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Ribas Associates Framework for Effective Teaching

This framework was developed with the assistance over of over 40 professional educators. It represents a review of over 6,000 pages of professional literature based on the research and practice of effective teaching.

To further assist educators with implementing this framework we have written a book, *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers,* on effective teaching that has synthesized this 6,000 pages of knowledge on effective teaching into an easy to read book. The book contains the research and practitioner proven strategies that lead to the highest levels of student achievement. This framework has been aligned with that book through a document titled *Connection Document of Observable Behaviors: A guide designed to identify the observable behaviors that represent each of the elements in the Ribas Associates Teacher Performance Framework.*

Click on the book image for more information
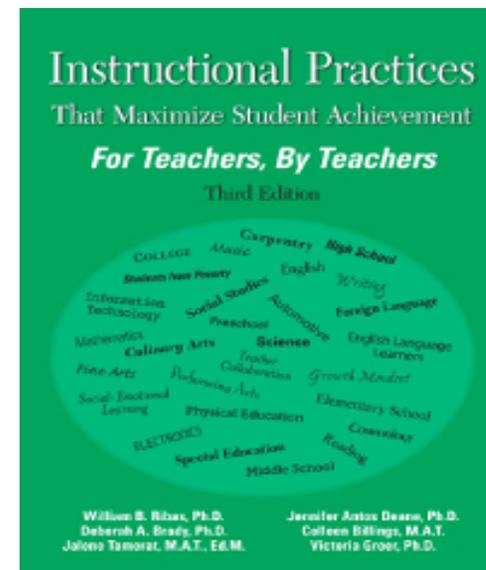
Ribas Associates Teacher Rubric at a Glance

Standard I: Effective Planning and Preparation	Standard II: Effective Assessment of Curriculum and Instruction	Standard III: Effective Management of Classroom Environment	Standard IV: Effective Instruction		Standard V: Fulfillment of Professional Responsibilities
A. Curriculum Content 1. Content knowledge 2. Curriculum **B. Plans Instruction** 1. Student needs and materials 2. Cognitive context 3. Engaging curriculum 4. Integration of skills 5. Opportunities for analysis 6. Provisioning	**A. Monitoring Understanding** 1. Assessments 2. Scoring guides 3. Formative assessments 4. Checking levels of mastery 5. Differentiated assessments 6. Summative assessments 7. How and what students learn 8. Aligned assessments 9. Progress communication **B. Data-Driven Instruction** 1. Data-based instruction	1. Student learning ownership 2. Promoting open dialogue 3. Child growth and development 4. Routines and expectations 5. Classroom management 6. Professional boundaries 7. Rewards and consequences 8. Respectful behavior 9. Relationships with students 10. Relationships among students 11. Classroom arrangement 12. Consistent management 13. Monitoring students outside the classroom	**A. Cognitive Context** 1. Connections 2. Activators 3. Agenda 4. Post-mastery objective 5. Align mastery objective 6. Multisensory communication **B. Differentiation** 1. Remediates and reteaches 2. Materials 3. Strategies **C. Questioning Techniques** 1. Effective questioning 2. Divergent thinking 3. Wait time 4. Participation **D. Innovative Instruction** 1. Innovative approaches 2. Technology 3. Instructional strategies	**E. High Expectations** 1. Feedback 2. Student work expectations 3. Open thinking and risk taking 4. Effort key to achievement 5. Models enthusiasm 6. Goal setting 7. Cultivating eagerness 8. Extra support 9. Intervention plans 10. Praise 11. Fairness and respect 12. Social and emotional needs **F. Equity** 1. Inclusion opportunities 2. Special education 3. English language learners 4. 504 plans 5. Diverse populations 6. Sensitivity to differences 7. Diverse classroom	**A. Teacher Leadership** 1. Staff collaboration 2. School participation 3. District participation **B. Parent Collaboration** 1. Parent collaboration **C. Professionalism** 1. Professional organization 2. Evaluations and reports **D. Reflective Learner** 1. Refines professional skills 2. Committed to teaching 3. Professional growth 4. Professional feedback

TEACHER PERFORMANCE STANDARDS (all regular and special education teachers)

I. EFFECTIVE PLANNING AND PREPARATION

A. The teacher is up to date regarding curriculum content.				
	Exemplary	**Meets Standard**	**Needs Improvement**	**Does Not Meet Standard**
I.A.1 *Content Knowledge*	Demonstrates mastery and knowledge of the content in the core curriculum of the teacher's assignment. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Demonstrates working knowledge of the content in the core curriculum of the teacher's assignment.	Demonstrates some knowledge of the content in the core curriculum of the teacher's assignment.	Demonstrates basic knowledge of the content in the core curriculum of the teacher's assignment.
I.A.2 *Teaches prescribed curriculum*	Always teaches the prescribed Camelot Public Schools curriculum. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Teaches the prescribed district curriculum at the minimum amount required by the district all of the time.	Teaches the prescribed district curriculum at the minimum amount required by the district most of the time.	Teaches the prescribed district curriculum less than the minimum amount required by the district.

