Westfield Washington Schools Teacher Effectiveness Rubric

DOMAIN 1: PURPOSEFUL DESIGNING

Teachers use Indiana Academic Standards and Common Core State Standards to develop a rigorous curriculum relevant and differentiated for all students: designing meaningful units of study, continuous assessments, and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competency	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 **Utilize Assessment Data to Design**	**Teacher uses assessment data to formulate:** 1.1.3 (1) Achievement goals 1.1.3 (2) Unit plans 1.1.3 (3) Lesson plans	**Teacher uses assessment data to formulate:** 1.1.2 (1) Achievement goals 1.1.2 (2) Unit plans 1.1.2 (3) Lesson plans **But not all of these**	1.1.1 (1) Teacher rarely or never uses assessment data when designing
1.2 **Set Ambitious and Measurable Achievement Goals**	**Teacher develops classroom and/or student achievement goal(s) that are:** 1.2.3(1) Measurable 1.2.3(2) Aligned to content standards 1.2.3(3) Includes benchmarks to help monitor learning and inform interventions throughout the year	**Teacher develops classroom and/or student achievement goal(s) that are:** 1.2.2(1) Measurable 1.2.2(2) Align to content standards 1.2.2(3) Includes benchmarks to help monitor learning and inform interventions throughout the year **But not all of these**	1.2.1(1) Teacher rarely or never develops achievement goals for the class or students OR goals are developed, but are extremely general and not helpful for designing purposes.
1.3 **Develop Standards-Based Unit Plans and Assessments**	**Teacher designs units by:** 1.3.3(1) Identifying content standards that students are expected to master in each unit. 1.3.3(2) Matching instructional strategies as well as meaningful and relevant activities/assignments to the unit objectives. 1.3.3(3) Creating formative and summative assessments aligned to the standards.	**Teacher designs units by:** 1.3.2(1) Identifying content standards that students are expected to master in each unit. 1.3.2(2) Matching instructional strategies as well as meaningful and relevant activities/assignments to the unit objectives. 1.3.2(3) Creating formative and summative assessments aligned to the standards. **But not all of these**	1.3.1(1)Teacher rarely or never plans units by identifying appropriate content standards that students will master in each unit.
1.4 **Create Objective-Driven Lesson Plans and Assessments**	**Teacher plans daily lessons by:** 1.4.3(1) Identifying lesson objectives that are aligned to content standards. 1.4.3(2) Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives. 1.4.3(3) Creating formative assessments aligned to the objectives.	**Teacher plans daily lessons by:** 1.4.2(1) Identifying lesson objectives that are aligned to content standards. 1.4.2(2) Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives. 1.4.2(3) Creating formative assessments aligned to the objectives. **But not all of these**	1.4.1(1) Teacher rarely or never plans daily lessons OR daily lessons are planned, but lack meaningful objectives, instructional strategies, or assignments.
1.5 **Record and Analyze Student Progress**	**Teacher uses an effective system for:** 1.5.3(1) Recording student assessment/ progress. 1.5.3(2) Analyzing student progress towards mastery and planning future lessons/units accordingly.	**Teacher uses an effective system for:** 1.5.2(1) Recording student assessment/ progress 1.5.2(2) Analyzing student progress towards mastery and planning future lessons/units accordingly **But not both of these**	1.5.1(1) Teacher rarely or never uses a system to record student assessment/progress

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters high expectations around achievement and the Guiding Principles/Life skills.

