



**Washoe County
School District**

MyPGS



**Washoe County
School District**

**Professional
Growth System**

Teacher Evaluation Rubric
based the *Framework for
Teaching* by Charlotte Danielson
aligned to the NEPF

WCSD Teacher Performance Standards

STANDARD 1 Planning and Preparation	STANDARD 2 Classroom Environment	STANDARD 3 Instruction	STANDARD 4 Professional Responsibility
1a: Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> - Knowledge of the structure of the discipline, Nevada Academic Standards and other content standards - Knowledge of prerequisite relationships - Knowledge of content-related pedagogy 	2a: Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> - Positive regard in teacher/student interactions - Student/student interactions 	3a: Communicating with Students <ul style="list-style-type: none"> - Expectations for learning - Directions, procedures and explanation of content structure 	4a: Reflecting on Teaching <ul style="list-style-type: none"> - Accuracy - Use in future teaching
1b: Demonstrating Knowledge of Students <ul style="list-style-type: none"> - Knowledge of child and adolescent development - Knowledge of the learning process - Knowledge of students' skills, knowledge, and language proficiency - Knowledge of students' interests and cultural heritage - Knowledge of students' special needs 	2b: Establishing a Culture for Learning <ul style="list-style-type: none"> - Importance of the content - Expectations for learning and achievement - Student pride in work 	3b: Using Questioning and Discussion Techniques <ul style="list-style-type: none"> - Quality of questions - Discussion techniques/ student participation 	4b: Maintaining Accurate Records <ul style="list-style-type: none"> - Student completion of assignments - Student progress in learning - Non-instructional records
1c: Setting Instructional Outcomes <ul style="list-style-type: none"> - Alignment of outcomes with current standards - Value, sequence, and alignment - Clarity - Integration - Suitability for diverse learners 	2c: Managing Classroom Procedures <ul style="list-style-type: none"> - Instructional groups - Transitions - Materials and supplies - Non-instructional duties - Volunteers and paraprofessionals 	3c: Engaging Students in Learning <ul style="list-style-type: none"> - Activities and assignments - Grouping of students - Instructional materials and resources - Structure and pacing - Instructional strategies 	4c: Developing Partnerships with Families <ul style="list-style-type: none"> - Helping families to navigate the educational system - Sharing information about the instructional program and helping families to support learning - Building partnerships and outreach with families - Understanding cultural differences
1d: Demonstrating Knowledge of Resources <ul style="list-style-type: none"> - For classroom use - To extend content, knowledge and pedagogy - For students 	2d: Managing Student Behavior <ul style="list-style-type: none"> - Expectations - Monitoring of student behavior - Response to student misbehavior 	3d: Using Assessment in Instruction <ul style="list-style-type: none"> - Assessment criteria - Monitoring of student learning - Feedback to students - Student self-assessment and monitoring of progress 	4d: Participating in a Professional Community <ul style="list-style-type: none"> - Relationships with colleagues - Involvement in a culture of professional collaboration - Service to the school - Participation in school and district projects
1e: Designing Coherent Instruction <ul style="list-style-type: none"> - Learning activities - Instructional materials and resources - Instructional groups - Lesson and unit structure 	2e: Organizing Physical Space <ul style="list-style-type: none"> - Safety and accessibility - Arrangement of furniture and use of physical resources - Resource-rich environment 	3e: Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> - Lesson adjustment - Response to students - Persistence 	4e: Growing and Developing Professionally <ul style="list-style-type: none"> - Enhancement of content knowledge and pedagogical skill - Receptivity to feedback from colleagues - Service to the profession
1f: Designing Student Assessments <ul style="list-style-type: none"> - Congruence with instructional outcomes - Criteria and standards - Design of formative and summative assessments - Use of assessment in ongoing planning 			4f: Showing Professionalism <ul style="list-style-type: none"> - Integrity and ethical conduct - Addressing students' needs - Decision making - Compliance with school and district regulations