B. The teacher plans instruction effectively.				
	Exemplary	**Meets Standard**	**Needs Improvement**	**Does Not Meet Standard**
I.B.1 *Identifies student needs and plans appropriate materials*	Planning shows evidence that the teacher identifies individual and group needs and plans appropriate strategies using materials (e.g., calculators) and resources, including technologies that are appropriately matched to curricular goals and students' learning styles. Planning requires students to demonstrate initiative in their use of materials and technology. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Planning shows evidence that the teacher identifies individual and group needs and plans appropriate strategies using materials (e.g., calculators) and resources, including technologies that are appropriately matched to curricular goals and students' learning styles.	Planning shows some evidence that the teacher identifies some individual and group needs and plans appropriate strategies using materials (e.g., calculators) and resources, including technologies that are appropriately matched to curricular goals and to students' learning styles some of the time.	Planning lacks evidence that the teacher identifies individual and group needs and plans appropriate strategies using materials and resources, including technologies that are appropriately matched to curricular goals and to students' learning styles.

I.B.2 *Creates cognitive context*	Planning shows evidence that the teacher creates a cognitive context for new learning by framing the curriculum around all of the following, which are important for students to know to be successful at a task: ▪ students' own prior knowledge ▪ student's own lives ▪ real-world context ▪ identified prerequisite skills and concepts ▪ identified prerequisite vocabulary The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Planning shows evidence that the teacher creates a cognitive context for new learning by framing the curriculum around the following in most lessons that are important for students to know to be successful at a task: ▪ students' own prior knowledge ▪ student's own lives ▪ real-world context ▪ identified prerequisite skills and concepts ▪ identified prerequisite vocabulary	Planning shows limited evidence that the teacher creates a cognitive context for new learning by framing the curriculum around the following in some lessons that are important for students to know to be successful at a task: ▪ students' own prior knowledge ▪ student's own lives ▪ real-world context ▪ identified prerequisite skills and concepts ▪ identified prerequisite vocabulary	Planning shows little or no evidence that the teacher creates a cognitive context for the new learning by framing the curriculum around the following, which are important for students to know to be successful at a task: ▪ students' own prior knowledge ▪ student's own experience ▪ real-world context ▪ identified prerequisite skills and concepts ▪ identified prerequisite vocabulary
I.B.3 *Designs engaging curriculum experiences*	Planning shows evidence that the teacher designs engaging curriculum experiences in which students take increasing responsibility for their own learning. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Planning shows evidence that the teacher designs engaging curriculum experiences.	Planning shows limited evidence that the teacher designs engaging curriculum experiences.	Planning lacks evidence that the teacher designs engaging curriculum experiences.
I.B.4 *Integrates teaching of reading, listening, wiring, speaking, and viewing*	Planning shows evidence that the teacher integrates the teaching of reading, listening, writing, speaking, and viewing skills within discipline. It allows for students' initiative in assessing their own use of these skills. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Planning shows evidence that the teacher integrates the teaching of reading, listening, writing, speaking, and viewing within the discipline.	Planning shows limited evidence that the teacher integrates the teaching of reading, listening, writing, speaking, and viewing within the discipline.	Planning shows little or no evidence that the teacher integrates the teaching of reading, listening, writing, speaking, and viewing within the discipline.
I.B.5 *Plans lessons that provide opportunities for reasoning, logic, analysis, and synthesis*	Plans lessons that provide opportunities for reasoning, logic, analysis, and synthesis when planning units, lessons, and assessments. Plans allow students to demonstrate these skills with one another, as well as with the teacher. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Plans lessons that provide opportunities for reasoning, logic, analysis, and synthesis when planning units, lessons, and assessments.	Plans lessons that provide opportunities for reasoning, logic, analysis, and synthesis when planning units, lessons, and assessments approximately half of the time.	Rarely plans lessons that provide opportunities for reasoning, logic, analysis, and synthesis when planning units, lessons, and assessments.

I.B.6 *Teacher provisioning*	Planning and preparation show evidence that the teacher has exemplary provisions for the lesson. All materials are prepared and ready for use before the start of class. Additionally, the teacher has prepared supplementary support materials ahead of time in case any students need extra resources. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Planning and preparation show evidence that the teacher has made necessary provisions for the lesson. Materials are prepared and ready to be used before the start of class.	Planning and preparation show evidence that the teacher has made limited provisions for the lesson. Some materials are prepared and ready to be used at the start of class.	Planning and preparation show little or no evidence that the teacher made any provisions before the start of class and no materials were ready when class began.

I. EFFECTIVE PLANNING AND PREPARATION

Supporting Narrative:

II. EFFECTIVE ASSESSMENT OF CURRICULUM AND INSTRUCTION

NOTE: The effective planning of assessments is found in the assessment standard that follows.				
A. The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.				
	Exemplary	**Meets Standard**	**Needs Improvement**	**Does Not Meet Standard**
II.A.1 *Lesson plans include assessments*	Lesson plans include the use of a wide variety of assessments that describe a student's learning process as well as his/her learning achievements. Examples can include student reflection through response journals, debriefings, and group discussions. There is evidence that the students know how to independently use these assessments. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Lesson plans include the use of a variety of assessments that describe a student's learning process, as well as his/her learning achievements. Examples can include student reflection through response journals, debriefings, and group discussions.	Lesson plans include the use of one or two different forms of assessments that describe a student's learning process, as well as his/her learning achievements.	Lesson plans include a limited use of assessments that describe a student's learning process as, well as his/her learning achievements.
II.A.2 *Lesson plans include scoring guides*	Lesson plans frequently include the use of scoring guides (e.g., rubrics and criteria sheets), exemplars, anchor papers, and other models to communicate the criteria for success to students at the outset of teaching. There is evidence that the scoring guides were developed with student input. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Lesson plans include the use of scoring guides (e.g., rubrics and criteria sheets), exemplars, anchor papers, and other models to communicate the criteria for success to students at outset of the teaching.	Lesson plans occasionally include the use of scoring guides (e.g., rubrics and criteria sheets), exemplars, anchor papers, and other models to communicate the criteria for success to students at the outset of teaching.	Lesson plans infrequently include the use of scoring guides (e.g., rubrics and criteria sheets), exemplars, anchor papers, and other models to communicate the criteria for success to students at the outset of teaching.
II.A.3 *Uses variety of formative assessments*	Utilizes a variety of formative assessments, including dipsticking, to assess students' confusions, misconceptions, and levels of mastery for making instructional revisions and decisions. Students demonstrate support and/or assistance of the peers who are experiencing confusion, misconceptions, and a slower rate of mastery. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Utilizes a variety of formative assessments, including dipsticking, to assess students' confusion, misconceptions, and levels of mastery for making instructional revisions and decision making.	Occasionally utilizes one or two forms of formative assessments of students' confusions misconceptions, and achievement for making instructional revisions and decision making.	Infrequently utilizes formative assessments of students' confusion, misconceptions, and achievement for instructional revisions and decision making.

II.A.4 *Checks students' level of mastery*	Checks for students' level of mastery of information and skills, on average, more often than every 15 minutes during the lesson. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Checks for students' level of mastery of information and skills, on average, at least every 15 minutes during the lesson.	Checks for students' understanding of content, concepts, and progress on skills approximately every 15 minutes during most lessons.	Checks for students' understanding of content, concepts, and progress on skills less often than every 15 minutes during the lesson.
II.A.5 *Provides students with differentiated ways to demonstrate mastery*	Provides students with differentiated ways to demonstrate mastery. The teacher promotes students' knowledge of their own learning styles and most effective means of assessment. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Provides students with differentiated ways to demonstrate mastery.	Occasionally provides students with differentiated ways to demonstrate mastery.	Rarely or never provides students with differentiated ways to demonstrate mastery.
II.A.6 *Constructs summative assessments*	Constructs summative assessments that accurately assess student mastery. Assessments include authentic performance assessments and differentiated ways for students to demonstrate mastery. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Constructs summative assessments that accurately assess student mastery.	Constructs summative assessments that accurately assess student mastery half of the time.	Constructs summative assessments that do not accurately assess student mastery.
II.A.7 *Utilizes assessments that assess how and what students learn*	Utilizes assessments that assess how students learn as well as what they learn. Students demonstrate knowledge of how they learn best. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Utilizes assessments that assess how students learn as well as what they learn.	Utilizes assessments that assess what students learn and occasionally includes assessments that also assess how students learn.	Assessments typically only assess what students learn.
II.A.8 *Assessments are aligned with objectives*	All of the assessments are aligned with the objectives of the lesson and unit. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Most of the assessments are aligned with the objectives of the lesson and unit.	Approximately half of the assessments are aligned with the objectives of the lesson and unit.	A few of the assessments are aligned with the objectives of the lesson and unit.
II.A.9 *Communicates student progress to parents, students, and staff*	Communicates student progress to parents, students, and staff members in a timely fashion. Communication includes information on how students learn. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Communicates student progress to parents, students, and staff members in a timely fashion.	Occasionally communicates student progress to parents, students, and staff members in a timely fashion.	Infrequently communicates student progress to parents, students, and staff members in a timely fashion.

B. Teachers will use available state and national test results to inform and adjust their instruction to improve student performance.

	Exemplary	Meets Standard	Needs Improvement	Does Not Meet Standard
II.B.1 *Revises instruction based on assessment data*	Revises instruction to improve student performance in ways indicated by the standardized assessment data. Demonstrates initiative in working with peers to change instruction based on the data. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Revises instruction to improve student performance in ways indicated by the standardized assessment data when provided the disaggregated data.	Occasionally revises instruction to improve student performance in ways indicated by the standardized assessment data when provided the disaggregated data.	Rarely revises instruction to improve student performance in ways indicated by the disaggregated standardized assessment data.

II. Effective Assessment Of Curriculum And Instruction

Supporting Narrative:

III. EFFECTIVE MANAGEMENT OF CLASSROOM ENVIRONMENT

The teacher creates an environment that is positive for student learning and involvement and maintains appropriate standards of behavior, mutual respect, and safety.				
	Exemplary	**Meets Standard**	**Needs Improvement**	**Does Not Meet Standard**
III.1 *Students take responsibility for learning and behavior*	Implements experiences in which students self-assess and take increasing responsibility for their own learning and behavior. Students demonstrate support for those students who are having difficulty following the behavior expectation. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Implements curriculum experiences in which students self-assess and take increasing responsibility for their own learning and behavior.	Occasionally implements curriculum experiences in which students self-assess and take increasing responsibility for their own learning and behavior.	Infrequently implements curriculum experiences in which students self-assess and take increasing responsibility for their own learning and behavior.
III.2 *Encourages open dialogue that promotes different viewpoints*	Encourages open dialogue that promotes differing viewpoints. Students demonstrate support for the differing ideas of their peers. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Encourages open dialogue that promotes differing viewpoints.	Occasionally encourages open dialogue that promotes differing viewpoints.	Infrequently encourages open dialogue that promotes differing viewpoints.
III.3 *Understands child growth and development*	Helps other staff members use the principles and patterns of child growth and development as part of their classroom management. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Understands and utilizes principles and patterns of child growth and development.	Has some understanding and occasionally utilizes principles and patterns of child growth and development.	Has minimal understanding and infrequently utilizes principles and patterns of child growth and development.
III.4 *Establishes and teaches classroom rules, routines, and expectations*	Instructs students in classroom rules, routines, and expectations that promote a high level of student engagement. Students demonstrate a high level of mastery and of self- and peer-monitoring. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Instructs students in classroom rules, routines, and expectations that promote a high level of student engagement. Students demonstrate mastery of the behaviors.	Occasionally establishes and instructs students in classroom rules, routines, and expectations that promote a high level of student engagement.	Infrequently establishes and instructs students in classroom rules, routines, and expectations that promote a high level of student engagement.
III.5 *Engages students in creating systemic approach to classroom management*	Engages students in creating a systematic approach to classroom management. Demonstrates an awareness of students' individual beliefs (personal, family, and cultural) related to school behavior. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Engages students in creating a systematic approach to classroom management.	Occasionally engages students in creating a systematic approach to classroom management.	Ineffectively engages students in creating a systematic approach to classroom management.

