**Rubric for Evaluating Colorado Teacher**

**Example of an Elementary Teacher of Content Other than Literacy and Math**

Effective Teachers in the state of Colorado have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success (See Appendix C). Effective Teachers facilitate mastery of content and skill development, and employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective Teachers communicate high expectations to students and their families and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. Because effective Teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

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| **Quality Standard I:** Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s). | | | | |
| **Basic** | **Partially Proficient** | **Proficient**  **(Meets State Standard)** | **Accomplished** | **Exemplary** |
| **Element a:** Teachers provide instruction that is aligned with the Colorado Academic Standards; their District's organized plan of instruction; and the individual needs of their students. | | | | |
| **The teacher:**  Delivers lesson plans that reflect:   * Daily review and revision. * Instructional objectives appropriate for students. * Explicit connections to specific learning objectives and approved curriculum. | **. . . and**  **The teacher:**  Delivers lesson plans based on:   * Students’ needs. * Colorado Academic Standards. * District’s plan of instruction. * Stated learning objectives. | **. . . and**  **The teacher:**   * Collaborates with other school staff to vertically and horizontally align, articulate, and deliver the approved curriculum. | **. . . and**  **Students:**   * Interact with rigorous and challenging content. * Perform at a level consistent with or above expectations. | **. . . and**  **Students:**   * Discuss strengths and next steps regarding their learning with their teachers. |

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| **Element b:** Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening. | | | | |
| **The teacher:**   * Demonstrates an understanding of literacy content and skills. * Emphasizes literacy connections while teaching content. | **. . . and**  **The teacher:**  Makes complex reading accessible to students by:   * Adjusting literacy resources (text) to students’ instructional skill levels. * Integrating literacy skills and knowledge into a balanced lesson. * Providing content relevant to student interests. | **. . . and**  **The teacher:**  Provides instruction that enhances students’:   * Critical thinking and reasoning. * Information literacy. * Literacy skill development. | **. . . and**  **Students:**  Meet or exceed expectations for:   * Oral communication. * Critical thinking skills. * Problem solving skills. * Literacy skills. | **. . . and**  **Students:**  Apply literacy skills:   * Across academic content areas. * To access and understand complex materials. |

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| **Basic** | **Partially Proficient** | **Proficient**  **(Meets State Standard)** | **Accomplished** | **Exemplary** |

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| **Element c:** Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability. | | | | |
| **The teacher:**   * Includes relevant math concepts in discussions that do not have math as the primary focus. * Promotes and encourages students to make explicit math connections across content. | **. . . and**  **The teacher:**   * Emphasizes to students why they need to learn math content and skills.      * Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas. | **. . . and**  **The teacher:**   * Emphasizes interdisciplinary connections to math.      * Models mathematical thinking. | **. . . and**  **Students:**   * Share ideas and solutions to challenging problems. * Use the language of math to talk about what they are doing. | **. . . and**  **Students:**   * Interpret mathematical information in ways that make it relevant to their learning. |
| * Professional Practice is **Observable** during a classroom observation. * Professional Practice is **Not Observable** during a classroom observation. | | | | |