Competency	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 **Develop Student Understanding**	**Teacher is effective at developing student understanding and mastery of lesson objectives.** 2.1.3(1) Lesson is well organized to move students toward mastery of the objective 2.1.3(2) Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson. 2.1.3(3) Objective(s) is conveyed in a manner that establishes connection to prior knowledge and establishes importance to student learning	**Teacher needs improvement at developing student understanding and mastery of lesson objectives.** 2.1.2(1) Organization of the lesson may not always be connected to the mastery of the objectives. 2.1.2(2) Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to WWS standards. 2.1.2(3) Objective(s) is conveyed but not in a manner that establishes connection with prior knowledge and/or the importance of the objectives to student understanding.	**Teacher is ineffective at developing student understanding and mastery of lesson objectives.** 2.1.1(1) Lesson is disorganized and does not lead to mastery. 2.1.1(2) Lesson design/plan does not have a clear connection to the objective. 2.1.1(3) Teacher does not convey importance of objective(s) or establish connection to prior knowledge.
2.2 **Demonstrate and Clearly Communicate Content Knowledge to Students While Engaging Them in the Academic Content**	**Teacher is effective at demonstrating and clearly communicating content knowledge to students.** 2.2.3(1) Lesson integrates student participation to demonstrate understanding. 2.2.3(2) Teacher provides multiple ways (different learning modalities or intelligences) of engaging students with content in ways consistently aligned to the lesson objective. 2.2.3(3) Teacher consistently adjusts or differentiates content for student in ways of targeting different learning needs. 2.2.3(4) Teacher effectively integrates available, appropriate technology as a tool to engage students in academic content.	**Teacher needs improvement at demonstrating and clearly communicating content knowledge to students.** 2.2.2(1) While there is some opportunity for student participation, instruction is more teacher-directed than appropriate. 2.2.2(2) Teacher demonstrates more than one way of engaging students but not consistently or not consistently in ways that align to the lesson objectives. 2.2.2(3) Teacher may miss opportunities to provide ways of adjusting or differentiating content for student in ways of targeting different learning needs. 2.2.2(4) Teacher attempts to integrate available, appropriate technology as a tool to engage students in academic content.	**Teacher is ineffective at demonstrating and clearly communicating content knowledge to students.** 2.2.1(1) Lesson is almost always teacher directed with no opportunity for student participation. 2.2.1(2) Teacher may only provide one way of engaging students with content or teacher may provide multiple ways of engaging students but to content not aligned to the lesson objective. 2.2.1(3) Teacher does not differentiate or adjust instruction to target different learning needs. 2.2.1(4) Teacher does not attempt to integrate available, appropriate technology as a tool to engage students in academic content.

2.3 **Check for Understanding and Modify Instruction As Needed**	**Teacher is effective at checking for understanding and modifying instruction as needed.** 2.3.3(1)Teacher checks for understanding of content using a variety of methods. 2.3.3(2) Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly; differentiating to meet diverse student needs. 2.3.3(3) Teacher is effective in managing student response to questions in multiple ways that guide students to greater understanding. 2.3.3(4) Teacher systematically assesses student mastery of the lesson objective(s) at the end of each lesson through formal or informal assessments and there is evidence that assessments drive subsequent lesson planning. 2.3.3(5) Teacher responds to misunderstandings with a variety of effective techniques adjusting for the needs of the student.	**Teacher needs improvement at checking for understanding and modifying instruction as needed.** 2.3.2(1) Teacher sometimes checks for understanding of content. 2.3.2(2) Teacher at times modifies instruction based on student understanding of content but does not demonstrate a variety of methods for checking for understanding. 2.3.2(3) Teacher allows for student response to questions but may not provide enough wait time or may not demonstrate adequate skill in guiding student responses. 2.3.2(4) Teacher may primarily respond to misunderstandings by using teacher-driven techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective.	**Teacher is ineffective at checking for understanding and modifying instruction as needed.** 2.3.1(1) Teacher rarely or never checks for understanding of content. 2.3.1(2) Teacher rarely or never modifies instruction based on student understanding of content. 2.3.1(3) Teacher frequently moves on with content before students have a chance to respond to questions. 2.3.1(4) Teacher rarely or never assesses for mastery at the end of the lesson. 2.3.1(5) Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding.
2.4 **Maximize Instructional Time**	**Teacher is effective at maximizing instructional time.** 2.4.3(1) Teacher has established clear routines and procedures for transition times and they are well executed. 2.4.3(2) Teacher follows through on routines and procedures that encourage student responsibility for making good use of class time evidenced by little need for teacher prompting. 2.4.3(3) Teacher has a variety of ways to address disruptive behaviors and maximizes instructional time. 2.4.3(4) Teacher consistently and effectively prompts students to remain engaged with their work and on rare occasion is able to address disturbances without major interruption to the lesson.	**Teacher needs improvement at maximizing instructional time.** 2.4.2(1) Routines and procedures may be in place but they are not appropriate or effective for establishing clear expectations for students during transition times. 2.4.2(2) Teacher is not consistent or effective in follow through when addressing student breach of routines and procedures established for transition times. 2.4.2(3) Teacher has limited ways of addressing disruptive behaviors and instructional time can be lost. 2.4.2(4) Teacher is not consistent and/or persistent in prompting students to return to work when they are off task.	**Teacher is ineffective at maximizing instructional time.** 2.4.1(1) Teacher does not put into place routines and procedures for transition between activities which establish clear expectations of what students need to be doing. 2.4.1(2) There may be routines and/or procedures but the teacher fails to follow through when they are not followed. 2.4.1(3) Teacher does not address disruptive behaviors which interfere with meaningful use of instructional time. 2.4.1(4) Teacher is not aware of students who are off task and/or fails to redirect students to return to work.