III.6 *Maintains professional boundaries*	Always maintains appropriate professional boundaries with students and creates a classroom in which all do the same. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Consistently maintains appropriate professional boundaries with students.	Maintains appropriate professional boundaries with students, with rare exception.	Occasionally crosses appropriate professional boundaries with students.
III.7 *Uses system of rewards and consequences*	Uses an effective system of rewards and consequences that promotes student self-monitoring of behavior. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Uses an effective system of rewards and consequences.	Implements a system of rewards and consequences but focuses on punishments rather than consequences.	Does not have an effective system of rewards and consequences (e.g., focuses on punishments rather than consequences).
III.8 *Models respectful behavior*	Models respectful behavior expected in our school community. Students demonstrate this respectful behavior to one another. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Models respectful behavior expected in our school community.	Models respectful behavior expected in our school community, with rare exception.	On occasion, fails to model respectful behavior expected in our school community.
III.9 *Develops safe and respectful relationships with students*	Actively develops relationships with students in which they feel liked and respected by the teacher and causes students to behave similarly toward staff. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Avoids behaviors that would cause students to feel not liked and disrespected by the teacher (e.g., sarcasm).	Usually avoids behaviors that would cause students to feel not liked and disrespected by the teacher (e.g., sarcasm).	Exhibits behaviors that cause students to feel not liked and disrespected by the teacher (e.g., sarcasm).
III.10 *Develops safe and respectful relationships among students*	Actively develops relationships among students in which they feel liked and respected by one another. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Avoids behaviors that would cause students to feel not liked and disrespected by one another (e.g., sarcasm).	Usually avoids behaviors that would cause students to feel not liked and disrespected by one another (e.g., sarcasm).	Rarely exhibits behaviors that develop relationships among students in which they feel liked and respected by one another.
III.11 *Uses classroom arrangements and physical proximity to address misbehavior*	Uses classroom arrangements and physical proximity to reduce and address instances of misbehavior. Classroom arrangements also increase students' opportunity to work effectively with a wide variety of classmates. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Uses classroom arrangements and physical proximity to reduce and address instances of misbehavior.	Occasionally uses classroom arrangements and physical proximity to reduce and address instances of misbehavior.	Rarely uses classroom arrangements and physical proximity to reduce and address instances of misbehavior.

III.12 *Consistently implements classroom management plan*	Is consistent in the implementation of the classroom management plan. Most students can readily describe the components of the classroom management plan. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Is always consistent in the implementation of the classroom management plan.	Is usually consistent in the implementation of the classroom management plan.	Exhibits inconsistency in the implementation of the classroom management plan.
III.13 *Monitors and responds to behavior of students outside of the classroom*	Monitors and responds to the behavior of all students in places outside of the classroom. Takes initiative in ensuring students demonstrate appropriate behavior in bathrooms and other common areas before, during, and after school. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Consistently monitors and responds to the behavior of all students in places outside of the classroom.	Usually monitors and responds to the behavior of all students in places outside of the classroom.	Rarely monitors or responds to the behavior of students in places outside of the classroom.

III. EFFECTIVE MANAGEMENT OF CLASSROOM ENVIRONMENT

Supporting Narrative:

IV. EFFECTIVE INSTRUCTION

A. The teacher develops a cognitive context for learning.				
	Exemplary	**Meets Standard**	**Needs Improvement**	**Does Not Meet Standard**
IV.A.1 *Makes connections between concepts taught and prior knowledge & the real world*	Makes connections between concepts taught and students' prior knowledge and experiences, the real world, and the students' own lives to promote lifelong learning. Students demonstrate an ability to make their own connections in addition to those made by the teacher. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Makes connections between concepts taught and students' prior knowledge and experiences, the real world, and the students' own lives to promote lifelong learning.	Occasionally makes connections between concepts taught and students' prior knowledge and experiences, the real world, and the students' own lives to promote lifelong learning.	Seldom makes connections between concepts taught and students' prior knowledge and experiences, the real world, and the students' own lives to promote lifelong learning.
IV.A.2 *Uses activators*	Uses activators at the outset of the lesson and summarizers at the conclusion of the lesson. The activator captures students' interest in the lesson. The summarizer both summarizes and assesses students' learning. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Consistently uses an activator at the outset of the lesson and summarizer as the conclusion of the lesson.	Occasionally uses an activator at the outset of the lesson and summarizer as the conclusion of the lesson.	Does not use an activator and summarizer.
IV.A.3 *Effectively utilize the agenda*	Students demonstrate initiative in reading the posted agenda at the outset of the lesson. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Posts agenda and refers students to agenda at the outset of the lesson.	Posts agenda or refers to agenda at the outset of the lesson but does not do both.	Does not post or refer students to agenda at the outset of the lesson.
IV.A.4 *Effectively post and utilize the mastery objective*	Students demonstrate initiative in reading the posted mastery objectives at the outset of the lesson. Mastery objectives are in observable language that is understood by students. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Posts mastery objectives and/or refers students to these objectives at the outset of the lesson. Mastery objectives are in observable language that is understood by students.	Posts mastery objectives and/or refers students to these objectives at the outset of the lesson. Mastery objectives are not observable or in language that is understood by students.	Does not post or refer students to mastery objectives at the outset of the lesson.