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| **Basic** | **Partially Proficient** | **Proficient**  **(Meets State Standard)** | **Accomplished** | **Exemplary** |
| **Element d:** Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught. | | | | |
| **The teacher:**   * Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools. * Uses instructional materials that are accurate, appropriate, and relevant for the lesson being taught. * Employs a variety of instructional strategies to address student needs. | **. . . and**  **The teacher:**  Provides explanations of content that are:   * Accurate. * Clear. * Concise. * Comprehensive. | **. . . and**  **The teacher:**  Embeds activities in the lessons that require use of:   * A variety of explanations and multiple representations of concepts and ideas. * A variety of inquiry methods to explore new ideas and theories. | **. . . and**  **Students:**   * Develop a variety of explanations and multiple representations of concepts. * Build on the skills and knowledge learned to engage in more complex concepts, ideas, and theories.   Use a variety of inquiry tools and strategies to:   * Learn content. * Understand central concepts. * Answer complex questions. * Problem solve. | **. . . and**  **Students** routinely:   * Choose challenging tasks and instructional materials. * Apply newly learned content skills to unique situations and different disciplines. * Discuss ideas and content that are intellectually challenging to them. |
| **Element e:** Teachers develop lessons that reflect the interconnectedness of content areas/disciplines. | | | | |
| **The teacher:**   * Emphasizes key concepts and connects them to other powerful ideas within the content area. * Connects lessons to other disciplines and/or content areas. | | **. . . and**  **The teacher:**  Implements instructional strategies that:   * Articulate content and interdisciplinary connections. * Integrate literacy skills across content areas. | **. . . and**  **The teacher:**   * Clarifies, and elaborates on interdisciplinary connections for students. * Employs instructional strategies that include literacy, numeracy, and language development across content areas. | **. . . and**  **Students**:  Make connections between:   * Prior learning and the current lesson. * Other disciplines and/or content areas and the current lesson. * Apply literacy (reading, writing, speaking, and listening) and math skills across academic content areas. | **. . . and**  **Students:**   * Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines. |
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| **Basic** | **Partially Proficient** | **Proficient**  **(Meets State Standard)** | | **Accomplished** | **Exemplary** | |
| **Element f:** Teachers make instruction and content relevant to students and take actions to connect students’ background and contextual knowledge with new information being taught. | | | | | | |
| **The teacher:**  Selects instructional materials and strategies based on their:   * Relevance. * Central contexts. * Foundational evidence base. * Links lessons to students’ prior knowledge. * Encourages and provides opportunities for students to make connections to prior learning. | **. . . and**  **The teacher:**  Delivers lessons and units and uses instructional strategies that:   * Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts. * Provides supports that facilitate engagement. | **. . . and**  **The teacher:**   * Delivers lessons and uses materials to ensure that students’ backgrounds and contextual knowledge are considered. * Provides opportunities for students to self-select tasks that accelerate their learning. | | **. . . and**  **Students**:   * Interact with materials that are relevant to them. * Ask questions and solve problems that are relevant to them. * Make connections between their background knowledge and new learning. | **. . . and**  **Students:**   * Select tasks that demonstrate transfer of knowledge to other theories, ideas, and/or content. | |
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| **Quality Standard II:** Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students. | | | | | |
| **Basic** | **Partially Proficient** | **Proficient**  **(Meets State Standard)** | | **Accomplished** | **Exemplary** |
| **Element a:** Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers. | | | | | |
| **The teacher:**   * Creates a classroom environment conducive to learning. | **. . . and**  **The teacher** creates a classroom environment that features:   * Mutual respect. * Positive relationships between and among students. * Empathy for each student. | **. . . and**  **The teacher:**   * Creates a classroom environment which values diverse perspectives. * Establishes a nurturing and caring relationship with each student. | | **. . . and**  **Students:**   * Respect their classmates and teacher(s). | **. . . and**  **Students:**   * Engage in respectful and open dialogue with each other and their teacher. |
| **Element b:** Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country. | | | | | |
| **The teacher:**  Creates a classroom environment in which diversity is:   * Respected. * Used to further student learning. | **. . . and**  **The teacher:**   * Uses instructional approaches and materials that reflect students’ backgrounds. * Acknowledges the value of each student’s contributions to the quality of lessons. * Is welcoming to diverse family structures. | **. . . and**  **The teacher:** Establishes processesthat result in:   * A sense of community among students. * Effective interactions among students. * Respect for individual differences. * Positive social relationships. * Common goals for all students. | **. . . and**  **Students:**   * Respect the uniqueness of fellow students. | | **. . . and**  **Students:**   * Actively seek a variety of perspectives to complete group assignments. |
| **Element c:** Teachers engage students as individuals with unique interests and strengths. | | | | | |
| **The teacher**:   * Implements lessons that reflect student interests. | **. . . and**  **The teacher:**   * Uses results of student interest inventories to design lessons and materials. * Encourages students to expand and enhance their learning. * Acknowledges students for their accomplishments. | **. . . and**  **The teacher:**   * Asks appropriately challenging questions of all students. * Scaffolds questions. * Gives wait time equitably. * Ensures that all students participate in class activities. | **. . . and**  **Students:**   * Actively engage in classroom activities. * Discuss content and make connections between current lesson and their interests. | | **. . . and**  **Students:**   * Encourage fellow students to participate and challenge themselves. * Actively engage in collaborative learning and group processes. |
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| **Basic** | **Partially Proficient** | **Proficient**  **(Meets State Standard)** | **Accomplished** | **Exemplary** |
| **Element d:** Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels. | | | | |
| **The teacher:**   * Adapts lesson plans to address individual student needs. * Implements recommendations of specialists and colleagues to address student needs. | **. . . and**  **The teacher:**   * Designs instruction to address learning needs of all students. * Monitors the quality of student participation and performance. | **. . . and**  **The teacher:**   * Solicits input from colleagues to understand students’ learning needs. * Uses multiple strategies to teach and assess students. * Challenges and supports students to learn to their greatest ability. | **. . . and**  **Students:**   * Advocate for themselves. * Articulate their learning needs to their teacher and/or parent. | **. . . and**  **Students:**   * Apply coping skills to classroom situations. * Share coping strategies with fellow students. * Help fellow classmates by offering support. |
| **Element e:** Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students. | | | | |
| **The teacher:**   * Establishes a classroom environment that is inviting to families and significant adults. | **. . . and**  **The teacher:**   * Maintains respectful relationships with students, their families, and/or significant adults. * Uses a variety of methods to initiate communication with families and significant adults. | **. . . and**  **The teacher:**   * Provides clear and accurate feedback to parents and significant adults regarding student needs and progress. * Coordinates flow of information between families and colleagues who provide student services. | **. . . and**  **Students:**   * Communicate freely and openly with teachers.   **Families and Significant Adults:**   * Discuss student performance with the teacher. * Participate in school-based activities. | **. . . and**  **Families and Significant Adults:**   * Partner with the teacher to support student strengths and address next steps for learning. |
| **Element f:** Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies. | | | | |
| **The teacher:**   * Provides clear expectations to guide student classroom behavior. * Holds students accountable for adherence to school and/or class rules. | **. . . and**  **The teacher:**   * Puts procedures in place to maximize instructional time. | **. . . and**  **The teacher:**   * Makes maximum use of instructional time. * Maintains a safe and orderly environment. | **. . . and**  **Students:**   * Stay on task during class periods. * Work without interruption * Abide by school and class rules. | **. . . and**  **Students:**   * Accept responsibility for their behavior and use of time. * Help other students stay on task. |
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| **Quality Standard III:** Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students. | | | | | | |
| **Basic** | | **Partially Proficient** | **Proficient**  **(Meets State Standard)** | | **Accomplished** | **Exemplary** |
| **Element a:** Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students. | | | | | | |
| **The teacher**:   * Differentiates instruction. * Modifies content to assure that students are able to work at their ability levels. | | **. . . and**  **The teacher**:   * Studies recent/current research to expand personal knowledge of how students learn. * Builds on the interrelatedness of students’ intellectual, social, and emotional development. | **. . . and**  **The teacher**:   * Applies knowledge of current developmental science to address student needs. * Collaborates with colleagues with experience in developmental science to improve the quality of lessons. | | **. . . and**  **Students**:   * Seek materials and resources appropriate for their personal approach to learning. | **. . . and**  **Students**:  Seek to understand:   * How they learn best. * Where their time and efforts are best used. |
| **Element b:** Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students’ level of content knowledge and skills. | | | | | | |
| **The teacher**:   * Uses assessment results to guide adjustments to instruction. * Has explicit student outcomes in mind for each lesson. | **. . . and**  **The teacher**:   * Aligns instruction with academic standards and student assessment results. * Monitors instruction against student performance and makes real-time adjustments. * Assesses required skills. | | **. . . and**  **The teacher**:   * Encourages students to take academic risks. * Makes sure students meet learning objectives while increasing mastery levels. | | **. . . and**  **Students**:   * Monitor their level of engagement. * Confer with the teacher to achieve learning targets. | **. . . and**  **Students**:  Initiate activities to:   * Address their learning strengths and next steps. * Take academic risks. |
| * Professional Practice is **Observable** during a classroom observation. * Professional Practice is **Not Observable** during a classroom observation. | | | | | | |

