



**Griswold Public Schools**  
**Educating for Excellence**

**Griswold Public Schools  
Framework & Rubrics  
For Teacher Evaluation**

The Griswold Public Schools Rubrics for Teacher Evaluation  
are based on  
*Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson

**DOMAIN 1:**

**Planning and Preparation**

**Setting Instructional Outcomes, Knowledge of Students & Resources, Designing Instruction & Assessments**

3 Components

9 Elements

**DOMAIN 2**

**The Classroom Environment**

**Creating an Environment of Respect and Rapport, Establishing a Culture for Learning, Managing Classroom Procedures**

3 Components

9 Elements

**DOMAIN 3**

**Instruction**

**Communicating with Students, Engaging Students in Learning, Assessing Student Learning**

3 Components

13 Elements

**DOMAIN 4**

**Professional Responsibilities**

**Reflecting on Teaching, Professional Growth and Responsibilities, Teacher Leadership**

3 Components

10 Elements

# DOMAIN 1

## Planning and Preparation

### Setting Instructional Outcomes, Knowledge of Students & Resources, Designing Instruction & Assessments

Element	Below Standard	Developing	Proficient	Exemplary
<b>1A Setting Instructional Outcomes:</b>				
<b>Value, Sequence, and Alignment</b>  Danielson 1c.1	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 represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	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.
<b>Clarity</b>  Danielson 1c.2	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
<b>Suitability for Diverse Learners</b>  Danielson 1c.4	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	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.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.





## DOMAIN 2

### The Classroom Environment

Creating an Environment of Respect and Rapport, Establishing a Culture for Learning, Managing Classroom Procedures

Element	Below Standard	Developing	Proficient	Exemplary
<b>2A Creating and Environment of Respect and Rapport</b>				
<b>Respectful Interactions between Teacher and Students</b>  <a href="#">Danielson 2a.1</a>	Teacher 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 teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-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 teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
<b>Respectful Interactions between Students and other Students</b>  <a href="#">Danielson 2a.2</a>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
<b>Student Behavior: Expectations &amp; Responses</b>  <a href="#">Danielson 2d.1 &amp; 2d.3</a>	<p>No standards of conduct appear to have been established, or students are confused as to what the standards are.</p> <p>Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.</p>	<p>Standards of conduct appear to have been established, and most students seem to understand them.</p> <p>Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.</p>	<p>Standards of conduct are clear to all students.</p> <p>Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.</p>	<p>Standards of conduct are clear to all students and appear to have been developed with student participation.</p> <p>Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.</p>

Element	Below Standard	Developing	Proficient	Exemplary
<b>2B Establishing a Culture for Learning</b>				
<b>Importance of the Content</b>  Danielson 2b.1	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
<b>Expectations for Learning and Achievement</b>  Danielson 2b.2 <i>with portions of State of Connecticut Rubric for Teacher Evaluation 2a.2</i>	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions <b>consistently and reinforce</b> high expectations for <b>all</b> students.  (Blue wording from State Rubric)	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. <b>Students are given the opportunity to set high goals and take responsibility for their learning.</b>  (Blue wording from State Rubric)
<b>Student Pride in Work</b>  Danielson 2b.3	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.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	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.

Element	Below Standard	Developing	Proficient	Exemplary
<b>2C Managing Classroom Procedures</b>				
<b>Instructional Groups</b>  <a href="#">Danielson 2c.1</a>	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
<b>Transitions and Materials</b>  <a href="#">Danielson 2c.2 &amp; 2c.3</a>	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.	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.	Transitions occur smoothly, with little loss of instructional time.  Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	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.
<b>Lesson Adjustment and Persistence</b>  <a href="#">Danielson 3e.1 &amp; 3e.3</a>	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.  When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher attempts to adjust a lesson when needed, with only partially successful results.  Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.  Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher successfully makes a major adjustment to a lesson when needed.  Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.



## DOMAIN 3

### Instruction

#### Communicating with Students, Engaging Students in Learning, Assessing Student Learning

Element	Below Standard	Developing	Proficient	Exemplary
<b>3A Communicating with Students</b>				
<b>Expectations for Learning</b>  Danielson 3a.1	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
<b>Explanation of Content and Use of Oral/Written Language</b>  Danielson 3a.3 & 3a.4	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.  Teacher'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.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.  Teacher'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.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.  Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.  Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.
<b>Appropriate Level of Challenge</b>  State of Connecticut Rubric for Teacher Evaluation 2a.2	Teacher does not appropriately sequence content of lesson plan.	Teacher partially aligns content of the lesson plan within the sequence of lesson and inconsistently supports an appropriate level of challenge.	Teacher aligns content of the lesson plan within the sequence of the lesson and supports an appropriate level of challenge.	Teacher plans challenge students to make interdisciplinary connections.

Element	Below Standard	Developing	Proficient	Exemplary
<b>3B Engaging Students in Learning</b>				
<b>Teacher directions and Procedures</b>  Danielson 3a.2	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
<b>Quality of Questions</b>  Danielson 3b.1	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<b>Discussion Techniques</b>  Danielson 3b.2	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<b>Student Participation</b>  Danielson 3b.3	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.
<b>Grouping of Students</b>  Danielson 3c.3	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
<b>Structure and Pacing</b>  Danielson 3c.4	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

Element	Below Standard	Developing	Proficient	Exemplary
<b>3C Assessing Student Learning</b>				
<b>Activities and Assignments</b>  Danielson 3c.1	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	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.
<b>Assessment Criteria</b>  Danielson 3d.1	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	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.
<b>Feedback to Students</b>  Danielson 3d.3	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
<b>Student Self-Assessment and Monitoring of Progress</b>  Danielson 3d.4	Students do not engage in self assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	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.

## DOMAIN 4

### Professional Responsibilities

#### Reflecting on Teaching, Professional Growth & Responsibilities, Teacher Leadership

Element	Below Standard	Developing	Proficient	Exemplary
<b>4A Reflecting on Teaching</b>				
<b>Actions for Future Teaching</b>  Danielson 4a.2	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
<b>Student Progress in Learning</b>  Danielson 4b.2	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
<b>Receptivity to Feedback</b>  Danielson 4e.2	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.

Element	Below Standard	Developing	Proficient	Exemplary
<b>4B Professional Growth &amp; Responsibilities</b>				
<b>Information about Individual Students and Information about the Instructional Program</b>  Danielson 4c.2 & 4c.1	<p>Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.</p> <p>Teacher provides little or no information about the instructional program to families.</p>	<p>Teacher 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.</p> <p>Teacher participates in the school's activities for family communication but offers little additional information.</p>	<p>Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</p> <p>Teacher provides frequent information to families, as appropriate, about the instructional program.</p>	<p>Teacher 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.</p> <p>Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.</p>
<b>Professional Inquiry</b>  Danielson 4d.2	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
<b>Teacher Growth and Service</b>  Danielson 4e.1 & 4e.3	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher initiates important activities to contribute to the profession.</p>
<b>Ethical Use of Technology</b>  State of Connecticut Rubric for Teacher Evaluation 2a.2	Disregards established rules and policies in accessing and using information and technology in a safe, legal, and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal, and ethical manner.	Models safe, legal, and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal, and ethical use of information and technology throughout the school community.

Element	Below Standard	Developing	Proficient	Exemplary
<b>4C Teacher Leadership</b>				
<b>Integrity and Ethical Conduct</b>  Danielson 4f.1	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
<b>Advocacy for Students</b>  Danielson 4f.3	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
<b>Participation in School and District Projects</b>  Danielson 4d.4	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.