IV.A.5 *Connects lesson to mastery objective*	Ties what students are learning to the mastery objective during the lesson. Students demonstrate the ability to make their own connections between what they are learning and the mastery objectives. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Ties what students are learning to the mastery objectives during the lesson.	Occasionally ties what students are learning to the mastery objectives during the lesson.	Rarely ties what students are learning to the mastery objectives during the lesson.
IV.A.6 *Clearly communicates using visual and auditory instructions*	Communicates directions clearly, using both visual and auditory instructions and models where appropriate. Students demonstrate a willingness to show when they are not clear on how to carry out the directions. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Communicates directions clearly, using both visual and auditory instructions and models when appropriate.	Occasionally communicates directions clearly, using both visual and auditory instructions and models when appropriate.	Directions are not communicated clearly both visually and auditorily.

B. The teacher uses appropriate instructional techniques, including differentiated instruction.				
	Exemplary	**Meets Standard**	**Needs Improvement**	**Does Not Meet Standard**
IV.B.1 *Remediates, reteaches and extends to meet student needs*	Remediates, reteaches, or extends teaching to meet individual and/or group need based on formative and summative assessments. Students take initiative in seeking out remediation when they need it. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Remediates, reteaches, or extends teaching to meet individual and/or group need based on formative and summative assessments.	Occasionally remediates, reteaches, or extends teaching to meet individual and/or group need based on formative and summative assessments.	Rarely remediates, reteaches, or extends teaching to meet individual and/or group need based on formative and summative assessments.
IV.B.2 *Uses appropriate materials*	Uses a variety of appropriate materials to reinforce and extend skills, accommodate learning styles, and match instructional objectives. Students take the initiative in seeking out materials they need to reinforce and extend skills or to better meet their learning styles. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Uses a variety of appropriate materials to reinforce and extend skills, accommodate learning styles, and match instructional objectives.	Uses limited appropriate materials to reinforce and extend skills, accommodate learning styles, and match instructional objectives.	Uses few appropriate materials to reinforce and extend skills, accommodate learning styles, and match instructional objectives.

IV.B.3 *Uses appropriate instructional strategies*	Uses a variety of appropriate instructional strategies (e.g., group and partner work) to reinforce and extend skills, accommodate learning styles, and match instructional objectives. Students are able to describe the instructional strategies that best meet their learning styles. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Uses a variety of appropriate instructional strategies (e.g., group and partner work) to reinforce and extend skills, accommodate learning styles, and match instructional objectives.	Uses some appropriate instructional strategies to reinforce and extend skills, accommodate learning styles, and match instructional objectives.	Uses few appropriate instructional strategies to reinforce and extend skills, accommodate learning styles, and match instructional objectives.

C. The teacher uses appropriate questioning techniques.

	Exemplary	Meets Standard	Needs Improvement	Does Not Meet Standard
IV.C.1 *Uses effective questioning*	Uses a variety of questions, including those that develop higher-order thinking skills and students' ideas. Students are able to explain the difference between recall, comprehension, and higher-order thinking questions. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Uses a variety of questions, including those that develop higher-order thinking skills and students' ideas.	Uses limited questions, occasionally including those that develop higher-order thinking skills and students' ideas.	Uses few and ineffective questioning techniques to encourage and guide critical and independent thinking and the development of students' ideas.
IV.C.2 *Encourages divergent thinking*	Frequently encourages divergent thinking through guided inquiry. Students demonstrate initiative in their guided inquiry. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Encourages divergent thinking through guided inquiry.	Occasionally encourages divergent thinking through guided inquiry.	Does not encourage divergent thinking through guided inquiry.
IV.C.3 *Uses effective wait time*	Uses sufficient levels of wait times I and II. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Uses sufficient levels of wait time I.	Occasionally uses sufficient levels of wait time I.	Rarely uses sufficient levels of wait time.
IV.C.4 *Encourages participation through question responses*	Consistently responds to students' questions and answers in ways that encourage student participation and risk taking. Responses also encourage student-to-student dialogue. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Responds to students' questions and answers in ways that encourage student participation and risk taking.	Occasionally responds to students' questions and answers in ways that encourage student participation and risk taking.	Rarely responds to students' questions and answers in ways that encourage student participation and risk taking.