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| **Quality Standard III:** Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students. | | | | | |
| **Basic** | **Partially Proficient** | **Proficient**  **(Meets State Standard)** | **Accomplished** | | **Exemplary** |
| **Element c:** Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students. | | | | | |
| **The teacher**:   * Incorporates evidence-based strategies into lessons. | **. . . and**  **The teacher**:   * Makes connections between student data and research-based practices. | **. . . and**  **The teacher**:   * Individualizes instructional approach to meet unique needs of each student. | **. . . and**  **Students:**   * Embrace new and unique ways of learning as they are introduced through research-based lessons. | | **. . . and**  **Students:**   * Apply skills and knowledge learned in the classroom. |
| **Element d:** Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning. | | | | | |
| **The teacher:**   * Uses available technology to facilitate classroom instruction. | **. . . and**  **The teacher:**   * Employs strategies and procedures to ensure that students have equitable access to available technology. * Monitors the use of available technology in the classroom. | **. . . and**  **The teacher:**  Uses available technology to:   * Enhance student learning. * Develop students’ knowledge and skills. * Enhance creative and innovative skills. * Provide engaging and motivating learning experiences. | **. . . and**  **Students:**   * Engage in virtual or face-to-face learning activities enhanced by appropriate use of available technology. * Produce creative and innovative products. | | **. . . and**  **Students:**  Use available technology to:   * Accelerate their learning. * Apply team building and networking skills. * Deepen critical thinking skills. * Communicate effectively. |
| **Element e:** Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills. | | | | | |
| **The teacher:**   * Has high expectations for all students. * Holds students accountable for their learning. | **. . . and**  **The teacher:**   * Sets student expectations at a level that challenges students. * Incorporates critical thinking and problem-solving skills. | . **. . and**  **The teacher:**   * Challenges all students to learn to their greatest ability. * Explicitly teaches higher-order thinking and problem-solving skills. * Ensures that students perform at levels meeting or exceeding expectations. | | **. . . and**  **Students:**   * Help set their learning objectives. * Apply higher-order thinking and problem-solving skills to address challenging issues. | **. . . and**  **Students:**   * Monitor their progress toward achieving teacher’s high expectations. * Seek opportunities to test their problem-solving and higher-order skills. |
| **O Professional Practice is Observable during a classroom observation.**  ** Professional Practice is Not Observable during a classroom observation.** | | | | | |

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| **Quality Standard III:** Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students. | | | | | | | | | |
| **Basic** | **Partially Proficient** | | **Proficient**  **(Meets State Standard)** | | | **Accomplished** | | **Exemplary** | |
| **Element f: Teachers provide students with opportunities to work in teams and develop leadership qualities.** | | | | | | | | | |
| **The teacher**:   * Includes all students in individual and group activities. | **. . . and**  **The teacher:**  Plans lessons that**:**   * Provide opportunities for students to participate using various roles and modes of communication. | | **. . . and**  **The teacher:**   * Flexibly groups students. * Adjusts team composition based on lesson objectives and student needs. * Varies group size, composition, and tasks to create opportunities for students to learn from each other. | | | **. . . and**  **Students:**   * Fulfill their assigned roles within the team. * Assume leadership roles in their teams. | | **. . . and**  **Students:**   * Utilize group processes to build trust and promote effective interactions among team members. * Participate in teams in ways that build trust and ownership of ideas among team members. | |
| **Element g:** Teachers communicate effectively, making learning objectives clear and providing appropriate models of language. | | | | | | | | | |
| **The teacher**:   * Communicates effectively with students. | **. . . and**  **The teacher:**   * Models effective communication skills. * Encourages students to communicate effectively. | | **. . . and**  **The teacher:**   * Teaches students to be effective communicators. * Provides opportunities for students to practice communication skills. | | | **. . . and**  **Students:**   * Apply effective written and oral communication skills in their work. | | **. . . and**  **Students:**   * Use academic language in spoken and written work. | |
| **Element h:** Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction. | | | | | | | | | |
| **The teacher:**   * Provides actionable feedback to students, families, and significant adults. * Involves students in monitoring their learning. * Assesses learning outcomes appropriately. | **The teacher:**   * Implements appropriate strategies for assigning grades. * Evaluates student performance based on multiple measures.      * Includes documentation of student progress toward mastery of state content standards in assessment plans. | | **. . . and**  **The teacher:**   * Uses a variety of assessment methods. * Provides actionable, timely, specific and individualized feedback about the quality of student work. * Teaches students to use feedback to improve their learning. | | | **. . . and**  **Students:**   * Self-assess on a variety of skills and concepts. * Articulate their personal strengths and needs based on self-assessment. * Effectively use formal and informal feedback to monitor their learning. | | **. . . and**  **Students:**  Assume ownership for:   * Monitoring their progress. * Setting learning goals. * Applying teacher feedback to improve performance and accelerate their learning. | |
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| **Quality Standard IV:** Teachers reflect on their practice. | | | | | | | | | |
| **Basic** | | **Partially Proficient** | | **Proficient**  **(Meets State Standard)** | | | **Accomplished** | | **Exemplary** |
| **Element a:** Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice. | | | | | | | | | |
| **The teacher:**   * Collects and analyzes student data to inform instruction.   Uses data to:   * Support student learning. * Inform practice. | | **. . . and**  **The teacher:**   * Collects multiple examples of student work to determine student progress over time. | | **. . . and**  **The teacher:**  Applies knowledge of student learning, development, and growth to the development of :   * Lesson plans. * Instructional strategies. | | | **. . . and**  **The teacher:**  Develops student learning plans based on:   * Multiple examples of student work. * Other data points. * Information gathered from students, families, and colleagues. | | **. . . and**  **The teacher:**   * Monitors and evaluates personal behavioral changes to determine what works for students. |
| **Element b:** Teachers link professional growth to their professional goals. | | | | | | | | | |
| **The teacher:**   * Implements performance feedback from supervisor and/or colleagues to improve practice.   Actively engages in professional development focused on:   * Addressing student needs. * School and district initiatives. * Meeting professional goals. | | **. . . and**  **The teacher:**  Engages in professional development activities based on:   * Likelihood of having a positive impact on student learning. * Alignment with Colorado Academic Standards and school and district initiatives. * Current research. * Student needs. | | **. . . and**  **The teacher:**   * Advocates for professional development that is evidence based and targeted toward improving student outcomes. * Applies knowledge and skills learned through professional development to professional practice. | | | **. . . and**  **The teacher:**   * Implements new and different instructional strategies based on current research and district initiatives. * Adapts teaching skills to meet student needs. | | **. . . and**  **The teacher:**   * Develops and follows a long-term professional development plan. |

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| **Quality Standard IV: Teachers reflect on their practice.** | | | | | | | | | |
| **Basic** | | **Partially Proficient** | | **Proficient**  **(Meets State Standard)** | | | **Accomplished** | | **Exemplary** |
| **Element c:** Teachers are able to respond to a complex, dynamic environment. | | | | | | | | | |
| **The teacher:** Collaborates with colleagues to**:**   * Implement new ideas to improve teaching and learning**.** * Support struggling students. * Contribute to campus goals. | | **. . . and**  **The teacher:**   * Maintains a positive, productive and respectful relationship with colleagues. | | **. . . and**  **The teacher:**  Initiates and leads collaborative activities with colleagues to:   * Analyze student data and interpret results. * Apply findings to improve teaching practice. * Support struggling and/or advanced/above grade level students. | | | **. . . and**  **The teacher:**   * Serves as a critical friend for colleagues, both providing and receiving feedback on performance. | | **. . . and**  **The teacher:**   * Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data. |
| * Professional Practice is **Observable** during a classroom observation. * Professional Practice is **Not Observable** during a classroom observation. | | | | | | | | | |
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| **Quality Standard V:** Teachers demonstrate leadership. | | | | | | | | | |
| **Basic** | **Partially Proficient** | | **Proficient**  **(Meets State Standard)** | | | **Accomplished** | | **Exemplary** | |
| **Element a:** Teachers demonstrate leadership in their schools. | | | | | | | | | |
| **The teacher:**   * Participates in school activities expected of all teachers. * Works collaboratively for the benefit of students and families. * Supports school goals and initiatives. | **. . . and**  **The teacher:**   * Contributes to school committees and teams. | | **. . . and**  **The teacher:**   * Collaborates with school-based teams to leverage the skills and knowledge of colleagues and families. | | | **. . . and**  **The teacher:**   * Shares lessons learned with colleagues. * Confers with school administrators to improve teacher working and student learning conditions. | | **. . . and**  **The teacher:**  Initiates and leads collaborative activities that:   * Partner with families to coordinate learning between home and school. * Share ideas to improve teaching and learning * Support struggling students. | |
| * Professional Practice is **Observable** during a classroom observation. * Professional Practice is **Not Observable** during a classroom observation. | | | | | | | | | |

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| **Quality Standard V: Teachers demonstrate leadership.** | | | | | | |
| **Basic** | **Partially Proficient** | | **Proficient**  **(Meets State Standard)** | **Accomplished** | | **Exemplary** |
| **Element b:** Teachers contribute knowledge and skills to educational practices and the teaching profession. | | | | | | |
| **The teacher:**   * Shares expertise with colleagues. * Supports the work of colleagues. * Actively participates in activities designed to improve policies and procedures that affect school climate, family partnering, and student learning. | **. . . and**  **The teacher:**  Collaborates with colleagues to:   * Support student growth and development. * Provide input into policies and procedures that affect school climate and student learning. * Partner with families. | | **. . . and**  **The teacher:**   * Leads professional growth and development activities whenever possible. | | **. . . and**  **The teacher:**   * Participates in district-wide decision-making processes that impact the school community, including families. | **. . . and**  **The teacher:**   * Advocates for the inclusion of teachers and families in education and government decision-making processes. |
| **Element c:** Teachers advocate for schools and students, partnering with students, families and communities as appropriate. | | | | | | |
| **The teacher:**   * Partners with every family to support student success. | **. . . and**  **The teacher:**   * Discusses potential revisions to policies and procedures with administrators to better address student, family, and school needs. | | **. . . and**  **The teacher:**   * Contributes to in school and/or district committees to advocate for students and their families. | | **. . . and**  **The teacher:**   * Advocates for students and the school to external agencies and groups. | **. . . and**  **The teacher:**   * Collaborates with professional, governmental, and/or community agencies to advocate for curricular, school, and instructional improvements. |
| **Element d:** Teachers demonstrate high ethical standards. | | | | | | |
| **The teacher:**   * Maintains confidentiality of student records as required by law. * Adheres to standards of professional practice. | | **. . . and**  **The teacher:**   * Models ethical behavior, including honesty, integrity, fair treatment, and respect for others. | **. . . and**  **The teacher:**   * Maintains confidentiality of student, family, and fellow teacher interactions as well as student data. | | **. . . and**  **The teacher:**   * Helps students understand the importance of ethical behavior as an individual and member of society. | **. . . and**  **Students:**  Demonstrate:   * Honesty * Respect for others. |
| * Professional Practice is **Observable** during a classroom observation. * Professional Practice is **Not Observable** during a classroom observation. | | | | | | |

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| **Evaluator Comments (Required for Ratings of “Basic” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.** | **Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.** |

**Teacher Evaluation Worksheet**

This form should be completed by the evaluator prior to the final evaluation and goal-setting meeting held each spring. The Teacher and evaluator should discuss the contents of this form, the accompanying Summary Evaluation Sheet, and the goal-setting form and agree on the professional practices ratings as well as the recommended actions for improvement, resources needed to accomplish those actions, and a determination of how the teacher and evaluator will know improvements have been made.

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| **Standard I. Teachers demonstrate mastery of and pedagogical expertise in the content they teach.** The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s). | | | | | | | | | | | |
|  | | **B** | | **PP** | | **P** | | **A** | | **E** | |
| 1. Teachers provide instruction that is aligned with the Colorado Academic Standards; their District's organized plan of instruction; and the individual needs of their students. | |  | |  | |  | |  | |  | |
| 1. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening. | |  | |  | |  | |  | |  | |
| 1. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability. | |  | |  | |  | |  | |  | |
| 1. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught. | |  | |  | |  | |  | |  | |
| 1. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines. | |  | |  | |  | |  | |  | |
| 1. Teachers make instruction and content relevant to students and take actions to connect students’ background and contextual knowledge with new information being taught. | |  | |  | |  | |  | |  | |
| **Overall Rating for Standard I** | |  | |  | |  | |  | |  | |
| **Comments:**  **Recommended actions for improvement:**  **Resources needed to complete these actions:** | **Artifacts used to support ratings:**   * Student Achievement Data * Student Feedback * Parent Feedback * Lesson Plans/Units of Study * Feedback from Walkthrough Observations * Instructional Activities Schedules * Student Journals/Learning Logs * Student Work | | | | | | | | | | |
| **Standard II. Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.** | | | | | | | | | | | | |
|  | | | **B** | | **PP** | | **P** | | **A** | | **E** | |
| 1. Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers. | | |  | |  | |  | |  | |  | |
| 1. Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country. | | |  | |  | |  | |  | |  | |
| 1. Teachers engage students as individuals with unique interests and strengths. | | |  | |  | |  | |  | |  | |
| 1. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels. | | |  | |  | |  | |  | |  | |
| 1. Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students. | | |  | |  | |  | |  | |  | |
| 1. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies. | | |  | |  | |  | |  | |  | |
| **Overall Rating for Standard II** | | |  | |  | |  | |  | |  | |

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| **Comments:**      **Recommended actions for improvement:**    **Resources needed to complete these actions:** | | **Artifacts used to support ratings:**   * Student Achievement Data * Student Feedback * Parent Feedback * Lesson Plans/Units of Study * Feedback from Walkthrough Observations * Instructional Activities Schedules * Student Journals/Learning Logs * Student Work | | | | | | |
| **Standard III. Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.** | | | | | | | |
|  | | | **B** | **PP** | **P** | **A** | **E** |
| 1. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students. | | |  |  |  |  |  |
| 1. Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students’ level of content knowledge and skills. | | |  |  |  |  |  |
| 1. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students. | | |  |  |  |  |  |
| 1. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning. | | |  |  |  |  |  |
| 1. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills. | | |  |  |  |  |  |
| 1. Teachers provide students with opportunities to work in teams and develop leadership qualities. | | |  |  |  |  |  |
| 1. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language. | | |  |  |  |  |  |
| 1. Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction. | | |  |  |  |  |  |
| **Overall Rating for Standard III** | | |  |  |  |  |  |
| **Comments:**  **Recommended actions for improvement:**  **Resources needed to complete these actions:** | **Artifacts used to support ratings:**   * Student Achievement Data * Student Feedback * Parent Feedback * Lesson Plans/Units of Study * Feedback from Walkthrough Observations * Instructional Activities Schedules * Student Journals/Learning Logs * Student Work * Anecdotal Records * Formative and Summative Assessment of Student Work | | | | | | |
| **Standard IV. Teachers reflect on their practice.** | | | | | | | |
|  | | | **B** | **PP** | **P** | **A** | **E** |
| 1. Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice. | | |  |  |  |  |  |
| 1. Teachers link professional growth to their professional goals. | | |  |  |  |  |  |
| 1. Teachers are able to respond to a complex, dynamic environment. | | |  |  |  |  |  |
| **Overall Rating for Standard IV** | | |  |  |  |  |  |

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| **Comments:**  **Recommended actions for improvement:**  **Resources needed to complete these actions:** | | **Artifacts used to support ratings:**   * Student Achievement Data * Lesson Plans/Units of Study * Self-Reflection Templates * Assessment Plans * Data Analysis Record * Responses to Feedback * Student Portfolios | | | | | |
| **Standard V: Teachers demonstrate leadership.** | | | | | | | |
|  | | | **B** | **PP** | **P** | **A** | **E** |
| 1. Teachers demonstrate leadership in their schools. | | |  |  |  |  |  |
| 1. Teachers contribute knowledge and skills to educational practices and the teaching profession. | | |  |  |  |  |  |
| 1. Teachers advocate for schools and students, partnering with students, families and communities as appropriate. | | |  |  |  |  |  |
| 1. Teachers demonstrate high ethical standards. | | |  |  |  |  |  |
| **Overall Rating for Standard V** | | |  |  |  |  |  |
| **Comments:**  **Recommended actions for improvement:**  **Resources needed to complete these actions:** | **Artifacts used to support ratings:**   * Student Achievement Data * Documentation of service on teams, task forces, and committees * Notes from parent and community meetings * Records of advocacy activities | | | | | | |

**Teacher Summary Evaluation Sheet**

**D**

This form provides a summary of the teacher’s ratings on all elements and standards and should be used to guide discussions regarding strengths and areas needing improvement. It may also be used to guide the development of the teacher’s growth plan and development of personal and school goals for the subsequent year.