WCSD STANDARD 1 PLANNING AND PREPARATION				
COMPONENTS <i>Elements</i>	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1a: Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> - <i>Knowledge of the structure of the discipline, Nevada Academic Standards and other content standards</i> - <i>Knowledge of prerequisite relationships</i> - <i>Knowledge of content-related pedagogy</i> 	Teacher: <ul style="list-style-type: none"> - makes content errors in planning and practice and/or does not correct errors made by students; - demonstrates lack of standard and/or content knowledge, and demonstrates little understanding of prerequisite relationships important to student learning; - demonstrates little or no understanding of the range of pedagogical approaches suitable to student learning of the content. 	Teacher: <ul style="list-style-type: none"> - demonstrates, in planning and practice, limited knowledge of important concepts in the standard(s), and may demonstrate lack of awareness of how these concepts and skills relate to one another; - reflects a limited awareness of prerequisite relationships, but such knowledge may be inaccurate or incomplete; - demonstrates a limited range of pedagogical approaches, or uses some approaches that are not suitable to the discipline or to the students. 	Teacher: <ul style="list-style-type: none"> - demonstrates, in planning and practice, solid knowledge of the important concepts and skills in the standard(s) and how these concepts and skills relate to one another; - reflects accurate understanding of prerequisite relationships between topics and concepts; - displays a wide range of effective pedagogical approaches in the discipline. 	Teacher: <ul style="list-style-type: none"> - demonstrates, in planning and practice, extensive knowledge of the important concepts and skills in the standard(s) and how these relate both to one another and to other disciplines; - demonstrates an understanding of prerequisite relationships between topics and concepts, and creates a link to necessary cognitive structures to ensure student understanding; - demonstrates an accurate understanding of a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1b: Demonstrating Knowledge of Students <ul style="list-style-type: none"> - <i>Knowledge of child and adolescent development</i> - <i>Knowledge of the learning process</i> - <i>Knowledge of students' skills, knowledge, and language proficiency</i> - <i>Knowledge of students' interests and cultural heritage</i> - <i>Knowledge of students' special needs</i> 	Teacher: <ul style="list-style-type: none"> - demonstrates little or no knowledge of the developmental characteristics of the age group, students' skills, knowledge, language proficiency, and students' interests or cultural heritage, and does not indicate that such knowledge is valuable; - sees no value in understanding how students learn and does not seek such information; - lacks an understanding of students' special learning and/or medical needs or why such knowledge is important. 	Teacher: <ul style="list-style-type: none"> - demonstrates partial knowledge of the developmental characteristics of the age group, students' skills, knowledge, language proficiency, and <u>some</u> students' interests or cultural heritage, recognizes that such knowledge is valuable, but demonstrates this knowledge only for the class as a whole; - recognizes the value of knowing how students learn, but this knowledge is limited or outdated; - demonstrates awareness of the importance of knowing students' special learning and/or medical needs, but such knowledge may be incomplete or inaccurate. 	Teacher: <ul style="list-style-type: none"> - demonstrates accurate knowledge of the developmental characteristics of the age group, students' skills, knowledge, language proficiency, and <u>most</u> students' interests or cultural heritage, recognizes that such knowledge is valuable, and demonstrates this knowledge for the class as a whole, recognizing exceptions to the general patterns; - demonstrates accurate and current knowledge of how <u>most</u> students learn, and applies this knowledge to the class as a whole and to groups of students; - demonstrates awareness of <u>most</u> students' learning and/or medical needs, collects information from a variety of sources, and applies the information in his/her planning. 	Teacher: <ul style="list-style-type: none"> - demonstrates accurate knowledge of developmental characteristics of the age group, individual students' skills, knowledge, language proficiency, interests, and cultural heritage, and applies this knowledge to <u>individual+all</u> students; - demonstrates extensive and subtle understanding of how <u>all</u> students learn, and understands exceptions to the general patterns and the extent to which individual students follow the patterns; - possesses information about each student's learning and/or medical needs, collects such information from a variety of sources, continually seeks additional information about <u>all</u> students' special needs, and continually applies this information in his/her planning and instruction.

<p>1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> - <i>Alignment of outcomes with current standards</i> - <i>Value, sequence, and alignment</i> - <i>Clarity</i> - <i>Integration</i> - <i>Suitability for diverse learners</i> 	<p>Instructional outcomes:</p> <ul style="list-style-type: none"> - do not demonstrate alignment with Nevada Academic Standards or other existing content standards; - demonstrate low expectations for students, lack rigor, and do not reflect important learning in the discipline or a connection to a sequence of learning; - are either not clear or are stated as activities, not as student learning, and do not permit viable methods of assessment; - demonstrate only one type of learning and only one discipline or strand; - lack rigor, attention to diverse learning styles, are not suitable for the class, or are not based on any assessment of student needs. 	<p>Instructional outcomes:</p> <ul style="list-style-type: none"> - demonstrate little alignment with Nevada Academic Standards or other existing content standards; - demonstrate moderately high expectations and rigor, reflect some important learning in the discipline, and show at least some connection to a sequence of learning; - are only moderately clear, consist of a combination of outcomes and activities, and/or do not permit viable methods of assessment; - demonstrate several types of learning, but Teacher has made no attempt at interdisciplinary integration at appropriate levels of rigor or diverse learning styles; - are suitable for most of the students in the class based on global assessments of student learning, however, the needs of some individual students may not be accommodated. 	<p>Instructional outcomes:</p> <ul style="list-style-type: none"> - demonstrate full alignment with Nevada Academic Standards or other existing content standards; - demonstrate reasonably high expectations, rigor and important learning in the discipline, and are connected to a sequence of learning; - are all clear, written in the form of student learning, and suggest viable methods of assessment most of the time; - demonstrate several different types of learning, provide opportunities for interdisciplinary integration at appropriate levels of rigor, and reflect diverse learning styles; - 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. 	<p>Instructional outcomes:</p> <ul style="list-style-type: none"> - demonstrate full alignment with Nevada Academic Standards or other existing content standards; - demonstrate high expectations, rigor and important learning in the discipline, and are connected to a sequence of learning, both in the discipline and in related disciplines; - are all clear, written in the form of student learning, and permit viable methods of assessment; - demonstrate several different types of learning, provide opportunities for interdisciplinary integration at appropriate levels of rigor, reflect diverse learning styles, and allow enhanced integration as Teacher collaborates with colleagues; - are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups in the class.
<p>1d: Demonstrating Knowledge of Resources - For classroom use</p> <ul style="list-style-type: none"> - <i>To extend content, knowledge and pedagogy</i> - <i>For students</i> 	<p>Teacher:</p> <ul style="list-style-type: none"> - does not use resources that are available through the school or district to enhance content and pedagogical knowledge in the classroom; - is unaware of resources for students available through the school or district. 	<p>Teacher:</p> <ul style="list-style-type: none"> - demonstrates awareness of and/or uses resources that are available through the school or district to enhance content and pedagogical knowledge in the classroom; - has no knowledge of resources available to students beyond the school or district. 	<p>Teacher:</p> <ul style="list-style-type: none"> - regularly makes use of resources that are available through the school or district to enhance content and pedagogical knowledge in the classroom; - demonstrates some familiarity with current technology and with resources external to the school and, and knows how to gain access for students. 	<p>Teacher:</p> <ul style="list-style-type: none"> - has extensive knowledge of and uses resources, including those available through the school or district, to enhance content and pedagogical knowledge in the classroom; - is familiar with resources, including current technology, available in the community, through professional organizations and at universities, and assists students in gaining access.

<p>1e: Designing Coherent Instruction</p> <ul style="list-style-type: none"> - Learning activities - Instructional materials and resources - Instructional groups - Lesson and unit structure 	<ul style="list-style-type: none"> - Learning activities, materials and resources are not suitable to students or to instructional outcomes, and are not designed to engage students in relevant and rigorous learning. - Instructional groups are not suitable to instructional outcomes and student learning. - The lesson or unit has no clearly defined structure, or the structure is chaotic. - Activities do not follow or show an organized progression of scaffolding, and pacing/time allocations are unrealistic. 	<ul style="list-style-type: none"> - Only some of the learning activities, materials and resources are rigorous and relevant to students or to the instructional outcomes, only some represent a moderate cognitive challenge and engage students in relevant and rigorous learning, but there is no differentiation for different students. - Instructional groups provide limited support to the instructional outcomes and student learning with an effort at providing some variety. - The lesson or unit has a limited structure, although the structure is not uniformly maintained throughout. - Progression of activities shows limited scaffolding, but is uneven with only some reasonable pacing/time allocations. 	<ul style="list-style-type: none"> - All of the learning activities, materials and resources are rigorous and relevant to <u>most</u> students or to the instructional outcomes, most represent significant cognitive challenge and are designed to engage <u>most</u> students in relevant and rigorous learning, but there is only some differentiation for different groups of students. - Instructional groups are varied, as appropriate, to support instructional outcomes and student learning. - The lesson or unit has a clearly defined structure around which activities are organized. - Progression of activities reflects even scaffolding, with reasonable pacing/time allocations <u>for most students</u>. 	<ul style="list-style-type: none"> - <u>All</u> learning activities, materials and resources support the instructional outcomes, are highly rigorous and relevant to diverse learners, are all designed to engage <u>all</u> students in high level cognitive activity and in relevant, rigorous meaningful learning, are differentiated for individual learners, there is evidence of appropriate use of technology, and students participate in selecting or adapting materials. - Instructional groups are varied, as appropriate, to the students and the different instructional outcomes, and 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 of differentiated instruction according to diverse student needs. - The progression of activities is highly coherent <u>for all students</u>.
<p>1f: Designing Student Assessments</p> <ul style="list-style-type: none"> - Congruence with instructional outcomes - Criteria and standards - Design of formative and summative assessments - Use of assessment in ongoing planning 	<ul style="list-style-type: none"> - Assessment procedures are not congruent with instructional outcomes, and there are no criteria or standards. - There are no plans to use assessment results in designing future instruction. - There is no plan to incorporate formative and summative assessment in the lesson or unit. 	<ul style="list-style-type: none"> - Some of the instructional outcomes are assessed inconsistently, and only as a whole class. - Assessment criteria and standards have been developed, but they are not clearly stated. - Use of formative and summative assessment techniques is inconsistent, including only some of the instructional outcomes, and assessment results are used to plan for future instruction for the class as a whole. 	<ul style="list-style-type: none"> - All the instructional outcomes are assessed and adapted for groups of students as needed. - Assessment criteria and standards are clearly stated. - There is a well-developed strategy to use formative and summative assessment techniques, approaches are clearly stated, and assessment results are used to plan for future instruction for groups of students. 	<ul style="list-style-type: none"> - The proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. - Assessment methodologies have been adapted for individual students, criteria and standards are clearly stated, and there is evidence that the students have contributed to the development of the assessments. - The approach to using formative and summative assessment techniques is well designed, includes student and Teacher use of the assessment information, and assessment results are used to plan future instruction for individual students.

WCSD STANDARD 2 CLASSROOM ENVIRONMENT				
COMPONENT Elements	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
2a: Creating an Environment of Respect and Rapport - <i>Positive regard in teacher/student interactions</i> - <i>Student/student interactions</i>	<ul style="list-style-type: none"> - Teacher/student interactions are negative, demeaning, sarcastic, or inappropriate to the age or culture of the students, and some students' exhibit disrespect for the teacher. - Teacher does not monitor or intervene in student/student interactions that are characterized by conflict, sarcasm, or put-downs. 	<ul style="list-style-type: none"> - Teacher/student interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures, and students exhibit only minimal respect for the teacher. - Teacher facilitates a climate in which students may demonstrate disrespect for one another, <u>limited support for the contributions of learning of their peers</u>, and intervenes inconsistently when they do. 	<ul style="list-style-type: none"> - Teacher/student interactions are friendly, demonstrate caring and respect appropriate to the age and cultures of the students, and <u>most</u> students exhibit respect for the teacher <u>and their peers' contributions, supporting their learning</u>. - Teacher facilitates a climate in which student/student interactions are polite and respectful, and intervenes appropriately and consistently. 	<ul style="list-style-type: none"> - Teacher/student interactions reflect genuine respect and caring for individuals as well as for groups of students, and there is an environment in which <u>all</u> students feel safe and comfortable to ask questions, comment, discuss and share ideas. - Teacher facilitates a climate in which <u>all</u> students demonstrate genuine caring for one another, <u>support each other's learning</u>, and monitor one another's treatment of peers, correcting classmates respectfully when needed.
2b: Establishing a Culture for Learning - <i>Importance of the content</i> - <i>Expectations for learning and achievement</i> - <i>Student pride in work</i>	<ul style="list-style-type: none"> - Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. - Teacher conveys low academic and behavioral expectations, or shows overt bias for instructional outcomes, activities, assignments and classroom interactions. - Students demonstrate little or no pride in their work, lack commitment, and seem to be motivated by the desire to complete a task rather than to do high quality work. 	<ul style="list-style-type: none"> - Teacher communicates importance of the content but, with little conviction, and achieves only minimal apparent buy-in by the students - Teacher conveys inconsistent academic and behavioral expectations of instructional outcomes, activities, assignments and classroom interactions. - Students minimally accept the responsibility to do good work, but invest little of their energy, indicating minimal commitment to high quality work. 	<ul style="list-style-type: none"> - Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. - Teacher conveys high academic and behavioral expectations for instructional outcomes, activities, assignments and classroom interactions for most students. - <u>Most</u> Sstudents accept the teacher's insistence on work of consistently high quality, and they demonstrate pride in that work. 	<ul style="list-style-type: none"> - Teacher intentionally creates opportunities for students to demonstrate through their active participation, curiosity, and taking initiative, that they value the importance of the content. - Teacher consistently and skillfully conveys high expectations for the academic and behavioral performance of all students through instructional outcomes, activities, assignments and classroom interactions, and Teacher intentionally creates opportunities for students to set expectations for their own learning. - <u>All</u> Sstudents demonstrate attention to detail and take obvious pride in their work, initiating improvements such as revising drafts on their own or helping peers.

<p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> - <i>Instructional groups</i> - <i>Transitions</i> - <i>Materials and supplies</i> - <i>Non-instructional duties</i> - <i>Volunteers and paraprofessionals</i> 	<ul style="list-style-type: none"> - Teacher has not established procedures and routines for group work, or communicated the behavioral expectations to students. - There is significant loss of instructional time due to chaotic transitions, disorganized or unsafe management of materials and supplies, and inefficient performance of non-instructional duties. - Volunteers and paraprofessionals have no clearly defined duties, and are idle most of the time. 	<ul style="list-style-type: none"> - Teacher has established a few procedures and routines for group work, with only some students aware of the behavioral expectations. - Only some transitions, routines for handling materials and supplies, and performance of non-instructional duties function moderately well, resulting in some loss of instructional time. - Volunteers and paraprofessionals are productively engaged during portions of class time. 	<ul style="list-style-type: none"> - Teacher has established procedures and routines for group work, and students follow the behavioral expectations. - Transitions, routines for handling materials and supplies, and performance of efficient systems for non-instructional duties occur smoothly, with little loss of instructional time. - Volunteers and paraprofessionals are productively and independently engaged during the entire class. 	<ul style="list-style-type: none"> - Teacher has clearly established procedures and routines for group work; all students follow the behavioral expectations, and are able to monitor themselves and others. - Transitions, routines for handling materials and supplies, and performance of efficient systems for non-instructional duties are seamless, with students assuming responsibility in ensuring the efficient operation of the program. - Volunteers and paraprofessionals make a substantive contribution to the classroom environment.
<p>2d: Managing Student Behavior</p> <ul style="list-style-type: none"> - <i>Expectations</i> - <i>Monitoring of student behavior</i> - <i>Response to student misbehavior</i> 	<ul style="list-style-type: none"> - No standards of conduct appear to have been established, or students are confused as to what the standards are. - Teacher does not monitor or respond to misbehavior, leading to unawareness, or the response is inconsistent, overly repressive, or does not respect each student's dignity. 	<ul style="list-style-type: none"> - Standards of conduct appear to have been established, and most students follow expectations. - Teacher is aware of student behavior, but may miss opportunities or achieve mixed results in providing positive reinforcement or consequences for some students. 	<ul style="list-style-type: none"> - Standards of conduct are posted, stated and followed by all students, who also monitor their own behavior. - Teacher is alert to student behavior at all times, and takes the appropriate opportunity to provide positive reinforcement or consequences while respecting each student's dignity, or student behavior is generally appropriate. 	<ul style="list-style-type: none"> - Standards of conduct are posted, stated and referred to by all students, appear to have been developed with student participation, so monitoring by teacher is subtle and preventive, and students monitor their own and peers' behavior, correcting one another respectfully. - Teacher response to misbehavior is appropriate, successful and sensitive to students' individual needs, or student behavior is entirely appropriate.
<p>2e: Organizing Physical Space</p> <ul style="list-style-type: none"> - <i>Safety and accessibility</i> - <i>Arrangement of furniture and use of physical resources</i> - <i>Resource-rich environment</i> 	<ul style="list-style-type: none"> - The physical arrangement of the classroom is unsafe, or learning is not accessible to some students. - The furniture arrangement hinders the learning activities, or the Teacher makes poor use of physical resources. - No student exemplars, relevant instructional materials, or representations of current content are displayed. 	<ul style="list-style-type: none"> - The physical arrangement of the classroom is safe, and essential learning is accessible to most students. - The furniture may be adjusted for a lesson, but with limited effectiveness. - Limited student exemplars, relevant instructional materials, or representations of current content are displayed, and minimal interaction with resources is initiated by the Teacher. 	<ul style="list-style-type: none"> - The physical arrangement of the classroom is safe, and learning is equally accessible to all students. - Furniture is arranged and resource materials are available to aid and extend learning activities for most students. - A variety of student exemplars, relevant instructional materials and/or representations of current content are displayed. 	<ul style="list-style-type: none"> - The classroom physical arrangement is safe, and students ensure that all learning is equally accessible to all. - Furniture is arranged and resources available to advance learning. - Teacher and students have multiple opportunities to use or create resource materials to learn or extend learning opportunities.

WCSD STANDARD 3 INSTRUCTION				
COMPONENTS <i>Elements</i>	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
3a: Communicating with Students <i>Expectations for learning Directions, procedures and explanation of content</i>	<ul style="list-style-type: none"> - The oral or written purpose of a lesson or unit is unclear to students, including directions, procedures, or explanations of the content. - The Teacher's spoken and/or written language contains errors of grammar or syntax. - Objectives are not posted or communicated to students. 	<ul style="list-style-type: none"> - The instructional purpose, directions and procedures are explained with limited success and must be clarified after initial student confusion. - The Teacher's vocabulary is correct, but limited or inappropriate to student ages and background. - Objectives are posted or communicated, but not referred to during the lesson. 	<ul style="list-style-type: none"> - The purpose of the lesson or unit is clear, appropriate, and connects with <u>most</u> students' <u>prior</u> knowledge and experience, including where the lesson is situated within broader learning. - The Teacher's oral and written directions, procedures, and explanation of content are clear and appropriate. - Objectives are posted or communicated to students and referred to throughout the lesson. 	<ul style="list-style-type: none"> - The purpose of the lesson or unit is clear, <u>to all students</u> including where it is situated within broader learning, and linking that purpose to <u>all students'</u> interests. - Directions and procedures are clear to students, anticipate possible student misunderstanding, the explanation of content connects with <u>all students'</u> <u>prior</u> knowledge and, experience, <u>and present learning</u>, and students contribute to explaining concepts to their peers. - References to objectives are integrated throughout the lesson.
3b: Using Questioning and Discussion Techniques <ul style="list-style-type: none"> - <i>Quality of questions</i> - <i>Discussion techniques/student participation</i> 	<ul style="list-style-type: none"> - Questions are virtually all of poor quality, with low cognitive challenge, single correct responses, and asked in rapid succession. - Teacher and student interactions are predominantly recitation style, with the teacher mediating all questions and answers, and few students participate in the discussion. - <u>Teacher makes no attempt to support students in making connections.</u> 	<ul style="list-style-type: none"> - Questions are a combination of low and high quality, posed in rapid succession, and only some invite a thoughtful response. - Teacher makes an attempt to engage students in a discussion, but with limited success. - <u>Student discussions and interactions allow limited opportunities to develop understanding or gain skills.</u> - <u>Teacher makes limited attempts or uses unvaried strategies to support students in making connections among concepts or events.</u> 	<ul style="list-style-type: none"> - Questions are of high quality, are appropriate for lesson objectives, promote thoughtful responses, and adequate time is provided for students to respond. - Teacher creates opportunities for sustained discussions among students using a variety of discussion techniques. - <u>Student discussions and interactions generally allow students to articulate and deepen understanding or gain skills.</u> - <u>Teacher uses at least two strategies, including high quality questioning, to support students in making connections among concepts or events previously believed to be unrelated, and arrive at a new understanding of complex material.</u> 	<ul style="list-style-type: none"> - Questions are of uniformly high quality, with adequate time for students to respond, and students formulate content-relevant questions. - Teacher intentionally creates an opportunity for sustained student-led discussions, where students make unsolicited contributions. - <u>Student discussions and interactions allow students to articulate and deepen their understanding or gain skills.</u> - <u>Teacher uses a variety of strategies, including high quality questions, to support students in making connections among concepts or events previously believed to be unrelated, and arrive at a new understanding of complex material.</u>

<p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> - <i>Activities and assignments</i> - <i>Grouping of students</i> - <i>Instructional materials and resources</i> - <i>Structure and pacing</i> - <i>Instructional strategies</i> 	<p>Teacher-designed instructional groups, and instructional materials, resources, activities and assignments:</p> <ul style="list-style-type: none"> - are not developmentally appropriate and do not promote differentiated instruction; - do not engage students cognitively or <u>in discussions, or</u> provide opportunity for interaction, and are not appropriate to instructional outcomes; - have no clearly defined structure, or the pace of the lesson is too slow or rushed, or both, <u>there is no closure and students are not provided opportunities to reflect on their learning.</u> - No research-based instructional strategies are used in the classroom, and appropriate technology is not incorporated into the lesson. 	<p>Teacher-designed instructional groups, and instructional materials, resources, activities and assignments:</p> <ul style="list-style-type: none"> - partially facilitate differentiated instruction, but are only partially developmentally appropriate to the instructional purpose; - limit interaction and discussion, are only moderately successful in engaging students cognitively, <u>in discussions,</u> and may fail to advance the instructional outcomes of the lesson; - have a recognizable structure, although it is not uniformly maintained throughout the lesson, <u>although and opportunities for reflection and closure are limited or unrelated to the learning goals,</u> pacing of the lesson is appropriate and reflects the needs of some students. - Minimal research- based instructional strategies are used, and only minimal technology is incorporated into the lesson. 	<p>Teacher-designed instructional groups, and instructional materials, resources, <u>relevant and worthwhile</u> activities and assignments:</p> <ul style="list-style-type: none"> - facilitate differentiation, are developmentally productive, and are appropriate to the students or to the instructional purposes of the lesson; - engage most students cognitively, providing opportunity for interaction and <u>extended</u> discussion; - have a clearly defined structure around which the activities are organized, and pacing of the lesson is appropriate <u>allowing for reflection and closure</u> and reflects the needs of <u>most</u> students. - Some research- based instructional strategies are used, and appropriate technology is incorporated into the lesson. 	<p>Teacher-designed instructional groups, and instructional materials, resources, <u>relevant and worthwhile</u> activities and assignments:</p> <ul style="list-style-type: none"> - facilitate differentiation, are developmentally productive, and are fully appropriate to <u>all</u> the students and to the instructional purposes of the lesson; - engage <u>all</u> students cognitively and provide opportunities <u>for extended discussion and</u> for students to initiate choice, adaptation, or creation of materials and activities to enhance their learning; - have a structure that is highly coherent, allowing for reflection and closure, and pacing of the lesson is appropriate and reflects the needs of all students. - Extensive research- based instruction strategies are used, and appropriate technology is always incorporated into the-lesson.
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<p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> - <i>Assessment criteria</i> - <i>Monitoring of student learning</i> - <i>Feedback to students</i> - <i>Student self-assessment and monitoring of progress</i> 	<p>Teacher:</p> <ul style="list-style-type: none"> - has not provided students with the criteria and performance standards by which their work will be evaluated; - does not monitor student learning in the curriculum; - provides poor quality feedback to students in an untimely manner; <u>students are unable to explain what they are learning, why they are learning it, or what successful performance looks like;</u> - does not provide opportunity for student self-assessment. 	<p>Teacher:</p> <ul style="list-style-type: none"> - has provided students with minimal criteria and performance standards by which their work will be evaluated through formative and summative assessments; - monitors the progress of the class as a whole through limited use of formative and summative assessment techniques; - provides inequitable and inconsistent feedback to students, <u>many of the students are unable to explain what they are learning, why they are learning it, or what successful performance looks like;</u> - provides limited opportunity for student self-assessment using the assessment criteria. 	<p>Teacher:</p> <ul style="list-style-type: none"> - has made students fully aware of the criteria and performance standards by which their work will be continuously evaluated through formative and summative assessments; - monitors the progress of groups of students through use of continuous formative and summative assessment techniques; - provides timely, equitable and specific feedback to students, <u>most students can generally explain what they are learning, why they are learning it, and what successful performance looks like;</u> - provides frequent opportunities for <u>most students to self-assess using the assessment criteria and make use of that information.</u> 	<p>Teacher:</p> <ul style="list-style-type: none"> - has made students fully aware of the criteria and performance standards by which their work will be continuously evaluated through formative and summative assessments, and provides opportunities for students to contribute to the development of the criteria as appropriate; - monitors the progress of individual students through the use of continuous and specific formative and summative assessment techniques; - provides timely, equitable and specific feedback to students, and provides opportunities for students to make use of the feedback, <u>all students can fully explain what they are learning, why they are learning it, and what successful performance looks like.</u> - provides frequent opportunities for <u>all</u> student self-assessment and for students to make active use of that information.
<p>3e: Demonstrating Flexibility and Responsiveness - Lesson adjustment</p> <ul style="list-style-type: none"> - <i>Response to students</i> - <i>Persistence</i> 	<p>Teacher:</p> <ul style="list-style-type: none"> - adheres rigidly to an instructional plan, even when evidence clearly indicates a change is needed; - ignores or brushes aside students' questions, interests, or feedback; - gives up or blames the student, the student's home environment, or the larger culture, when a student has difficulty learning. 	<p>Teacher:</p> <ul style="list-style-type: none"> - attempts to adjust a lesson in response to students' needs with minimal success; - responds or incorporates students' questions, interests or feedback, although the pacing of the lesson is disrupted; - accepts responsibility for the success of all students, but has only a limited repertoire of instructional strategies to draw on. 	<p>Teacher:</p> <ul style="list-style-type: none"> - successfully adjusts a lesson in response to students' needs; - responds to or incorporates students' questions, interests or constructive feedback; - persists in seeking approaches for all students, including those who need help and/or enrichment, drawing on a broad repertoire of strategies. 	<p>Teacher:</p> <ul style="list-style-type: none"> - makes fluid adjustments to a lesson, when appropriate for student needs, and may involve students in making those adjustments, seizing opportunities to enhance learning; - builds on students' interests, questions, constructive feedback, and/or a spontaneous event; - persists in seeking effective approaches for all students, including those who need help and/or enrichment, using an extensive repertoire of strategies, and soliciting additional resources beyond the school.

WCSD STANDARD 4 PROFESSIONAL RESPONSIBILITY				
COMPONENTS <i>Elements</i>	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4a: Reflecting on Teaching - Accuracy <ul style="list-style-type: none"> - <i>Use in future teaching</i> 	Teacher: <ul style="list-style-type: none"> - does not <u>self-reflect or</u> know whether a lesson was effective or achieved its objectives, or misjudges the success of a lesson; - references no data to support the reflection of the lesson; - has no suggestions for how a lesson could be improved another time the lesson is taught. 	Teacher: <ul style="list-style-type: none"> - <u>on occasion will self-reflect and</u> has a generally accurate impression of a lesson's effectiveness and the extent to which its objectives are met; - references limited data to support the reflection of the lesson; - makes general suggestions about how a lesson could be improved another time the lesson is taught. 	Teacher: <ul style="list-style-type: none"> - <u>is self-reflective and</u> usually makes an accurate assessment of a lesson's effectiveness and the extent to which it achieves its objectives; - can cite general references, based on data, to support the reflection of the lesson; - makes a few specific suggestions of what could be tried another time the lesson is taught. 	Teacher <ul style="list-style-type: none"> - <u>is highly self-reflective and</u> always makes an accurate assessment of a lesson's effectiveness and the extent to which it achieves its objectives; - cites specific examples, based on <u>multiple data points</u>, to support the reflection of the lesson; - offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records <ul style="list-style-type: none"> - <i>Student completion of assignments</i> - <i>Student progress in learning</i> - <i>Non-instructional records</i> 	<ul style="list-style-type: none"> - Teacher's system for maintaining information on students' completion of assignments and student progress in learning is incomplete or in disarray. - Records of non-instructional activities are incomplete or in disarray. 	<ul style="list-style-type: none"> - Teacher's system for maintaining information on students' assignments and student progress in learning requires frequent monitoring. - Records of non-instructional activities are incomplete and/or inaccurate, and require frequent monitoring. 	<ul style="list-style-type: none"> - Teacher's system for maintaining information on students' completion of assignments and progress in learning is complete and accurate. - Records of non-instructional activities are complete and accurate. - Students may contribute information and participate in interpreting their own results, i.e. data folders, portfolios, charts, graphs and goal sheets, and may contribute to the maintenance of their instructional records. 	<ul style="list-style-type: none"> - Teacher's system for maintaining information on students' completion of assignments and progress in learning is complete, accurate and submitted appropriately. - Records of non-instructional activities are complete, accurate, and submitted appropriately. - Students contribute information, participate in interpreting their results, and contribute to the maintenance of their instructional records when appropriate.

<p>4c: Developing Partnerships with Families</p> <ul style="list-style-type: none"> - <i>Helping families to navigate the educational system</i> - <i>Sharing information about the instructional program and helping families to support learning</i> - <i>Building partnerships and outreach with families</i> - <i>Understanding cultural differences</i> 	<p>Teacher:</p> <ul style="list-style-type: none"> - provides no information or assistance to help families understand the components of the educational system, or understand the student’s academic progress in the classroom; - cannot explain the meaning of the instructional program or its significance to families; - does not have relationships/connections established with families; - does not respond, or responds insensitively, to family concerns about students; - does not seek to gain an understanding of cultural differences, does not initiate outreach, and provides minimal information to families about individual students. 	<p>Teacher:</p> <ul style="list-style-type: none"> - provides little information or assistance to help families understand the components of the educational system in the classroom; - explains the instructional program and individual student academic progress by referring the family to other resources to support the student’s academic needs; - makes modest or partially successful attempts to develop relationships/connections with families, or relationships are limited to families that are already visible at the school; - responds to family concerns in a minimal or occasionally insensitivity manner; - initiates conversations about culture, but does not have the skills or knowledge to further the conversation. 	<p>Teacher:</p> <ul style="list-style-type: none"> - provides frequent information or assistance to help families understand the components of the educational system in and outside the classroom; - clearly explains the instructional program and the student’s academic progress, sharing strategies to support academic learning in terms understandable to families; - builds positive relationships/connections with families by collaborating in school and outreach opportunities in both traditional and non-traditional means; - communicates about the student’s progress on a regular basis, and is available as needed to respond to family concerns; - is comfortable with conversations about culture and has the skills and knowledge to discuss the cultural backgrounds of his/her students and families. 	<p>Teacher:</p> <ul style="list-style-type: none"> - provides consistent and continuous information and assistance to help families and students understand the components of the educational system in and outside the classroom; - clearly explains, in understandable terms, the instructional program and the student’s academic progress, sharing strategies/resources to support academic learning tailored to the student’s areas of need; - maintains consistent and continuous positive relationships/connections with families, and fosters outreach opportunities in both traditional and non-traditional means; - communicates frequently with families and is able to prepare students to communicate and explain their progress to others; - consistently demonstrates an understanding of cultural differences, and communicates with students and families by initiating additional opportunities to build cultural awareness and understanding.
<p>4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> - <i>Relationships with colleagues</i> - <i>Involvement in a culture of professional collaboration</i> - <i>Service to the school</i> - <i>Participation in school and district projects</i> 	<p>Teacher:</p> <ul style="list-style-type: none"> - has negative or self-serving relationships with colleagues; - avoids participation in a culture of professional collaboration, resisting opportunities to become involved; - avoids becoming involved in school and district events and projects. 	<p>Teacher:</p> <ul style="list-style-type: none"> - maintains cordial relationships with colleagues to fulfill duties that the school or district requires; - becomes involved in the school’s culture of professional collaboration when invited to do so; - participates in school and district events and projects when specifically asked <u>and makes a contribution.</u> 	<p>- Teacher:</p> <ul style="list-style-type: none"> - has relationships with colleagues that are characterized by mutual support and cooperation, <u>and serves as a mentor to support colleagues either formally or informally;</u> - actively participates in a culture of professional collaboration <u>to ensure students’ needs are met;</u> - volunteers to participates in school and district events and projects, making a substantial contribution. 	<p>Teacher:</p> <ul style="list-style-type: none"> - has relationships with colleagues that are characterized by mutual support and cooperation, and takes initiative in assuming a leadership role within the faculty <u>and maintains mentoring relationships either formally or informally;</u> - takes a leadership role within the faculty to promote a culture of professional collaboration <u>to ensure students’ needs are met;</u> - volunteers to participates in school and district events and projects, assuming a leadership role and making a substantial contribution.

<p>4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> - <i>Enhancement of content knowledge and pedagogical skill</i> - <i>Receptivity to feedback from colleagues</i> - <i>Service to the profession</i> 	<p>Teacher:</p> <ul style="list-style-type: none"> - engages in no professional development activities to enhance knowledge or skill, and makes no effort to share knowledge with others; - does not assume professional responsibilities; - resists feedback on teaching performance from either supervisors or more experienced peers. 	<p>Teacher:</p> <ul style="list-style-type: none"> - participates in professional activities to a limited extent, and only when they are convenient or required; - finds limited ways to contribute to the profession; - accepts, with some reluctance, feedback on teaching performance from both supervisors and professional peers. 	<p>Teacher:</p> <ul style="list-style-type: none"> - seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, and implements them in instructional practices; - participates actively in assisting other educators; - welcomes feedback when offered by supervisors or peers when opportunities arise through professional collaboration. 	<p>Teacher:</p> <ul style="list-style-type: none"> - seeks out opportunities for professional development and takes a leadership role in utilizing and implementing new knowledge and skills; - initiates important activities to contribute to the profession; - seeks out feedback on his/her teaching from both supervisors and peers.
<p>4f: Showing Professionalism</p> <ul style="list-style-type: none"> - <i>Integrity and ethical conduct</i> - <i>Addressing students' needs</i> - <i>Decision making</i> - <i>Compliance with school and district regulations</i> 	<p>Teacher:</p> <ul style="list-style-type: none"> - openly displays dishonesty and unethical interactions with colleagues, students, and the public; - does not comply with school and district regulations; - is unaware, unresponsive, or apathetic to student <u>and family needs and does not advocate or respond to their needs;</u> - makes decisions and recommendations based on self-serving interests. 	<p>Teacher:</p> <ul style="list-style-type: none"> - is honest and ethical in interactions with colleagues, students, and the public; - complies minimally with school and district regulations, doing just enough to get by; - attempts to respond to student <u>or family</u> needs, but is inconsistent with <u>decisions; modeling, advocating for them, or responding to needs;</u> - makes recommendations based on limited, though genuinely professional, considerations. 	<p>Teacher:</p> <ul style="list-style-type: none"> - displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; - complies with school and district regulations; - effectively <u>models, advocates for, and</u> responds to student needs by ensuring that all students <u>and families</u> receive a fair <u>and equitable opportunity</u> to succeed; - maintains an open mind and participates in team or departmental decision making. 	<p>Teacher:</p> <ul style="list-style-type: none"> - holds the highest standards of honesty, integrity, and confidentiality; - always complies fully with school and district regulations; - is highly effective and proactive in <u>modeling, advocating for, and</u> responding to students by seeking out resources <u>when needed and working with colleagues and the community to ensure all students and families receive fair and equitable treatment;</u> - takes a leadership role with colleagues in team or departmental decision making, and helps ensure that such decisions are based on the highest professional standards.