D. The teacher evaluates, tries innovative approaches to, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.

	Exemplary	Meets Standard	Needs Improvement	Does Not Meet Standard
IV.D.1 *Uses innovative approaches to improve instructional practices*	Regularly tries innovative approaches to improve instructional practices that result in increased student learning. Shares these approaches with colleagues. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Regularly tries innovative approaches to improve instructional practices that result in increased student learning.	Occasionally tries innovative approaches to improve instructional practices that result in increased student learning.	Seldom tries innovative approaches to improve instructional practices that result in increased student learning.
IV.D.2 *Uses technology to increase student learning*	Uses technologies to increase student learning and confidence about learning. Shares these approaches with colleagues. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Uses technologies to increase student learning and confidence about learning.	Occasionally uses technologies to increase student learning and confidence about learning.	Rarely uses technologies to increase student learning and confidence about learning.
IV.D.3 *Assesses instructional strategies*	Assesses instructional strategies in authentic ways by comparing intended and actual student learning outcomes. Obtains student feedback on the effectiveness of these strategies. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Assesses instructional strategies in authentic ways by comparing intended and actual student learning outcomes.	Occasionally uses effective methods to assess instructional strategies in authentic ways by comparing intended and actual student learning outcomes.	Ineffectively assesses instructional strategies in authentic ways by comparing intended and actual learning student outcomes.

E. The teacher communicates and demonstrates high standards and high expectations to students. The teacher promotes confidence and perseverance in the students that stimulates increased personal student responsibility for achieving the goals of the curriculum.				
	Exemplary	**Meets Standard**	**Needs Improvement**	**Does Not Meet Standard**
IV.E.1 *Provides regular feedback*	Provides feedback, in written and verbal form, to students on their progress with lesson goals and objectives, and does so individually when appropriate. Provides feedback in a way that teaches self-assessment of their performance against known target performances. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Regularly provides feedback, in written and verbal form, to students on their progress with lesson goals and objectives, and does so individually when appropriate.	Provides limited feedback, in written and verbal form, to students on their progress with lesson goals and objectives, and does so individually when appropriate.	Does not regularly provide feedback, in written and verbal form, to students on their progress with lesson goals and objectives.
IV.E.2 *Communicates standards, expectations, and guidelines for student work*	Effectively communicates standards, expectations, and guidelines regarding quality and quantity of students' work, work procedures, and interpersonal behavior to students and parents through a variety of feedback tools. Students demonstrate their mastery of these expectations and guidelines. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Effectively communicates standards, expectations, and guidelines regarding quality and quantity of students' work, work procedures, and interpersonal behavior to students and parents through a variety of feedback tools.	Occasionally communicates standards, expectations, and guidelines regarding quality or quantity of students' work, work procedures, and interpersonal behavior to students and parents through a variety of feedback tools.	Ineffectively communicates standards, expectations, and guidelines regarding quality and quantity of students' work, work procedures, and interpersonal behavior to students and parents.
IV.E.3 *Encourages student open thinking and risk taking in response to student answers*	Responds to students' answers and work to keep students open, thinking, and willing to take risks and persevere with challenging tasks. Uses effective effort and learnable intelligence strategies designed to increase students' belief that they can master high-level information and skills. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Responds to students' answers and work so as to keep students open, thinking, and willing to take risks and to persevere with challenging tasks.	Occasionally responds to students' answers and work to encourage risk taking and perseverance.	Infrequently responds to students' work to encourage risk taking and perseverance.
IV.E.4 *Teaches and demonstrates belief that effort is key to achievement*	Teacher actively teaches, and students demonstrate, the belief that effort and skill acquisition are keys to high achievement. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Students demonstrate the belief that effort and skill acquisition are keys to high achievement.	Students can articulate but do not demonstrate the belief that effort and skill acquisition are keys to high achievement.	Students cannot articulate the belief that effort and skill acquisition are keys to high achievement.

IV.E.5 *Models enthusiasm, skills, attitudes, and values central to subject matter*	Models the skills, attitudes, values, and processes central to, as well as demonstrates an enthusiasm for, the subject being taught. Students demonstrate an enthusiasm for the skills, attitudes, values, and processes central to the subject being taught. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Models the skills, attitudes, values, and processes central to, as well as demonstrates an enthusiasm for, the subject being taught.	Occasionally models the skills, attitudes, values, and processes central to the subject being taught and/or occasionally demonstrates an enthusiasm for the subject being taught.	Ineffectively models the skills, attitudes, values, and processes central to the subject being taught and/or fails to demonstrate an enthusiasm for the subject being taught.
IV.E.6 *Uses feedback and goal setting to increase motivation and student ownership*	Uses feedback and student goal setting to increase student motivation and ownership of learning. Students demonstrate initiative in setting goals for their own learning. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Uses feedback and student goal setting in order to increase student motivation and ownership of learning.	Occasionally uses feedback and/or student goal setting to increase student motivation and ownership of learning.	Does not use prompt feedback and student goal setting to increase student motivation and ownership of learning.
IV.E.7 *Cultivates and encourages students' eagerness*	Nurtures students' eagerness to do challenging work and provides incentive, interest, and support for students to take the initiative to complete such tasks successfully. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Nurtures students' eagerness to do challenging work or provides incentive, interest, and support for students to take the initiative to complete such tasks successfully.	Occasionally nurtures students' eagerness to do challenging work or provides incentive, interest, and support for students to take the initiative to complete such tasks successfully.	Does not nurture students' eagerness to do challenging work or provide incentive, interest, and support for students to take responsibility to complete such tasks successfully.
IV.E.8 *Identifies and collaborates with students needing extra support*	Regularly identifies students needing extra help and secures student cooperation and participation in extra help sessions. Students take the initiative in seeking out extra help. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Regularly identifies students needing extra help and secures student cooperation and participation in extra help sessions.	Occasionally identifies students needing extra help and secures student cooperation and participation in extra help sessions.	Does not identify students needing extra help or secure student cooperation and participation in extra help sessions.
IV.E.9 *Meets needs of students not meeting expectations*	Identifies students who are not meeting expectations and develops a plan that designates the teacher's and students' responsibilities regarding learning. Uses student input in the development of these plans. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Identifies students who are not meeting expectations and develops a plan that designates the teacher's and students' responsibilities regarding learning.	Occasionally identifies students who are not meeting expectations and develops a plan that designates the teacher's and students' responsibilities regarding learning.	Does not identify students who are not meeting expectations or develop a plan that designates the teacher's and students' responsibilities regarding learning.

