

District #104 Complete Framework for Teaching

Directions: Evaluators and teachers may use the following rubric as a reference, to better understand the actions associated with performance level and when making summative decisions. An evaluator will use this rubric when observing teachers and providing written feedback to teachers following any observation.

DOMAIN 1: Planning and Preparation				
	Unsatisfactory	Needs Improvement	Proficient	Excellent
Component 1A: Demonstrating Knowledge of Content and Pedagogy	<p>In planning and practice, teacher makes many content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p> <p>Teacher does not consider prerequisite relationships when planning.</p> <p>Teacher's plans use inappropriate strategies for the discipline.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p> <p>Teacher is familiar with the discipline but does not see conceptual relationships.</p> <p>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lesson and unit plans use limited instructional strategies and some are not be suitable to the content.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p> <p>Teacher can identify important concepts of the discipline, and their relationships to one another.</p> <p>Teacher consistently provides clear explanations of the content.</p> <p>Teacher answers student questions accurately and provides feedback that furthers their learning.</p> <p>Teacher seeks out content-related professional development.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p> <p>Teacher cites intra- and inter-disciplinary content relationships.</p> <p>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</p>
Possible Examples:	<p>The teacher says, "The official language of Brazil is Spanish, just like other South American countries."</p> <p>The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."</p> <p>The teacher has his students' copy dictionary definitions each week to help students learn to spell difficult words.</p>	<p>The teacher plans lessons on area and perimeter independently without linking the concepts.</p> <p>The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.</p> <p>The teacher always plans the same routine to study spelling: pre-test on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday.</p>	<p>The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</p> <p>The teacher realized her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement.</p> <p>The teacher plans to expand a unit on civics by having students simulate a court trial.</p>	<p>In a unit on 19th century literature, the teacher incorporates information about the history of the same period.</p> <p>Before beginning a unit on the solar system, the teacher surveys the class to their beliefs as to why it is hotter in the summer than in the winter.</p>

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Component 1B: Demonstrating Knowledge of Students	<p>Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p> <p>Teacher does not understand child development characteristics and has unrealistic expectations for students.</p> <p>Teacher does not try to ascertain varied ability levels among students in the class.</p> <p>Teacher is not aware of student interests or cultural heritages.</p> <p>Teacher takes no responsibility to learn about students' medical or learning disabilities.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p> <p>Teacher cites developmental theory, but does not seek to integrate it into lesson planning.</p> <p>Teacher is aware of the different ability levels in the class, but tends to teach mostly to the "whole group".</p> <p>Teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>Teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</p>	<p>Teacher understands the active nature of student learning, and attains information about levels of development for groups of students.</p> <p>Teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p> <p>Teacher knows, for groups of students, their levels of cognitive development.</p> <p>Teacher is aware of the different cultural groups in the class.</p> <p>Teacher has a good idea of the range of interests of students in the class.</p> <p>Teacher shares relevant medical, cultural, learning, and home environment information with appropriate co-workers.</p> <p>Teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.</p> <p>Teacher is aware of the special needs represented by students in the class.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources - this information is acquired for individual students.</p> <p>Teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</p> <p>Teacher seeks out information about their cultural heritage from most students.</p> <p>Teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p> <p>Teacher shares relevant instructional information, to strengthen knowledge about students, with appropriate co-workers.</p>
Possible Examples:	<p>The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year olds.</p> <p>The teacher plans to give her special needs students the same writing assignment she gives the rest of the class.</p> <p>The teacher plans to teach his class Christmas carols; despite the fact he has four religions represented amongst his students.</p>	<p>Teacher's lesson plan has the same assignment for the entire class; in spite of the fact that one activity is beyond the reach of some students.</p> <p>In a unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American students in the class.</p> <p>Lesson plans make peripheral reference to students' interests.</p> <p>Teacher knows that some of her students have IEPs but they are so long, she hasn't read them.</p>	<p>The teacher creates an assessment of students' levels of cognitive development.</p> <p>The teacher examines previous years cum folders to ascertain the proficiency levels of students.</p> <p>The teacher administers a student interest survey at the beginning of the school year and plans activities based on student interests.</p> <p>Teacher realizes that not all students are Christian, so he plans to read a Hanukah story in December.</p>	<p>Teacher plans her lessons with three different follow-up activities, designed to meet the varied ability levels of the students.</p> <p>Teacher plans to provide multiple project options; students will self-select the project that best fits their individual approach to learning.</p> <p>Teacher attended the local Mexican heritage day, meeting several of her students' extended family members.</p> <p>Teacher regularly creates adapted assessment materials for several students with learning disabilities.</p>

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Component 1C: Setting Instructional Outcomes	<p>Outcomes do not represent high expectations for students and lack of rigor, nor do they all reflect important learning in the discipline.</p> <p>Outcomes are stated as activities, rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.</p> <p>Outcomes lack rigor.</p> <p>Outcomes do not represent important learning in the discipline.</p> <p>Outcomes are not clear or are stated as activities.</p> <p>Outcomes are not suitable for many students in the class.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline, and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</p> <p>Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline.</p> <p>Outcomes are suitable for most of the class.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students. Outcomes represent high expectations and rigor.</p> <p>Outcomes are related to “big ideas” of the discipline.</p> <p>Outcomes are written in terms of what students will learn rather than do.</p> <p>Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, and communication.</p> <p>Outcomes are sustainable to groups of students in the class, differentiated where necessary.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>Outcomes are clear, written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p> <p>Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</p> <p>Teacher connects outcomes to previous and future learning.</p> <p>Outcomes are differentiated to provide opportunities for individual students to take educational risks.</p>
Possible Examples:	<p>A learning outcome for a 4th grade class is to make a poster illustrating a problem.</p> <p>All the outcomes for an 8th grade class are factual knowledge.</p> <p>Despite having a number of special needs students, the outcomes state all writing must be grammatically correct.</p>	<p>Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.</p> <p>The outcomes are written with only the needs of the “middle” group in mind.</p>	<p>The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.</p> <p>Teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.</p>	<p>Teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.</p> <p>Students will develop a concept map that links previous learning goals to those they are currently working on.</p>

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Component 1D: Demonstrating Knowledge of Resources	<p>Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.</p> <p>Teacher only uses district-provided materials, even when more variety would assist some students.</p> <p>Teacher does not seek out resources available to expand his/her own skill.</p> <p>Although aware of some student needs, the teacher does not inquire about possible resources.</p>	<p>Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.</p> <p>Teacher uses materials in the school library, but does not search beyond the school for resources.</p> <p>Teacher participates in content-area workshops offered by the school, but does not pursue other professional development.</p> <p>Teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.</p>	<p>Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.</p> <p>Texts are at varied levels. Guest speakers and field experiences supplement texts.</p> <p>Teacher facilitates Internet resources.</p> <p>Resources are multi-disciplinary.</p> <p>Teacher expands knowledge with professional learning groups and organizations.</p> <p>Teacher pursues options offered by universities.</p> <p>Teacher provides lists of resources outside the class for students to draw on.</p>	<p>Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p> <p>Texts are matched to student skill level.</p> <p>Teacher has ongoing relationship with age appropriate educational agencies that support student learning.</p> <p>Teacher maintains log of resources for student reference.</p> <p>Teacher shares knowledge of professional development and activities with others to increase instructional knowledge.</p> <p>Teacher facilitates student contact with resources outside the classroom.</p>
Possible Examples:	<p>After memorizing the parts of the microscope, the teacher plans to have students color in the worksheet.</p> <p>Despite having a 15-year-old textbook, a teacher plans to use that as the sole resource on a Communism unit.</p>	<p>After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill.</p> <p>Teacher found an atlas to use as a supplemental resource for geography.</p>	<p>Teacher reviews her learning activities with a reference to high level "action verbs" and rewrites some activities to increase the challenge level.</p> <p>Teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.</p>	<p>Teacher's unit on ecosystems lists a variety of high-level activities in a menu; students choose those that suit their learning style.</p> <p>While completing their projects, students will have access to a wide variety of resources that she has coded by reading level.</p>

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Component 1E: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. Activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety. Learning activities are not stimulating and/or not well aligned to the instructional goals. Materials are not engaging or are not meeting instructional outcomes. Instructional groups do not support learning. Lesson plans are not structured or sequenced and are unrealistic in their expectations.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. Lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random or only partially support objectives. Lesson structure is uneven or may be unrealistic in terms of time expectations.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. Learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. Lesson or unit has a clear structure with appropriate and varied use of instructional groups. Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. Teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. The plan for the lesson or unit is well structured, with reasonable time allocations.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. Lesson or unit structure is clear and allows for different pathways according to diverse student needs. Some activities permit student choice. Learning experiences connect to other disciplines. Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs.
Possible Examples:	Teacher organizes class in rows, seating students alphabetically; and plans to have students work all year in groups of fours based on where they are sitting. Lesson plans are written on sticky notes in the grade book and indicate lecture, activity, and test.	Teacher always lets students self-reflect their working groups because they behave better when they can choose who they want to sit with. Lesson plans are nicely formatted, but the timing for many activities is too short to cover concepts thoroughly. Teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.	Teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style. Teacher reviews plans with principal; they are well structured with pacing times and activities clearly marked. Teacher provides a range of non-fiction texts about the American Revolution so all may participate in the discussion of concepts.	After a cooperative group lesson, students will reflect on their participation and make suggestions for future group arrangements. Lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for her students to link the current lesson outcomes to previous ones. Teacher matches students in her class with local businesses; the students spend time shadowing employees to understand how classroom skills can be used.

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Component 1F: Designing Student Assessments	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction. Assessments do not match instructional outcomes. Assessments have no criteria. No formative assessments have been designed. Assessment results do not affect future plans.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole. Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students. All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate modified assessments for some students as needed. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students. Some assessments provide opportunities for student choice. Students participate in designing some assessments for their own work. Teacher-designed assessments are authentic with real-world application, as appropriate. Students develop some rubrics according to teacher-specified learning objectives. Students are given the opportunity to be involved in collecting information from formative assessments and providing input.</p>
Possible Examples:	<p>Teacher marks papers on the foundation of the US Constitution based on grammar and punctuation; for every mistake the grade drops one letter grade. After the students present their research on Globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade he responds, "After all these years, I just know what grade to give you." The teacher says, "What's the difference between formative assessment and the test I give at</p>	<p>The district goal for the Europe unit is for students to understand geopolitical relationships; the teacher plans to have students memorize all the country capitals and rivers. Students received their test back; each one was simply marked with a letter grade at the top. Lesson plan indicates that the teacher will pause to "check for understanding" but without a clear process for how this is done. A student says, "If half the class passed the test, why are we all</p>	<p>Students will write a persuasive essay on the state assessment; teacher plans to provide them with experiences developing persuasive writing. Teacher worked on a writing rubric for her research assessment; she used multiple resources so that each level of expectation was clearly defined. Teacher creates a short survey to distribute at the end of class; based on responses he will organize students into different groups for the next lesson.</p>	<p>To teach persuasive writing, a teacher plans to have her class research and write the principal on an issue that is important to the students: using cell phones in school. Students write a rubric for their final project on solar energy; teacher shows them several examples, which students refer when creating their own. After the lesson, teacher asks students to rate their understanding on a 1 to 5 scale; the students know their rating will</p>

	<p>the end of a unit?" The teacher says, "The district gave me this entire curriculum to teach, so I just keep moving."</p>	<p>reviewing the material again?"</p>	<p>Based on the previous morning's formative assessment, teacher plans to have five students work on a more challenging project, while working with a few others to reinforce the concept.</p>	<p>indicate their level activity for the next lesson. Teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.</p>
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