

## Rubric for Evaluating Colorado Teachers: Teachers on Special Assignment (TOSA)

<b>QUALITY STANDARD I</b> 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).				
Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<b>ELEMENT A:</b> Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.				
<b>THE TEACHER ON SPECIAL ASSIGNMENT:</b> is knowledgeable about and guides others to incorporate: <ol style="list-style-type: none"> <li>1 Colorado Academic Standards.</li> <li>2 Relevant instructional objectives.</li> <li>3 Formative and summative assessment results.</li> </ol>	... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b> implements learning opportunities that: <ol style="list-style-type: none"> <li>4 Align to the district's plan of instruction.</li> <li>5 Are differentiated.</li> </ol>	... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b> <ol style="list-style-type: none"> <li>6 Implements and communicates learning objectives and student outcomes based on standards.</li> </ol>	... and <b>EDUCATORS:</b> <ol style="list-style-type: none"> <li>7 Demonstrate acquired skills by planning and implementing lessons that are based on the district's plan of instruction.</li> <li>8 Reflect on grade level, team, and/or content trends.</li> </ol>	... and <b>EDUCATORS:</b> <ol style="list-style-type: none"> <li>9 Contribute to an organization-wide culture of reflection and action.</li> </ol>
<b>ELEMENT B:</b> Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.				
<b>THE TEACHER ON SPECIAL ASSIGNMENT:</b> <ol style="list-style-type: none"> <li>1 Connects lessons to key concepts and themes within other disciplines and/or content areas.</li> </ol>	... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b> <ol style="list-style-type: none"> <li>2 Supports educators to develop and integrate literacy, mathematical practices, and/or language development across disciplines/content areas.</li> </ol>	... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b> <ol style="list-style-type: none"> <li>3 Models integration of literacy skills and/or mathematical practices across disciplines/content areas in professional development opportunities.</li> </ol>	... and <b>EDUCATORS</b> Demonstrate acquired skills by: <ol style="list-style-type: none"> <li>4 Planning cross-curricular instruction.</li> <li>5 Checking for student application of literacy skills and/or mathematical practices in response to strategic planning and modeling.</li> </ol>	... and <b>EDUCATORS:</b> <ol style="list-style-type: none"> <li>6 Implement instruction that increases student literacy and/or mathematics skills.</li> <li>7 Refine and adjust instructional plans based on calibrating conversations with other educators across the school/district.</li> </ol>

## 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).

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<b>ELEMENT C:</b> Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.				
<b>THE TEACHER ON SPECIAL ASSIGNMENT:</b>  1 Scaffolds questions, concepts, and skills based on a sequence of learning.  2 Uses instructional materials that are accurate and appropriate for the lesson being taught.  3 Encourages and provides opportunities to make connections to prior learning.	... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b> implements:  4 Content-based instructional strategies that best align to the learning objective.  5 Multiple models and delivery methods to explain concepts accurately.  6 Questioning techniques to support disciplinary inquiry.	... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b> supports educators to:  7 Anticipate student misconceptions related to learning and address those misconceptions during instruction.  8 Implement challenging tasks and opportunities that encourage students to ask questions and construct new meaning.	... and <b>STUDENTS AND/OR EDUCATORS:</b>  9 Develop a variety of explanations and multiple representations of concepts.  10 Apply skills and knowledge learned in the classroom to engage in more complex tasks.	... and <b>STUDENTS AND/OR EDUCATORS:</b>  11 Generate questions that lead to further inquiry and self-directed learning.  12 Synthesize concepts to create original thinking within and across disciplines.

**QUALITY STANDARD II**

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

**ELEMENT A:** Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

THE TEACHER ON SPECIAL ASSIGNMENT:	... and THE TEACHER ON SPECIAL ASSIGNMENT:	... and THE TEACHER ON SPECIAL ASSIGNMENT:	... and EDUCATORS:	... and EDUCATORS:
<p><b>1</b> Maintains safety and welfare in the learning environment.</p> <p><b>2</b> Utilizes effective strategies that enhance learning.</p> <p><b>3</b> Develops relationships and establishes an environment conducive to learning.</p>	<p><b>4</b> Incorporates knowledge and practices of adult learning.</p> <p><b>5</b> References and utilizes professional development norms and protocols.</p> <p><b>6</b> Demonstrates caring and respectful relationships.</p>	<p><b>7</b> Creates an environment in which diverse perspectives are valued.</p> <p><b>8</b> Develops relationships that promote reflection and continual growth in teaching and learning.</p>	<p><b>9</b> Demonstrate relationships that lead to reflection and rigorous changes in practice.</p> <p><b>10</b> Elicit dissonant or resistant voices and seek common ground.</p>	<p><b>11</b> Demonstrate relationships that lead to collective efficacy and increased student achievement.</p>

**ELEMENT B:** Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.

THE TEACHER ON SPECIAL ASSIGNMENT:	... and THE TEACHER ON SPECIAL ASSIGNMENT:	... and THE TEACHER ON SPECIAL ASSIGNMENT:	... and EDUCATORS:	... and EDUCATORS:
<p><b>1</b> Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics and other aspects of culture on the perspectives of students/educators.</p>	<p>... and creates an environment in which diversity is used to cultivate:</p> <p><b>2</b> A sense of community.</p> <p><b>3</b> Effective interactions.</p> <p><b>4</b> Instruction that reflects diverse backgrounds, experiences, and different points of view.</p>	<p>... and supports educators to:</p> <p><b>5</b> Foster learning that ensures the backgrounds and contextual knowledge of students/educators are considered.</p> <p><b>6</b> Promote materials and learning experiences that acknowledge the contributions of all cultures.</p>	<p><b>7</b> Capitalize on diversity as an asset.</p> <p><b>8</b> Seek to accept and learn from resistance.</p>	<p><b>9</b> Build a learning culture based on common goals.</p> <p><b>10</b> Respond to conflict in a way that promotes learning.</p>

## QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<b>ELEMENT C:</b> Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.				
<b>THE TEACHER ON SPECIAL ASSIGNMENT:</b>  1 Plans for educators that have a variety of needs, strengths, and interests.  2 Recognizes that diversity is an asset to the learning environment.	... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b>  3 Implements a variety of inclusion, intervention or enrichment practices to address unique learning needs, strengths, and interests.  4 Implements plans to address a variety of learning needs.  5 Encourages contributions from diverse viewpoints.	... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b>  6 Initiates collaboration with colleagues to better understand and respond to adult learning needs, strengths, and interests.  7 Adapts to meet diverse needs, strengths, and interests while working toward common goals.  8 Creates an environment that values each stakeholder's contribution and beliefs.	... and <b>EDUCATORS:</b>  9 Identify the needs, strengths, and interests of students that affect classroom performance.  10 Support students to articulate their learning needs and interests that affect classroom performance.	... and <b>EDUCATORS:</b>  11 Embed instruction that acknowledges and affirms diverse viewpoints to meet the needs, strengths, and interests of relevant stakeholders.  12 Encourage students to challenge themselves.
<b>ELEMENT D:</b> Teachers work collaboratively with the families and/or significant adults for the benefit of students.				
<b>THE TEACHER ON SPECIAL ASSIGNMENT:</b> establishes:  1 Respectful relationships with families and/or significant adults in the learning environment.	... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b>  2 Uses a variety of methods to initiate communication with families and/or significant adults.	... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b>  3 Recognizes obstacles to family and community participation and seeks solutions to overcome them.	... and <b>FAMILIES AND/OR SIGNIFICANT ADULTS:</b>  4 Engage with the Teacher on Special Assignment to support student success.	... and <b>FAMILIES AND/OR SIGNIFICANT ADULTS:</b>  5 Collaborate with the Teacher on Special Assignment to remove obstacles to participate in the classroom and/or school-based activities.

**QUALITY STANDARD III**

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<p><b>ELEMENT A:</b> Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.</p>				
<p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>1 Draws on individual and collective experience(s) to connect to content areas and adult learning theory when planning.</p>	<p>... and</p> <p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>2 Assesses and uses resources on best practices for adult learning.</p> <p>3 Creates professional development opportunities with application to specific data.</p> <p>4 Defines and communicates learning purpose.</p>	<p>... and</p> <p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>5 Utilizes current research and professional resources to facilitate learning.</p> <p>6 Plans learning that is specific and purposeful to improve student learning.</p> <p>7 Uses data and research to create differentiated professional development.</p>	<p>... and</p> <p><b>EDUCATORS:</b></p> <p>8 Gather and reflect on feedback from professional development opportunities.</p>	<p>... and</p> <p><b>EDUCATORS:</b></p> <p>9 Implement feedback from professional development opportunities to improve student learning.</p>
<p><b>ELEMENT B:</b> Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.</p>				
<p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>1 Determines current skill level of educators and uses that to plan next steps.</p> <p>2 Selects assessment strategies aligned to the learning objective.</p> <p>3 Monitors learning in relation to the learning objective.</p>	<p>... and</p> <p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>4 Uses assessment results to guide real-time adjustments to instruction.</p> <p>5 Supports educators with implementation of professional learning.</p> <p>6 Provides timely and high-quality feedback.</p>	<p>... and</p> <p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>7 Models how to incorporate feedback to improve learning.</p>	<p>... and</p> <p><b>EDUCATORS:</b></p> <p>8 Analyze and adjust instructional practices based on formative assessment data.</p>	<p>... and</p> <p><b>EDUCATORS:</b></p> <p>9 Facilitate reflection on instruction to deepen learning.</p> <p>10 Monitor and revise learning goals based on feedback.</p>

### QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State	Level 4 Practices	Level 5 Practices
<b>ELEMENT C:</b> Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.				
<b>THE TEACHER ON SPECIAL ASSIGNMENT:</b>  1 Assesses available technology to use with instruction.  2 Plans instruction incorporating available technology.	... and <b>THE TEACHER ON SPECIAL ASSIGNMENT</b> uses available technology to:  3 Facilitate instruction.  4 Develop knowledge and skills.  5 Models responsible and ethical use of technology and applications.	... and <b>THE TEACHER ON SPECIAL ASSIGNMENT</b> integrates available technology to enhance:  6 Creativity.  7 Use of information.  8 Collaboration.	... and <b>EDUCATORS:</b>  9 Use available technology to enhance learning.	... and <b>EDUCATORS:</b>  10 Evaluate the use of technology resources on student achievement.
<b>ELEMENT D:</b> Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.				
<b>THE TEACHER ON SPECIAL ASSIGNMENT:</b>  1 Establishes expectations at a level that is challenging.  2 Plans learning experiences that incorporate critical-thinking and problem-solving skills for application to practice.	... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b>  3 Uses questioning strategies to promote critical-thinking and problem-solving skills.  4 Uses wait time to encourage responses.	... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b>  5 Models critical-thinking and problem-solving skills.	... and <b>EDUCATORS:</b>  6 Use questioning strategies to develop and test innovative ideas.  7 Use evidence to justify conclusions and synthesize knowledge.	... and <b>EDUCATORS:</b>  8 Evaluate the impact of new and different ways of learning.

**QUALITY STANDARD III**

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<b>ELEMENT E:</b> Teachers provide students with opportunities to work in teams and develop leadership.				
<p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>1 Articulates a clear purpose for collaboration.</p>	<p>... and</p> <p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>2 Provides opportunities for participation using various roles and modes of communication.</p> <p>3 Adjusts team composition based on learning objectives and needs.</p>	<p>... and</p> <p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>4 Holds team members accountable for work product and collaboration processes.</p> <p>5 Promotes teamwork and leadership skills.</p>	<p>... and</p> <p><b>STUDENTS AND/OR EDUCATORS:</b></p> <p>6 Demonstrate a willingness to assume leadership roles in their teams.</p> <p>7 Utilize group processes to build trust and promote effective team interactions.</p>	<p>... and</p> <p><b>STUDENTS AND/OR EDUCATORS:</b></p> <p>8 Use team feedback to reflect on and improve the quality of their work.</p>
<b>ELEMENT F:</b> Teachers model and promote effective communication.				
<p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>1 Establishes practices to support effective communication.</p> <p>2 Provides clear directions.</p>	<p>... and</p> <p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>3 Articulates thoughts and ideas clearly and effectively.</p> <p>4 Uses active listening strategies.</p>	<p>... and</p> <p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>5 Models, with audience in mind, how to articulate thoughts and ideas clearly and effectively.</p>	<p>... and</p> <p><b>STUDENTS AND/OR EDUCATORS:</b></p> <p>6 Apply clear and appropriate communication skills in a variety of situations.</p> <p>7 Formulate questions and explain their thinking.</p>	<p>... and</p> <p><b>STUDENTS AND/OR EDUCATORS:</b></p> <p>8 Extend and enrich the discussion.</p> <p>9 Invite diverse perspectives.</p>

**QUALITY STANDARD IV**

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State	Level 4 Practices	Level 5 Practices
<b>ELEMENT A:</b> Teachers demonstrate high standards for professional conduct.				
<p><b>THE TEACHER ON SPECIAL ASSIGNMENT</b> maintains confidentiality of:</p> <ol style="list-style-type: none"> <li>1 Student records and data as required by law.</li> <li>2 Student, family and fellow teacher interactions with colleagues.</li> <li>3 Demonstrates reliable and responsible behavior.</li> </ol>	<p>... and <b>THE TEACHER ON SPECIAL ASSIGNMENT</b> engages in interactions that are:</p> <ol style="list-style-type: none"> <li>4 Respectful.</li> <li>5 Consistent.</li> <li>6 Reasonable.</li> <li>7 Models ethical behavior.</li> </ol>	<p>... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <ol style="list-style-type: none"> <li>8 Promotes ethical behavior of students as individuals and as members of a community.</li> </ol>	<p>... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <ol style="list-style-type: none"> <li>9 Encourages colleagues' accountability to school and district vision and mission.</li> </ol>	<p>... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <ol style="list-style-type: none"> <li>10 Serves as an advocate for school and district vision and mission.</li> </ol>
<b>ELEMENT B:</b> Teachers link professional growth to their professional goals.				
<p><b>THE TEACHER ON SPECIAL ASSIGNMENT</b> reflects on and engages in professional learning activities aligned to:</p> <ol style="list-style-type: none"> <li>1 Colorado Academic Standards.</li> <li>2 School and district goals.</li> <li>3 Professional goals and growth plan.</li> </ol>	<p>... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <ol style="list-style-type: none"> <li>4 Applies knowledge and skills learned through professional learning to improve student outcomes.</li> <li>5 Seeks performance feedback from supervisor and/or colleagues to improve practice.</li> </ol>	<p>... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <ol style="list-style-type: none"> <li>6 Implements performance feedback from supervisor and/or colleagues to improve practice.</li> <li>7 Applies research as a key component of ongoing learning and development.</li> </ol>	<p>... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <ol style="list-style-type: none"> <li>8 Uses data to monitor and evaluate instructional strategies acquired through professional learning.</li> <li>9 Reflects on and adjusts instruction resulting in student growth.</li> </ol>	<p>... and <b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <ol style="list-style-type: none"> <li>10 Self-selects professional learning beyond district/school offerings that builds instructional expertise.</li> </ol>



**QUALITY STANDARD IV**

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

**ELEMENT C:** Teachers respond to a complex, dynamic environment.

<p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>1 Maintains a productive and respectful relationship with colleagues.</p>	<p>... and</p> <p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b> adapts to the changing demands of the:</p> <p>2 Classroom environment.</p> <p>3 School environment.</p>	<p>... and</p> <p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b> collaborates with colleagues to:</p> <p>4 Navigate change while maintaining a focus on student learning.</p> <p>5 Implement change efforts.</p>	<p>... and</p> <p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>6 Contributes to school improvement planning efforts.</p>	<p>... and</p> <p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>7 Contributes to district improvement planning efforts.</p>
---	---	---	--	--

**ELEMENT D:** Teachers demonstrate leadership in the school, the community, and the teaching profession.

<p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>1 Contributes to school committees and teams.</p>	<p>... and</p> <p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>2 Actively participates in school decision-making processes.</p> <p>3 Acts as an informal mentor/resource to colleagues.</p>	<p>... and</p> <p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>4 Increases the capacity of colleagues to improve practice.</p> <p>5 Seeks opportunities to lead.</p> <p>6 Promotes an inclusive school culture through family or community outreach.</p>	<p>... and</p> <p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>7 Advocates for improvements to teaching and learning at the local, state, and/or national level.</p> <p>8 Works with colleagues to promote changes to school-wide systems to improve student learning.</p>	<p>... and</p> <p><b>THE TEACHER ON SPECIAL ASSIGNMENT:</b></p> <p>9 Leads activities designed to improve local, state and/or national level policies and procedures.</p> <p>10 Collaborates with community partners, organizations, and/or networks to address educational issues.</p>
---	---	--	--	---