IV.E.10 *Uses effective student praise*	Praises students frequently and demonstrates the characteristics of effective praise. Looks for and finds opportunities to praise those students who are struggling with their academics or behavior. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Praises students frequently and uses some of the characteristics of effective praise.	Praises students occasionally and/or sometimes uses some of the characteristics of effective praise.	Praises students infrequently or only by using general praise.
IV.E.11 *Demonstrates attitudes of fairness, courtesy, and respect*	Demonstrates attitudes of fairness, courtesy, and respect that encourage students' active participation and commitment to learning. Develops in students skills to demonstrate fairness, courtesy, and respect to their peers. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Demonstrates attitudes of fairness, courtesy, and respect that encourage students' active participation and commitment to learning.	Occasionally demonstrates attitudes of fairness, courtesy, and respect that encourage students' active participation and commitment to learning.	Infrequently demonstrates attitudes of fairness, courtesy, and respect that encourage students' active participation and commitment to learning.
IV.E.12 *Handles students with social and emotional difficulties effectively*	Recognizes and responds appropriately when an individual student is having social and/or emotional difficulties that interfere with learning and/or participating in class. Other students in the class respond appropriately when an individual student is having social and/or emotional difficulties that interfere with learning and/or participating in class. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Recognizes and responds appropriately when an individual student is having social and/or emotional difficulties that interfere with learning and/or participating in class.	Recognizes but fails to respond appropriately when an individual student is having social and/or emotional difficulties that interfere with learning and/or participating in class.	Neither effectively recognizes nor responds appropriately when an individual student is having social and/or emotional difficulties that interfere with learning and/or participating in class.

F. The teacher strives to ensure equitable opportunities for student learning.				
	Exemplary	**Meets Standard**	**Needs Improvement**	**Does Not Meet Standard**
IV.F.1 *Provides inclusion opportunities to all students*	Provides opportunities to include all students in the full range of academic programs, activities, and extracurricular activities. Students actively include their classmates in programs and activities. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Provides opportunities to include all students in the full range of academic programs, activities, and extracurricular activities.	Provides occasional opportunities to include all students in the full range of academic programs, activities, and extracurricular activities.	Seldom provides opportunities to include all students in the full range of academic programs, activities, and extracurricular activities.
IV.F.2 *Addresses needs of special education students*	Addresses the needs of special education students. Special education students demonstrate effective and appropriate advocacy for their needs. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Consistently addresses the needs of special education students.	Occasionally addresses the needs of special education students.	Rarely addresses the needs of special education students.
IV.F.3 *Addresses needs of English language learners*	Addresses the needs of English language learners. English language learners demonstrate effective and appropriate advocacy for their needs.	Consistently addresses the needs of English language learners.	Occasionally addresses the needs of English language learners.	Rarely addresses the needs of English language learners.
IV.F.4 *Addresses needs of students with 504 plans*	Addresses the needs of students on 504 plans. These students demonstrate effective and appropriate advocacy for their needs. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Consistently addresses the needs of students on 504 plans.	Occasionally addresses the needs of students on 504 plans.	Rarely addresses the needs of students on 504 plans.
IV.F.5 *Addresses needs of diverse populations*	Addresses the needs of diverse student populations by applying and adapting constitutional and statutory laws, state regulations, and Board of Education policies and guidelines. Is aware of relevant laws and regulations as they relate to students in the class. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Consistently addresses the needs of diverse student populations by applying statutory laws, state regulations, and Board of Education policies and guidelines.	Occasionally addresses the needs of diverse student populations by applying statutory laws, state regulations, and Board of Education policies and guidelines.	Does not address the needs of diverse student populations (e.g., students with IEPs and 504 accommodations) and does not apply and adapt constitutional and statutory laws, state regulations, or Board of Education policies and guidelines.

IV.F.6 *Sensitive to differences in social, religious, and cultural backgrounds*	Demonstrates sensitivity to differences in social, religious, and cultural backgrounds. Students demonstrate sensitivity to differences in social, religious, and cultural backgrounds. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Consistently demonstrates sensitivity to differences in social and cultural backgrounds.	Occasionally demonstrates sensitivity to differences in social and cultural backgrounds.	Does not demonstrate sensitivity to differences in social or cultural backgrounds.
IV.F.7 *Effective in multilingual, multicultural, and economically diverse classroom*	Functions effectively in a multilingual, multicultural, and economically diverse classroom. Students function effectively in a multilingual, multicultural, and economically diverse classroom. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Consistently functions effectively in a multilingual, multicultural, and economically diverse classroom.	Usually functions effectively in a multilingual, multicultural, and economically diverse classroom.	Does not function effectively in a multilingual, multicultural, and economically diverse classroom.