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| **Standards** | **Elements** | **Ratings** | | | | |
| **Standard I.** Teachers demonstrate mastery of and pedagogical expertise in the content they teach. |  | **B**  **(0 Pts.)** | **PP**  **(1 Pt.)** | **P**  **(2 Pts.)** | **A**  **(3 Pts.)** | **E**  **(4 Pts.)** |
| 1. Teachers provide instruction that is aligned with the Colorado Academic Standards; their District's organized plan of instruction; and the individual needs of their students. |  |  |  |  |  |
| 1. Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening. |  |  |  |  |  |
| 1. Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability. |  |  |  |  |  |
| 1. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught. |  |  |  |  |  |
| 1. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines. |  |  |  |  |  |
| 1. Teachers make instruction and content relevant to students and take actions to connect students’ background and contextual knowledge with new information being taught. |  |  |  |  |  |
| **Overall Rating for Standard I** |  |  |  |  |  |
| **Standard II.** Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students. | 1. Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers. |  |  |  |  |  |
| 1. Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country. |  |  |  |  |  |
| 1. Teachers engage students as individuals with unique interests and strengths. |  |  |  |  |  |
| 1. Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels. |  |  |  |  |  |
| 1. Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students. |  |  |  |  |  |
| 1. Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies. |  |  |  |  |  |
| **Overall Rating for Standard II** |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Standards** | **Elements** | **Ratings** | | | | |
|  |  | **B**  **(0 Pts.)** | **PP**  **(1 Pt.)** | **P**  **(2 Pts.)** | **A**  **(3 Pts.)** | **E**  **(4 Pts.)** |
| **Standard III.** Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students. | 1. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students. |  |  |  |  |  |
| 1. Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students’ level of content knowledge and skills. |  |  |  |  |  |
| 1. Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students. |  |  |  |  |  |
| 1. Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning. |  |  |  |  |  |
| 1. Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills. |  |  |  |  |  |
| 1. Teachers provide students with opportunities to work in teams and develop leadership qualities. |  |  |  |  |  |
| 1. Teachers communicate effectively, making learning objectives clear and providing appropriate models of language. |  |  |  |  |  |
| 1. Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction. |  |  |  |  |  |
| **Overall Rating for Standard III** |  |  |  |  |  |
| **Standard IV.** Teachers reflect on their practice. | 1. Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice. |  |  |  |  |  |
| 1. Teachers link professional growth to their professional goals. |  |  |  |  |  |
| 1. Teachers are able to respond to a complex, dynamic environment. |  |  |  |  |  |
| **Overall Rating for Standard IV** |  |  |  |  |  |
| **Standard V:** Teachers demonstrate leadership. | 1. Teachers demonstrate leadership in their schools. |  |  |  |  |  |
| 1. Teachers contribute knowledge and skills to educational practices and the teaching profession. |  |  |  |  |  |
| 1. Teachers advocate for schools and students, partnering with students, families and communities as appropriate. |  |  |  |  |  |
| 1. Teachers demonstrate high ethical standards. |  |  |  |  |  |
| **Overall Rating for Standard V** |  |  |  |  |  |

**Determining the Overall Rating for Professional Practices when Standards Are Weighted Equally**

Scoring of the rubric is designed so that professional practices have the same weight as student outcomes when determining an educator’s effectiveness score: Ineffective, Effective, or Highly Effective. To do this, Quality Standards 1 through 5 were given a collective value of 540 points, or 108 points per standard.

|  |  |
| --- | --- |
| **Standard** | **Total Points Earned** |
| 1. Mastery of and Pedagogical Expertise in the Content They Teach |  |
| 1. Safe, Inclusive and Respectful Learning Environment for Diverse Population of Students |  |
| 1. Effective Instruction and an Environment that Facilitates Learning |  |
| 1. Reflection on Practice |  |
| 1. Leadership |  |
| **Total Points for All Standards** |  |

**Translating the Total Points for All Standards to Overall Professional Practices Rating**

|  |  |  |
| --- | --- | --- |
| **Total Number of Points Received** | **Rating for Number of Points Received** | **Total Number of Points Received for this Evaluation =**  **Overall Professional Practices Rating =** |
| 0 to 108 Points | Basic |
| 109 to 216 Points | Partially Proficient |
| 217 to 324 Points | Proficient |
| 325 to 432 Points | Accomplished |
| 433 to 540 Points | Exemplary |