

# Project Quality Accomplished Teaching Standards and Rubrics

**Standard I: Sets high expectations for learning and values student differences.**

**Component IA. Maximizes student potential (1a, 1d, or 1e)**

*(Codes at the end of each component represent alignment with state professional certification standards)*

Unsatisfactory	Criteria	Developing	Skillful	Exemplary
Little or no evidence that expectations for academic achievement have been communicated to students.	<b>IA1. Establishes high expectations for all students.</b>	Establishes and communicates modest expectations for academic achievement for most students. Holds some students to high expectations.	Establishes and communicates high expectations for academic achievement for all students.	Establishes and communicates high expectations for academic achievement for all students. Students internalize and act on high expectations for their own achievement.
Little or no evidence of attempts to acquire knowledge of students' interests, talents and preferred approaches to learning.	<b>IA2. Respects and values the unique characteristics of individual students.</b>	Attempts to acquire knowledge of students' interests, talents and preferred approaches to learning.	Seeks out and uses knowledge of students' interests, talents and preferred approaches to learning.	Capitalizes on knowledge of students' interests, talents and preferred approaches to learning so that students recognize and value their own strengths and those of their peers.
Little or no evidence of awareness that culture impacts learning.	<b>IA3. Acknowledges values and utilizes characteristics of culture and their impact on learning.</b>	Demonstrates some knowledge of how culture impacts learning.	Demonstrates a thorough knowledge of how cultural differences in students may affect their individual learning and social development. Places a high value on appreciation of diversity.	Demonstrates a thorough knowledge of how cultural differences in students may affect their individual learning and social development. Places a high value on appreciation of diversity. Integrates cultural differences into classroom experiences in a way that generates student pride in their cultural background.

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### Standard II: Creates and maintains a safe and effective learning environment that supports learning for all students.

#### Component IIA. Organizes and manages an appropriate physical environment for teaching and learning. (1a)

*(Codes at the end of each component represent alignment with state professional certification standards)*

Unsatisfactory	Criteria	Developing	Skillful	Exemplary
Little or no evidence that classroom arrangement is appropriate for the specific learning activity and individual student needs.	<b>IIA1. Organizes physical space to support learning.</b>	Occasionally adjusts classroom arrangement for instructional purposes and to meet individual student needs.	Uses classroom space flexibly for different instructional purposes and to meet individual student needs.	Creatively uses classroom space for explicit instructional purposes and to meet individual student needs. Does not allow restrictions of physical space to compromise the learning.
Organizes materials and supplies inefficiently and does not establish routines, resulting in significant loss of instructional time.	<b>IIA2. Organizes instructional materials and supplies efficiently.</b>	Occasionally organizes materials and supplies in advance and establishes some routines, resulting in noticeable loss of instructional time.	Consistently organizes materials and supplies in advance and establishes clear routines, resulting in minimal loss of instructional time.	Consistently organizes materials and supplies in advance and establishes clear routines, maximizing instructional time. Students assume some responsibility for these routines.

#### Component IIB. Develops standards and implements procedures that promote respect and responsibility. (1c)

*(Codes at the end of each component represent alignment with state professional certification standards)*

Unsatisfactory	Criteria	Developing	Skillful	Exemplary
Little or no evidence that clear standards of conduct have been established or communicated to students.	<b>IIB1. Establishes high standards of conduct.</b>	Establishes standards of conduct that guide most classroom interactions and are communicated to students.	Establishes clear standards of conduct that guide all classroom interactions and are communicated to students. Standards are understood by all students.	Establishes clear standards of conduct that guide all classroom interactions and are communicated to students. Standards are understood by all students. Students have been involved in developing the standards.
Little or no evidence of monitoring student behavior. Does not respond to student misbehavior or responds inappropriately.	<b>IIB2. Monitors student behavior and responds appropriately.</b>	Generally aware of student behavior. Inconsistent responses do not always correct student misbehavior.	Anticipates and is alert to student behavior. Responses are appropriate and effective.	Anticipates and prevents student misbehavior. Responses are subtle and highly effective. Students monitor their own and peers' behavior respectfully.
Interacts minimally, negatively or inappropriately with students.	<b>IIB3. Models respect in interactions with students.</b>	Interacts in a respectful and caring manner in most cases. Occasional inconsistencies result in student misunderstandings or misconceptions.	Consistently interacts in a respectful and caring manner. Positive interactions create a safe environment for most students.	Consistently interacts in a respectful and caring manner. Positive interactions create a safe and predictable environment where all students feel valued and secure in taking intellectual risks.
Little or no evidence of clear expectations for group work. Off-task behavior occurs consistently, demanding continual teacher attention.	<b>IIB4. Manages student groupings to support learning.</b>	Establishes expectations for group work that are understood by some students. Some off-task behavior occurs.	Establishes and communicates clear expectations for group work. Students are engaged and working most of the time with some redirection from the teacher.	Establishes and communicates clear expectations for group work. Students are productively engaged and independently working. Students take responsibility for their work.
Loses significant instructional time during transitions. Transitions are inefficient and require repetitive teacher direction.	<b>IIB5. Manages transitions to maximize instructional time.</b>	Loses instructional time during transitions. Transitions are not consistently efficient requiring frequent teacher direction.	Does not lose instructional time during transitions. Transitions occur smoothly with some teacher direction.	Does not lose instructional time during transitions. Transitions are seamless and students assume responsibility with minimal teacher direction.

# Project Quality Accomplished Teaching Standards and Rubrics

## **Standard III: Demonstrates knowledge of subject content and the elements of effective instruction.**

### **Component IIIA. Demonstrates command of content-area knowledge and state standards as well as implements district-adopted resources and curriculum. (2c)**

*(Codes at the end of each component represent alignment with state professional certification standards)*

Unsatisfactory	Criteria	Developing	Skillful	Exemplary
Lacks content-area knowledge and makes content errors. Does not use content-specific vocabulary or prerequisite content area knowledge.	<b>IIIA1. Demonstrates depth of content area knowledge.</b>	Demonstrates basic content-area knowledge. Inconsistently uses content-specific vocabulary and prerequisite content-area knowledge.	Demonstrates depth of content-area knowledge. Consistently uses content-specific vocabulary and prerequisite content-area knowledge. Makes connections with other content areas.	Demonstrates extensive content-area knowledge. Consistently uses content-specific vocabulary and prerequisite content-area knowledge. Makes connections with other content areas. Continually expands and remains current in content area.
Lacks knowledge or understanding of state standards.	<b>IIIA2. Demonstrates understanding of state standards.</b>	Demonstrates a general awareness of the state standards. Lacks understanding of state Grade Level Expectations (GLE's).	Demonstrates understanding of state standards and uses Grade Level Expectations (GLE's) to guide instruction.	Demonstrates understanding of state standards and uses Grade Level Expectations (GLE's) to guide instruction. Uses knowledge of relevant GLE's in other levels/disciplines to enhance student learning.
Does not implement district-adopted curriculum.	<b>IIIA3. Implements district-adopted resources and curriculum.</b>	Inconsistently implements district-adopted curriculum.	Consistently implements district-adopted resources and curriculum with fidelity.	Consistently implements district-adopted resources and curriculum with fidelity. Models effective implementation for colleagues.

### **Component IIIB. Plans effective lessons. (1a and 2b)**

*(Codes at the end of each component represent alignment with state professional certification standards)*

Unsatisfactory	Criteria	Developing	Skillful	Exemplary
Lesson objectives are unclear and not aligned to academic standards. Student activities replace lesson objectives.	<b>IIIB1. Develops clear lesson objectives aligned to academic standards.</b>	Academic standards are used to develop clear lesson objectives that will contribute to student achievement.	Consistently develops clear lesson objectives that progressively build students' ability to achieve academic standards.	Consistently develops clear and effectively sequenced lesson objectives that increase each student's ability to achieve academic standards.
Does not connect student's life experiences and interests to their learning.	<b>IIIB2. Uses student's life experiences and interests to make learning relevant.</b>	Makes generalized connections for students between their life experiences/interests and their learning.	Engages most students in making personal connections between life experiences/interests and their learning.	Facilitates each student's ability to make personal connections between life experiences/interests and his/her learning.
Planning does not reflect an understanding of the age group's typical characteristics.	<b>IIIB3. Plans instruction that is appropriate for the age group.</b>	Planning reflects a limited understanding of the age group's typical characteristics.	Planning reflects a basic understanding of, and exceptions to the age group's typical characteristics.	Planning reflects a well-developed understanding of and exceptions to the age group's typical characteristics. Current research is used to inform instruction.
Planning reflects little or no evidence of intentionally-selected instructional strategies to meet the diverse needs of students.	<b>IIIB4. Identifies a variety of instructional strategies to respond to students' diverse needs.</b>	Planning reflects a limited repertoire of instructional strategies intentionally selected to meet the diverse needs of some students.	Planning reflects a sufficient repertoire of instructional strategies intentionally selected to meet the diverse needs of most students.	Planning reflects a broad repertoire of instructional strategies intentionally selected to meet the diverse needs of all students.