IV. EFFECTIVE INSTRUCTION

Supporting Narrative:

V. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

A. The teacher shares responsibility for accomplishing the goals and priorities of his/her grade, team, department, building, and school district. This may include, but is not limited to, participating on committees and in activities related to school community.				
	Exemplary	**Meets Standard**	**Needs Improvement**	**Does Not Meet Standard**
V.A.1 *Collaborates with staff*	Works collaboratively with staff in planning and implementing curriculum, instruction, and other school programs. Actively seeks out opportunities to collaborate with other staff members. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Works collaboratively with staff in planning and implementing curriculum, instruction, and other school programs.	Occasionally works collaboratively with staff in planning and implementing curriculum, instruction, and other school programs.	Infrequently works collaboratively with staff in planning and implementing curriculum, instruction, and other school programs.
V.A.2 *Demonstrates participation in school activates*	Participates and/or demonstrates a willingness to participate in school, student, faculty, and staff activities that are beyond the contracted requirements. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Participates and/or demonstrates a willingness to participate in school, student, faculty, and staff activities.	Occasionally participates and/or demonstrates a willingness to participate in school, student, faculty, and staff activities.	Infrequently participates and/or demonstrates an unwillingness to participate in school, student, faculty, and staff activities.
V.A.3 *Demonstrates leadership in district*	Participates and/or demonstrates a willingness to participate in leadership roles on district committees. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Participates and/or demonstrates a willingness to participate on district committees.	Occasionally participates and/or demonstrates a willingness to participate on district committees.	Infrequently participates and/or demonstrates an unwillingness to participate on district committees.

B. The teacher constructively initiates interactions with parents, and solicits and is receptive to their contributions.

	Exemplary	Meets Standard	Needs Improvement	Does Not Meet Standard
V.B.1 *Collaborates with parents as partners*	The teacher consistently approaches the parents as positive collaborators in the process of educating the students, consistently keeps parents informed of students' progress, and works with them to aid in the total development of the student. The teacher takes additional steps to try to engage less-involved parents in their child's education. The teacher shows skills in dealing with aggressive or overly assertive parents. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	When appropriate, the teacher approaches the parents as positive collaborators in the process of educating the students, keeps parents informed of students' progress, and works with them to aid in the total development of the student.	The teacher occasionally approaches the parents as positive collaborators in the process of educating the students, sometimes keeps parents informed of students' progress, and occasionally works with them to aid in the total development of the student.	The teacher infrequently approaches the parents as positive collaborators in the process of educating the students, infrequently keeps parents informed of students' progress, and seldom works with them to aid in the total development of the student.

C. The teacher shares responsibility for accomplishing the goals and priorities of his/her grade, team, department, building, and school district. This may include, but is not limited to, participating on committees and in activities related to school community.

	Exemplary	Meets Standard	Needs Improvement	Does Not Meet Standard
V.C.1 *Participates in professional organizations*	Participates in a leadership role in professional organizations. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Participates in professional organizations.	Occasionally participates in professional organizations.	Infrequently participates in professional organizations.
V.C.2 *Writes appropriate evaluations and reports*	Writes evaluations, reports, and recommendations for students as appropriate and reasonable. Is sought out by students as a person from whom they wish to have an evaluation. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Writes evaluations, reports, and recommendations for students as appropriate and reasonable.	Occasionally writes evaluations, reports, and recommendations for students as appropriate and reasonable.	Infrequently writes evaluations, reports, and recommendations for students.

D. The teacher is a reflective and continuous learner.

	Exemplary	Meets Standard	Needs Improvement	Does Not Meet Standard
V.D.1 *Effectively uses resources to refine professional knowledge and skills*	Uses available resources to analyze, expand, and refine professional knowledge and skills. Resources can include professional organizations; academic coursework; school-based staff, administrative, and community resources; and other colleagues. Takes a leadership role by presenting at faculty meetings and workshops, publishing articles, mentoring, and other similar activities. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Uses available resources to analyze, expand, and refine professional knowledge and skills. Resources can include professional organizations; academic coursework; school-based staff, administrative, and community resources; and other colleagues.	Occasionally uses available resources to analyze, expand, and refine professional knowledge and skills.	Infrequently uses available resources to analyze, expand, and refine professional knowledge and skills.
V.D.2 *Committed to the teaching profession*	Takes a leadership role in activities that demonstrate a commitment to the teaching profession. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Participates in activities that demonstrate a commitment to the teaching profession.	Occasionally participates in activities that demonstrate a commitment to the teaching profession.	Infrequently participates in activities that demonstrate a commitment to the teaching profession.
V.D.3 *Seeks information to grow professionally*	Seeks out information to grow and improve as a professional. Actively shares this new learning with colleagues. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Seeks out information to grow and improve as a professional.	Occasionally seeks out information to grow and improve as a professional.	Infrequently seeks out information to grow and improve as a professional.
V.D.4 *Open to feedback for growth and improvement*	Seeks out and is openly receptive to suggestions for growth and improvement. The teacher's performance in this area is at such a level that she would be used as a model for other teachers.	Is consistently receptive to suggestions for growth and improvement.	Is usually receptive to suggestions for growth and improvement.	Is reluctantly receptive to suggestions for growth and improvement.

V. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

Supporting Narrative: