conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. Students accept the Instructor's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
<b>2c: Managing Classroom Procedures</b>	Students not working with the Instructor are not productively engaged in learning. Transitions are chaotic, with much time lost between activities or lesson segments. Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. Considerable instructional time is lost in performing non-instructional duties. Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Students in only some groups are productively engaged in learning while unsupervised by the Instructor. Only some transitions are efficient, resulting in some loss of instructional time. Routines for handling materials and supplies function moderately well, but with some loss of instructional time. Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time. Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the Instructor. Transitions occur smoothly, with little loss of instructional time. Routines for handling materials and supplies occur smoothly, with little loss of instructional time. Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time. Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation. Volunteers and paraprofessionals make a substantive contribution to the classroom environment.
<b>2d: Managing Student Behavior</b>	No standards of conduct appear to have been established, or students are confused as to what the standards are. Student behavior is not monitored, and	Standards of conduct appear to have been established, and most students seem to understand them. Instructor is generally aware of student behavior but may miss the	Standards of conduct are clear to all students. Instructor is alert to student behavior at all times. Instructor response to misbehavior is appropriate and successful and respects the	Standards of conduct are clear to all students and appear to have been developed with student participation. Monitoring by Instructor is subtle and preventive.

	Instructor is unaware of what the students are doing. Instructor does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	activities of some students. Instructor attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	student's dignity, or student behavior is generally appropriate.	Students monitor their own and their peers' behavior, correcting one another respectfully. Instructor response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
<b>2e: Organizing Physical Space</b>	The classroom is unsafe, or learning is not accessible to some students. The furniture arrangement hinders the learning activities, or the Instructor makes poor use of physical resources.	The classroom is safe, and at least essential learning is accessible to most students. Instructor uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	The classroom is safe, and learning is equally accessible to all students. Instructor uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. Both Instructor and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.
<b><i>End Domain 2.</i></b>				

### DOMAIN 3

	Ineffective	Partially Effective	Effective	Highly Effective
<b>03: Domain 3: Instruction</b>	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The Instructor displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and Instructor and students make productive use of assessment. The Instructor demonstrates flexibility in contributing to the success of the lesson and of each student.	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The Instructor persists in search for approaches to meet the needs of every student.
<b>3a: Communicating with Students</b>  <b>Associated Evidence - (Hidden)</b>	Instructor's purpose in a lesson or unit is unclear to students. Instructor's directions and procedures are confusing to students. Instructor's explanation of the content is unclear or confusing or uses inappropriate language. Instructor's 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, leaving students confused.	Instructor attempts to explain the instructional purpose, with limited success. Instructor's directions and procedures are clarified after initial student confusion. Instructor's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow. Instructor's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Instructor's purpose for the lesson or unit is clear, including where it is situated within broader learning. Instructor's directions and procedures are clear to students. Instructor's explanation of content is appropriate and connects with students' knowledge and experience. Instructor's spoken and written language is clear and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Instructor makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. Instructor's directions and procedures are clear to students and anticipate possible student misunderstanding. Instructor's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers. Instructor's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Instructor finds opportunities to extend students' vocabularies.
<b>3b: Using Questioning and Discussion Techniques</b>  <b>Associated Evidence - (Hidden)</b>	Instructor's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. Interaction between Instructor and students is predominantly recitation style, with the Instructor mediating all questions and answers. A few students dominate the discussion.	Instructor's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. Instructor makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. Instructor attempts to engage all students in the discussion, but with only limited success.	Most of the Instructor's questions are of high quality. Adequate time is provided for students to respond. Instructor creates a genuine discussion among students, stepping aside when appropriate. Instructor successfully engages all students in the discussion.	Instructor's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<b>3c: Engaging Students in Learning</b>  <b>Associated Evidence - (Hidden)</b>	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. Instructional groups are inappropriate to the students or to the instructional outcomes. Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. The lesson has no clearly defined structure, or the pace of the	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. Instructional materials and resources are only partially suitable to the instructional purposes, or students are only	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Instructional materials and resources	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.

	<p>lesson is too slow or rushed, or both.</p>	<p>partially mentally engaged with them. The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</p>	<p>are suitable to the instructional purposes and engage students mentally. The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.</p>	<p>Students take the initiative to influence the formation or adjustment of instructional groups. Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.</p>
<p><b>3d: Using Assessment in Instruction</b></p> <p><b>Associated Evidence - (Hidden)</b></p>	<p>Students are not aware of the criteria and performance standards by which their work will be evaluated. Instructor does not monitor student learning in the curriculum. Instructor's feedback to students is of poor quality and not provided in a timely manner. Students do not engage in self-assessment or monitoring of progress.</p>	<p>Students know some of the criteria and performance standards by which their work will be evaluated. Instructor monitors the progress of the class as a whole but elicits no diagnostic information. Instructor's feedback to students is uneven, and its timeliness is inconsistent. Students occasionally assess the quality of their own work against the assessment criteria and performance standards.</p>	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated. Instructor monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. Instructor's feedback to students is timely and of consistently high quality. Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.</p>	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Instructor actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. Instructor's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.</p>
<p><b>3e: Demonstrating Flexibility and Responsiveness</b></p>	<p>Instructor adheres rigidly to an instructional plan, even when a change is clearly needed. Instructor ignores or brushes aside students' questions or interests. When a student has difficulty learning, the Instructor either gives up or blames the student or the student's home environment.</p>	<p>Instructor attempts to adjust a lesson when needed, with only partially successful results. Instructor attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. Instructor accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.</p>	<p>Instructor makes a minor adjustment to a lesson, and the adjustment occurs smoothly. Instructor successfully accommodates students' questions or interests. Instructor persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p>	<p>Instructor successfully makes a major adjustment to a lesson when needed. Instructor seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. Instructor persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.</p>
<p><b>End Domain 3.</b></p>				