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## Component IIIC. Delivers effective instruction. (1a and 1d)

*(Codes at the end of each component represent alignment with state professional certification standards)*

Unsatisfactory	Criteria	Developing	Skillful	Exemplary
Uses instructional strategies that do not match lesson objective.	<b>IIIC1. Matches instructional strategies with lesson objective.</b>	Uses instructional strategies that result in a few students meeting the lesson objective.	Uses instructional strategies that result in most students meeting the lesson objective.	Uses instructional strategies that result in all students meeting the lesson objective.
Uses instructional strategies that do not meet the diverse needs of students.	<b>IIIC2. Implements lessons using strategies that respond to students' diverse needs.</b>	Uses a limited repertoire of instructional strategies intentionally selected to meet the diverse needs of some students.	Uses a sufficient repertoire of instructional strategies intentionally selected to meet the diverse needs of most students.	Uses a broad repertoire of instructional strategies intentionally selected to meet the diverse needs of all students.
Uses spoken and written language that is not correct or appropriate to academic content and age of students.	<b>IIIC3. Uses clear oral and written language.</b>	Inconsistently uses spoken and written language that is correct and appropriate to academic content and age of students.	Uses spoken and written language that is correct and appropriate to academic content and age of students.	Uses expressive spoken and written language that is correct and appropriate to academic content and age of students. Well chosen vocabulary enriches the lesson.
Instructional directions are not clearly communicated.	<b>IIIC 4. Communicates clear instructional directions.</b>	Instructional directions are not consistently clear.	Instructional directions are consistently clear and effective. Teacher adjusts to student misunderstandings.	Instructional directions are consistently clear and effective. Teacher is reflective, anticipates student misunderstandings and adjusts accordingly.
Questions are not used, remain at the recall level, or do not support the lesson objective.	<b>IIIC5. Uses questions, prompts and cues to enhance student learning.</b>	Uses questions to guide and enhance student understanding and learning.	Uses questions to support the lesson objective. Questions remain mostly at the comprehension level.	Consistently and intentionally sequences questions to support the lesson objective and challenge students to explore content, reflect on their understanding and consider new possibilities.
Little or no evidence of adjustment or pacing to meet the needs of students.	<b>IIIC6. Monitors and adjusts lessons.</b>	Paces and adjusts lessons to meet the needs of some students.	Paces and adjusts lessons to meet the needs of most students.	Consistently and effectively paces and adjusts lessons to meet the needs of all students.

# Project Quality Accomplished Teaching Standards and Rubrics

## **Standard IV: Uses ongoing assessment to reinforce and evaluate student achievement as well as to plan instruction.**

### **Component IVA. Establishes and communicates a fair and consistent assessment system. (1a and 1b)**

*(Codes at the end of each component represent alignment with state professional certification standards)*

<b>Unsatisfactory</b>	<b>Criteria</b>	<b>Developing</b>	<b>Skillful</b>	<b>Exemplary</b>
Little or no evidence of records/grades that accurately document assignment completion and student progress.	<b>IVA1. Maintains accurate records/grades.</b>	Maintains records/grades that accurately document assignment completion and student progress.	Maintains a system of records/grades that accurately document assignment completion, student progress, and criteria for the grade.	Maintains a system of records/grades that accurately document assignment completion, student progress, and criteria for the grade. Students are engaged in maintaining records of their progress.
Little or no evidence that assessment criteria is developed and communicated to students.	<b>IVA2. Communicates assessment criteria.</b>	Develops and accurately communicates assessment criteria to students.	Develops and accurately communicates assessment criteria to students. Uses criteria as an instructional tool before, during, and after assessment.	Develops and accurately communicates assessment criteria to students. Uses criteria as an instructional tool before, during and after an assessment. Engages students in developing criteria and in self-assessment.
Little or no evidence of timely and specific feedback that supports student learning.	<b>IVA3. Provides feedback to all students.</b>	Inconsistently provides timely and specific feedback that supports student learning.	Consistently provides timely and specific feedback that supports student learning.	Consistently provides timely and specific feedback that supports student learning. Teaches students to use feedback in developing plans for improvement.

### **Component IVB. Utilizes an assessment system to guide instruction. (1b)**

*(Codes at the end of each component represent alignment with state professional certification standards)*

<b>Unsatisfactory</b>	<b>Criteria</b>	<b>Developing</b>	<b>Skillful</b>	<b>Exemplary</b>
Assessments are not aligned with lesson objectives and academic standards.	<b>IVB1. Aligns assessment with instruction.</b>	Occasionally aligns assessments with lesson objectives and academic standards.	Consistently aligns assessments with lesson objectives and academic standards.	Completely aligns assessments with lesson objectives and academic standards, both in content and process.
Uses only summative assessment to document student achievement. Little or no evidence that results are used to plan instruction.	<b>IVB2. Uses formative and summative assessment results to plan instruction.</b>	Consistently uses summative assessment to document student achievement. Inconsistently uses summative assessment to plan instruction. Rarely uses formative assessments.	Consistently uses both formative and summative assessments to document student achievement. Consistently uses results to plan whole group instruction. Inconsistently uses results to meet individual needs.	Consistently uses both formative and summative assessments to document student achievement. Results are the basis for planning instruction that meets both individual and group needs.
Little or no evidence that students have opportunities to reflect, set goals or monitor their own progress.	<b>IVB3. Involves and guides students in assessing their own learning to promote self-direction and autonomy.</b>	Provides some opportunities for students to reflect, set goals and monitor their own progress.	Engages all students in reflecting, setting goals and monitoring their own progress.	Uses a variety of tools and strategies to engage all students in reflecting, setting goals and monitoring their own progress.

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### Standard V: Contributes to school effectiveness through collaboration with others and commitment to life-long learning.

#### Component VA. Contributes and seeks opportunities to learn and work with others. (2b and 3b)

*(Codes at the end of each component represent alignment with state professional certification standards)*

Unsatisfactory	Criteria	Developing	Skillful	Exemplary
Does not attend or participate in school meetings or decisions.	<b>VA1. Attends and/or participates in school events and decisions.</b>	Supports and participates in required school meetings, committees and events and sometimes seeks leadership roles.	Participates in school events and/or committees assuming leadership roles.	Initiates and organizes school events and activities. Provides leadership in the development and implementation of decisions made at the team, department or school level.
Does not familiarize his/herself with District initiatives.	<b>VA2. Participates in District initiatives (i.e. SIP, trainings etc.)</b>	Supports district initiatives through participation.	Demonstrates a pattern of participation in district initiatives contributes to decision-making processes and serves on sub-committees and/or disseminates information when appropriate.	Teacher participated in district initiatives. The teacher contributes to decision-making processes, or serves on sub-committees, or disseminates information when appropriate assume leadership role.
Resists sharing knowledge or expertise within the profession.	<b>VA3. Shares within the profession.</b>	Participates in informal mentoring opportunities, shares professional development knowledge at the school level. Expands and contributes to collegial relationships that support classroom practice.	Initiates opportunities to share professional development knowledge at the school level. Collaborates with colleagues to support learning for all students, contributes to school wide activities, and promotes school goals.	Provides ongoing opportunities to share professional development knowledge at the school level, in the district or beyond. Provides opportunities to collaborate with colleagues to support learning for all students. Provides leadership and implements school wide decisions, and contributes to the learning of other educators.
Does not participate in MDT's, Partnership Conferencing or parent conferences as required.	<b>VA4. Collaborates with school personnel, parents/families in making educational decisions.</b>	Participates in MDT's, Partnership Conferencing and parent conferences.	Implements suggestions, plans and/or contacts developed at MDT's, partnership conferences or parent conferences. Revises and provides suggestions for revisions and modification of plans through data collection and soliciting feedback from families and school personnel.	Provides leadership in identifying and utilizing resources and best practices to enhance the agreed upon plans.

# Project Quality Accomplished Teaching Standards and Rubrics

## Standard VI: Promotes positive interactions with families.

### Component VIA. Involves families in their child’s learning (1e and 1g)

*(Codes at the end of each component represent alignment with state professional certification standards)*

Unsatisfactory	Criteria	Developing	Skillful	Exemplary
Does not inform families of instructional program or assessment methods when required or communications consistently become confrontations.	<b>VIA1. Communicate positively with families regarding instructional program and assessment methods.</b>	Provides ongoing information to the family about the instructional program, assessment methods.	Establishes a pattern of providing information and feedback to the family about the instructional program, assessment methods.	Establishes a pattern of providing information and feedback to the family about the instructional program, assessment methods. Informs families of supplementary activities and community resources that enhance instructional program.
Does not communicate with families regarding student progress or social development when required or communications consistently become confrontations.	<b>VIA2. Communicates positively with families regarding student progress and social development.</b>	Promotes occasional communication with families. Provides information on the students’ academic progress and social development.	Initiates regular communication with families regarding the student’s academic progress and social development. Communicates strengths and weaknesses of the student.	Engages in ongoing and interactive communication with families regarding the student’s academic progress and social development. Communicates strengths and weaknesses of the student and collaboratively seeks to ensure student success.
Makes no effort to include parents in establishing a plan of action for students in need of additional resources.	<b>VIA3. Involves parents in establishing a plan of action for students in need of additional resources.</b>	Recognizes student need for assistance and shares information to families utilizing a variety of assessments to document need for assistance.	Utilizes information from families and assessments to develop a support plan for students.	Teacher and families develop plans and monitor and adjust as determined by student success.
Avoids opportunities to provide for family involvement in the school.	<b>VIA4. Provides opportunities for family involvement.</b>	Encourages family involvement in school activities.	Promotes and develops opportunities for family involvement in school activities and student learning.	Facilitates families to develop activities to enhance student learning throughout their community.