2.5 **Create Classroom Culture of Respect and Collaboration**	**Teacher is effective at creating a classroom culture of respect and collaboration.** 2.5.3(1) Teacher consistently demonstrates respect and/or encouragement to students. 2.5.3(2) Teacher seeks opportunity to encourage and/or reward student adherence to classroom or WWS norms for respectful behavior and recognizes those behaviors when appropriate. 2.5.3(3) Teacher is consistent and effective in addressing disrespectful behaviors either student to teacher or student to student 2.5.3(4) Teacher creates effective student collaboration opportunities.	**Teacher needs improvement at creating a classroom culture of respect and collaboration.** 2.5.2(1) Teacher can be disrespectful and/or discouraging to students. 2.5.2(2) Teacher generally does not remind students of classroom and/or WWS norms for respectful behavior when breaches to those norms occur. 2.5.2(3) Teacher is inconsistent and/or ineffective in addressing disrespectful behaviors either student to teacher or student to student. 2.5.2(4) Teacher is inconsistent and/or ineffective in directing or guiding students to collaborate	**Teacher is ineffective at creating a classroom culture of respect and collaboration.** 2.5.1(1) Teacher is disrespectful of and/or discouraging to students. 2.5.1(2) Teacher has not created classroom norms for respectful behavior and/or does not follow WWS norms for respectful behavior. 2.5.1(3) Teacher tolerates or does not discourage frequent student to teacher or student to student disrespectful behavior. 2.5.1(4) There is no evidence of opportunities for students to collaborate.
2.6 **Sets High Expectations for Academic Success and Develops Higher Level of Understanding through Rigorous Instruction and Work**	**Teacher is effective at setting high expectations for most students and developing higher levels of understanding of most concepts.** 2.6.3(1) Teacher encourages students to work through difficult tasks. 2.6.3(2) Teacher encourages student academic risk taking and uses it as an effective tool for reaching deeper levels of student understanding. 2.6.3(3) Teacher demonstrates expertise in use of progressively complex levels of questioning.	**Teacher needs improvement at setting high expectations for student success and for developing high levels of understanding.** 2.6.2(1) Teacher sometimes encourages students to work through difficult tasks. 2.6.2(2) Teacher supports students who take academic risks and who attempt difficult challenges, but may not pursue risk-taking as a tool for developing deeper level of student understanding. 2.6.2(3) Teacher uses a limited range of complex questioning.	**Teacher is ineffective at setting high expectations for student success and/or fails to develop higher level of understanding.** 2.6.1(1) Teacher does not encourage students to work through difficult tasks. 2.6.1(2) Teacher discourages students from taking academic risks. 2.6.1(3) Teacher does not use questioning as an effective tool to increase student understanding.

DOMAIN 3: TEACHER LEADERSHIP

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

Competency	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to School/District Culture	Teacher: 3.1.3(1) Contributes ideas and expertise to support the school and district 3.1.3(2) Seeks professional relationships with colleagues	Teacher: 3.1.2(1) Occasionally contributes ideas and expertise to support the school and district 3.1.2(2) Participates at a minimal level in collegial professional interaction	Teacher: 3.1.1(1) Rarely or never contributes ideas and expertise to support the school and district 3.1.1(2) Works in isolation and rarely if ever engages in professional interaction with colleagues
3.2 Collaborate with Peers	Teacher: 3.2.3(1) Seeks out and participates in regular opportunities to work with and learn from others 3.2.3(2) Asks for assistance and provides assistance to others when needed	Teacher: 3.2.2(1) Occasionally participates in opportunities to work with and learn from others, but doesn't actively pursue opportunities 3.2.2(2) Asks for assistance when directed and gives assistance when asked	Teacher: 3.2.1(1) Rarely or never participates in opportunities to work with others. 3.2.1(2) Does not seek or offer assistance
3.3 Seek Professional Skills and Knowledge	Teacher: 3.3.3(1) Actively pursues professional development opportunities 3.3.3(2) Seeks out ways to implement new practices to improve instruction 3.3.3(3) Seeks constructive feedback to improve practices	Teacher: 3.3.2(1) Only attends mandatory professional development opportunities without seeking further opportunities 3.3.2(2) Occasionally seeks out ways to implement new practices to improve instruction 3.3.2(3) Occasionally seeks constructive feedback to improve practices	Teacher: 3.3.1(1) Rarely or never attends or seeks professional development opportunities 3.3.1(2) Rarely or never seeks out ways to implement new practices to improve instruction 3.3.1(3) Does not seek or is not open to constructive feedback
3.4 Advocate for Student Success	Teacher: 3.4.3(1) Displays commitment to the education of all his/her students in his/her class 3.4.3(2) Advocates for students' individualized needs regardless of obstacles	Teacher: 3.4.2(1) Displays commitment to the education of some of his/her students 3.4.2(2) Advocates for some students' needs	Teacher: 3.4.1(1) Rarely or never displays any commitment to the education of his/her students. 3.4.1(2) Accepts student failure as par for the course and does not advocate for students' needs
3.5 Engage Families in Student Learning	Teacher: 3.5.3(1) Responds in a timely manner to contact from parents in an appropriate way 3.5.3(2) Initiates parent contact in a variety of ways to engage them in student learning	Teacher: 3.5.2(1) Responds to contact from parents in an untimely manner or inappropriate way 3.5.2(2) Responds to, but does not initiate, parent contact	Teacher: 3.5.1(1) Rarely or never reaches out to parents and/or frequently does not respond to contacts from parents

DOMAIN 1: PURPOSEFUL DESIGNING

1.1: Utilize Assessment Data to Design

Examples of Assessment Data (not limited to this list):

-ISTEP+/ECA
-EOI (chapter, unit, midterms, final exams)
-NWEA
-PSAT/SAT/ACT/ReadiStep
-Literacy (running records, writing benchmarks, phonological awareness)
-AP/ACP
-CIC
-AIMSweb
-CogAt
-Fountas & Pinnell
-Fast ForWord/Reading Assistant
-Star Reader
-Performance-based assessments
-LAS Links
-Exit Slip
-Classroom Performance/Observation

1.2: Set Ambitious and Measurable Achievement Goals

Examples of Student/Class Achievement Goals:

-Student will reach an individual Growth Target RIT score of _____ on NWEA reading, math, and/or language score.
-Students in my class will sustain a national ranking of 90th percentile or greater for meeting growth projections in NWEA reading, math, and language.
-80% of the students in the class will score a 3 or greater on the course AP exam
-90% of students will get Common Instructional Check problem #1 correct
-Goals, if at all possible, should be tied to school (PL221) goals and/or district strategic plan
(These student/class achievement goals are similar to the goals established when using the previous Performance Review Evaluation Process)

1.3: Develop Standards-Based Unit Plans and Assessments

Unit Plans: Series of lesson plans (may include multiple content areas) that are connected and cover a scope and sequence of learning progression

Formative Assessment: One of a range of formal and informal assessment procedures employed <u>during</u> the learning process in order to modify instruction, lessons, and learning activities to improve student learning.

Summative Assessment: Refers to the assessment of learning that summarizes the development of learners at a particular time (after a period of work, e.g. a unit for two weeks, one month, etc.). The assessment aims to summarize learning up to that point. (Ex. Mid-term test, Trimester final test)

Examples of Standards:

-Curriculum Maps
-IN Academic Standards/Common Core
-WWS Essential Standards
-ACP/AP Standards

1.4: Create Objective-Driven Lesson Plans and Assessments

Lesson Plans: A plan for daily instruction

Example of Objectives:

-Student(s) will be able to _____ (learning outcome) by the end of the unit/lesson. (Objectives should be measurable)

Examples of Instructional Strategies:

-Design Qualities/Engagement
-High-Yield Instructional Strategies (Marzano)
-Math Path/Standards of Mathematical Practices
-Brain-Based Learning (Wolfe)
-6+1, writer's workshop (Smekens)
-Thinking Maps
-Differentiation (Tomlinson, Mann)
-Core Vocabulary
-Inquiry
-Questioning
-Project-based learning
-Whole, small, or independent groups
-Read alouds, think alouds, mini-lessons, guided/shared reading

1.5: Record and Analyze Student Progress

Examples of WWS Tools (not limited to this list):

-PowerSchool	-Moodle	-ReadiStep
-Inform	-NWEA	-PSAT
-PDSA	-Indiana IEP	

Expectation for Powerschool:
If it all possible, Powerschool should be updated on a weekly basis. This timeframe is flexible for the following situations:
-Those teachers who do not meet with their students/classes on a daily basis
-Teachers utilizing standards-based report cards
-Assignment of extended projects
-Teacher illness or other personal circumstances or situations

DOMAIN 2: EFFECTIVE INSTRUCTION

2.1: Develop Student Understanding

Examples of ways for finding connection to prior knowledge
-KWL
-Pre-assessment, prior assessments
-Graphic organizer
-Interest inventory survey
-Questioning
-Community circle
-Mapping/webbing

2.2: Demonstrate and Clearly Communicate Content Knowledge to Students While Engaging Them in the Academic Content

Example of learning modalities: visual, auditory, kinesthetic, collaboration, multiple intelligences

Examples of appropriate technology (not limited to this list):

-Promethean Board	-Hand-held devices
-iPads	-Audio
-Computer	-Moodle
-Calculators	

2.3: Check for Understanding and Modify Instruction as Needed

Examples of Methods for Checking for Understanding:
-Visual signs   -Performance
-NWEA   -Product
-Student conferencing   -ActiVotes
-Thumbs up/Thumbs down   -Observation
-Exit slip   -Quiz/test
-Pre/Post Assessments

Formal assessments: A formal assessment is based on the results of standardized tests or other exams that are administered under regulated or controlled test-taking conditions. In the process of a formal assessment, data is collected on student performance on the test or tests to determine the level of academic achievement or various other characteristics under analysis. (Ex. quiz, test, essay, etc.)

Informal assessments: An informal assessment is a method of measuring an individual's performance by casually watching their behavior or using other informal techniques. (Ex. observation , checklist, student interview, etc.)

Examples of student-driven techniques to respond to misunderstandings:
-Ask student to explain or demonstrate how they found the answer
-Collaboration
-Probing

2.4: Maximize Instructional Time

Examples of transition times:
-To and from specials/lunch/recess
-Between content areas or activities <u>within</u> the classroom/lesson
-Passing periods
-Arrival/dismissal

Examples of ways to address disruptive behaviors:
-Student conferencing
-Behavior plan
-Proximity
-Redirect
-Modeling
-Behavior chart
-Referral process

2.5: Create a Classroom of Respect and Collaboration

Examples of WWS Norms:
-Guiding Principles
-Lifeskills
-Building positive relationships with students
-Empathetic and caring toward students
-Students are listened to and involved in 2-way sharing with teacher
-Support students as individuals
-Student handbook, policies, and procedures

Effective student collaboration opportunities:
-Situations where two or more students/group learn or attempt to learn something together or are working together toward a common goal.

2.6: Sets High Expectations for Academic Success and Develops Higher Level of Understanding through Rigorous Instruction and Work

Academic Risk Taking: Effectively progressing through the levels of Bloom's Taxonomy

Examples of complex levels of questioning:
-Bloom's Taxonomy
-Explain their reasoning
-Summarize the main idea
-Apply a new skill or concept in a different context
-Make connections to previous material or prior knowledge
-Protection from adverse consequences

DOMAIN 3: TEACHER LEADERSHIP

3.1 Contribute to School/District Culture

Examples of ideas/expertise:
-Feedback from professional development or conference
-Additional training or education
-Reading/book studies
-Presenting to other faculty members
-Offer suggestions to improve the school
-Volunteering for committee work/school actitivies

3.3 Seek Professional Skills and Knowledge

Places to seek out ways to implement new practices:
- Team/Department meetings   -Online resources
- Faculty meetings   -Workshops, seminars, classes
- PLC meetings   -Educational literature

Example(s) of seeking out constructive feedback:
- Going to principal/admin. member/supervisor/teammate/parents/students and asking for advice
- Distributing surveys to parents/students

3.4 Advocate for Student Success

Examples of displaying commitment to students:
- Communicating in a positive manner with parents
- Meeting individual needs of students
- Collaborating with team members (nurse, IA, counselor, other teachers, etc.) that support students
- Meeting with student during bonus period/help sessions

Examples of advocating for students' individualized needs:
- Westfield Youth Assistance (WYA)
- RtI/Special services
- Speaking with the school counselor/nurse
- Referral to remedial clubs
- Communication with parents/guardian
- Encourage participation in Extra-curricular activities

3.5 Engage Families in Student Learning

Define responding in a timely manner:
Response should occur within 24 hours, if at all possible, unless extenuating circumstances are present (weekend, sickness, absence, technology issues/problems, etc.)

Examples of parent contact methods:
- Email
- Phone
- Newsletter
- Conferences
- Surveys