## DOMAIN 4

	Ineffective	Partially Effective	Effective	Highly Effective
<b>04: Domain 4: Professional Responsibilities</b>	The Instructor demonstrates low ethical standards and levels of professionalism, with poor record-keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The Instructor demonstrates moderate ethical standards and levels of professionalism with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with school and district responsibilities and participation in activities for professional growth.	The Instructor demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.	The Instructor's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects and extensive professional development activities. Where appropriate, students contribute to the systems for record keeping and family communication.
<b>4a: Reflecting on Teaching</b>	Instructor does not know whether a lesson was effective or achieved its instructional outcomes, or Instructor profoundly misjudges the success of a lesson. Instructor has no suggestions for how a lesson could be improved another time the lesson is taught.	Instructor has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Instructor makes general suggestions about how a lesson could be improved another time the lesson is taught.	Instructor makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Instructor makes a few specific suggestions of what could be tried another time the lesson is taught.	Instructor makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, Instructor offers specific alternative actions, complete with the probable success of different courses of action.
<b>4b: Maintaining Accurate Records</b>	Instructor's system for maintaining information on student completion of assignments is in disarray. Instructor has no system for maintaining information on student progress in learning, or the system is in disarray. Instructor's records for non-instructional activities are in disarray, resulting in errors and confusion.	Instructor's system for maintaining information on student completion of assignments is rudimentary and only partially effective. Instructor's system for maintaining information on student progress in learning is rudimentary and only partially effective. Instructor's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Instructor's system for maintaining information on student completion of assignments is fully effective. Instructor's system for maintaining information on student progress in learning is fully effective. Instructor's system for maintaining information on non-instructional activities is fully effective.	Instructor's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records. Instructor's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records. Instructor's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.
<b>4c: Communicating with Families</b>	Instructor provides little or no information about the instructional program to families. Instructor provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Instructor does not respond, or responds insensitively, to family concerns about students. Instructor makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Instructor participates in the school's activities for family communication but offers little additional information. Instructor adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. Instructor makes modest and partially successful attempts to engage families in the instructional program.	Instructor provides frequent information to families, as appropriate, about the instructional program. Instructor communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. Instructor's efforts to engage families in the instructional program are frequent and successful.	Instructor provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families. Instructor provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. Instructor's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.
<b>4d: Participating in a Professional</b>	Instructor's relationships with colleagues are negative or	Instructor maintains cordial relationships with colleagues to fulfill duties that the school or	Relationships with colleagues are characterized by mutual	Relationships with colleagues are characterized by mutual support and cooperation.

Community	self-serving. Instructor avoids participation in a culture of inquiry, resisting opportunities to become involved. Instructor avoids becoming involved in school events. Instructor avoids becoming involved in school and district projects.	district requires. Instructor becomes involved in the school's culture of inquiry when invited to do so. Instructor participates in school events when specifically asked. Instructor participates in school and district projects when specifically asked.	support and cooperation. Instructor actively participates in a culture of professional inquiry. Instructor volunteers to participate in school events, making a substantial contribution. Instructor volunteers to participate in school and district projects, making a substantial contribution.	Instructor takes initiative in assuming leadership among the faculty. Instructor takes a leadership role in promoting a culture of professional inquiry. Instructor volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life. Instructor volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.
4e: Growing and Developing Professionally	Instructor engages in no professional development activities to enhance knowledge or skill. Instructor resists feedback on teaching performance from either supervisors or more experienced colleagues. Instructor makes no effort to share knowledge with others or to assume professional responsibilities.	Instructor participates in professional activities to a limited extent when they are convenient. Instructor accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Instructor finds limited ways to contribute to the profession.	Instructor seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Instructor welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Instructor participates actively in assisting other educators.	Instructor seeks out opportunities for professional development and makes a systematic effort to conduct action research. Instructor seeks out feedback on teaching from both supervisors and colleagues. Instructor initiates important activities to contribute to the profession.
4f: Showing Professionalism	Instructor displays dishonesty in interactions with colleagues, students, and the public. Instructor is not alert to students' needs. Instructor contributes to school practices that result in some students being ill served by the school. Instructor makes decisions and recommendations based on self-serving interests. Instructor does not comply with school and district regulations.	Instructor is honest in interactions with colleagues, students, and the public. Instructor's attempts to serve students are inconsistent. Instructor does not knowingly contribute to some students being ill served by the school. Instructor's decisions and recommendations are based on limited though genuinely professional considerations. Instructor complies minimally with school and district regulations, doing just enough to get by.	Instructor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Instructor is active in serving students. Instructor works to ensure that all students receive a fair opportunity to succeed. Instructor maintains an open mind and participates in team or departmental decision making. Instructor complies fully with school and district regulations.	Instructor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Instructor is highly proactive in serving students, seeking out resources when needed. Instructor makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under served, are honored in the school. Instructor takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Instructor complies fully with school and district regulations, taking a leadership role with colleagues.

**End Domain 4.**