Maine Schools *for* EXCELLENCE
Enhancing Educator Effectiveness and Student Learning

Teacher Evaluation and Professional Growth Rubric

Core Proposition 1: Teachers are committed to students and their learning.

1-a. Understanding of Students The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his/her students and adjusts practice accordingly.

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
Teacher demonstrates little or no understanding of students' individual learning needs as well as their backgrounds, abilities and interests. Teacher does not design and adjust instructional practices to make them accessible and challenging for most students.	Teacher demonstrates basic recognition and understanding of students' individual learning needs as well as their backgrounds, abilities and interests. Teacher designs and adjusts instructional practices to ensure that they are both accessible and challenging for most students (i.e., between 50% and 80%).	Teacher demonstrates thorough recognition and understanding of students' individual learning needs as well as their backgrounds, abilities and interests . Teacher designs and adjusts instructional practices to ensure that they are both accessible and challenging for almost all students (i.e., between 80% and 100%).	Teacher demonstrates expert recognition and understanding of students' individual learning needs, as well as their backgrounds, abilities and interests. Teacher designs and adjusts instructional practices to ensure that they are both accessible and challenging for all students (i.e., 100%).

Sources of Evidence
- Observation conferences
- Teacher's collection of evidence

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1-b. Application of Learning Theory The teacher demonstrates an understanding of how students develop and learn.

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
Teacher demonstrates a little understanding of how students develop and learn. Teacher rarely uses his/her understanding of and familiarity with individual and social learning theory, child and adolescent development theory, and cognitive sciences to form decisions about how to teach and modify instruction. Teacher rarely integrates such knowledge with his/her personal theories of learning and development to improve his/her instructional approach.	Teacher demonstrates a basic understanding of how students develop and learn. Teacher sometimes uses his/her understanding of and familiarity with individual and social learning theory, child and adolescent development theory, and cognitive sciences to form decisions about how to teach and modify instruction. Teacher integrates such knowledge with his/her personal theories of learning and development to improve his/her instructional approach.	Teacher demonstrates a thorough understanding of how students develop and learn. Teacher frequently uses his/her understanding of and familiarity with individual and social learning theory, child and adolescent development theory, and cognitive sciences to form effective decisions about how to teach and modify instruction. Teacher integrates such knowledge with his/her personal theories of learning and development to improve his/her instructional approach.	Teacher demonstrates expert understanding of how students develop and learn. Teacher frequently uses his/her deep understanding of and familiarity with individual and social learning theory, child and adolescent development theory, and cognitive sciences to form highly effective decisions about how to teach and optimize instruction. Teacher integrates such knowledge with his/her personal theories of learning and development to improve his/her instructional approach.

Sources of Evidence
- Observation conferences
- Teacher's collection of evidence

Core Proposition 1: Teachers are committed to students and their learning.

1-c. Classroom Climate The teacher treats students equitably and fosters a safe, stimulating, supportive and collaborative climate where all students feel respected and are encouraged and expected to participate.

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
Teacher does not treat all students equitably and does not encourage all students to treat all other students equitably and fairly. Teacher does not show respect for nearly every student. Teacher supports few students (i.e., less than 50%) to regularly participate and collaborate.	Teacher treats all students equitably and encourages all students to treat all other students equitably and fairly. Teacher shows respect for nearly every student. Teacher supports most students (i.e., between 50% and 80%) to regularly participate and collaborate.	Teacher treats all students equitably and insists that all students treat all other students equitably and fairly. Teacher shows respect for every student. Teacher encourages and supports almost all students (i.e., between 80% and 100%) to regularly participate and collaborate.	Teacher treats all students equitably and ensures that all students treat all other students equitably and fairly. Teacher consistently shows respect for every student. Teacher enthusiastically supports and expects all students (i.e., 100%) to regularly participate and collaborate and take intellectual risks.

Sources of Evidence
- Classroom observations

Core Proposition 1: Teachers are committed to students and their learning.

1-d. View of the Whole Child The teacher supports the development of the whole child, modeling dispositions and employing approaches that extend learning beyond the cognitive capacity of students.

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
Teacher does not develop nor deliver any classroom instruction or activities that focus on developing non-cognitive competencies. Teacher does not embed connections to civic virtues into the culture of the classroom nor extend beyond the classroom.	Teacher develops and delivers a moderate amount of adequately-designed classroom instruction and activities that focus on developing some non-cognitive competencies including student self-confidence, motivation, or sense of personal responsibility. Teacher does not embed connections to civic virtues into the culture of the classroom nor extends them beyond the classroom.	Teacher develops and delivers an adequate amount of well-designed classroom instruction and activities that focus on developing some non-cognitive competencies including student self-confidence, motivation, and sense of personal responsibility. Teacher embeds connections to civic virtues into the culture of the classroom and extends them beyond the classroom.	Teacher develops and delivers a significant amount of well-designed classroom instruction and activities that focus on developing several non-cognitive competencies including student self-confidence, motivation, and sense of personal responsibility. Teacher embeds connections to civic virtues into the culture of the classroom and extends them beyond the classroom.

Sources of Evidence
- Classroom observations
- Teacher's collection of evidence

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

2-a. Subject Knowledge The teacher demonstrates an understanding of how knowledge and skills in his/her subject domain are created, organized, and linked to those of other disciplines as appropriate.

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
Teacher rarely addresses central organizing concepts as well as factual information. Teacher does not critique and foster alternative perspectives. Teacher makes no appropriate connections to other disciplines.	Teacher periodically addresses central organizing concepts as well as factual information. Teacher critiques and fosters some alternative perspectives. Teacher rarely makes appropriate connections to other disciplines.	Teacher consistently addresses central organizing concepts as well as factual information. Teacher critiques and fosters some alternative perspectives, questioning prevailing beliefs and assumptions. Teacher periodically makes connections to other disciplines as appropriate.	Teacher consistently addresses central organizing concepts as well as factual information. Teacher critiques and fosters multiple alternative perspectives, questioning prevailing beliefs and assumptions. Teacher frequently makes connections to other disciplines as appropriate.

Sources of Evidence
- Classroom observations
- Observation conferences

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

2-b. Pedagogical Content Knowledge The teacher is knowledgeable of his/her subject domain (e.g., concepts, constructs, content) and conveys this knowledge clearly to students using specialized instructional skills.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Teacher does not align instructional content and techniques to approved curriculum. Teacher does not attempt to expand knowledge of curricular resources, new materials, methods and technological developments. Teacher rarely clearly conveys knowledge to students.	Teacher aligns instructional content and techniques to approved curriculum. Teacher periodically expands knowledge of curricular resources, new materials, methods and technological developments. Teacher only sometimes clearly conveys knowledge to students.	Teacher aligns instructional content and techniques to approved curriculum. Teacher regularly expands knowledge of curricular resources, new materials, methods and technological developments. Teacher nearly always clearly conveys knowledge to students.	Teacher aligns instructional content and techniques to approved curriculum and student's individual needs by using pedagogical content knowledge. Teacher continuously expands knowledge of curricular resources, new materials, methods and technological developments. Teacher consistently conveys knowledge to students.
Sources of Evidence • Classroom observations • Observation conferences			

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

2-c. Goal-Focused Planning The teacher plans instruction rich in higher-order thinking to meet clearly identified goals and objectives for student learning.

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
Teacher develops an instructional plan with methods and content that do not include higher-order thinking and does not contain goals and objectives for student learning or goals are inappropriate.	Teacher develops an instructional plan with methods and content that sometimes do not include higher-order thinking and/or that contains some inappropriate goals and objectives for student learning.	Teacher develops an instructional plan with methods and content that include higher-order thinking and contains appropriate goals and objectives for student learning.	Teacher develops an instructional plan with methods and content that are rich in higher-order thinking and reflects rigorous, clearly described goals and objectives for student learning.

Sources of Evidence
- Observation conferences
- Teacher's collection of evidence

Core Proposition 3: Teachers are responsible for managing and monitoring student learning.

3-a. Instructional Approaches The teacher utilizes a variety of instructional approaches to generate multiple pathways for students as they work to meet identified goals and objectives.

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
Teacher does not use clear, consistent and compelling instructional skills to engage students in learning. Teacher implements instruction (based on plan) that does not includes higher-order thinking, frequently meeting few (i.e., 50% or less) student learning goals and objectives.	Teacher uses a limited range of instructional skills to engage students in learning. Teacher implements instruction (based on plan) that sometimes does not include higher-order thinking but always meets most (i.e., greater than 50%) student learning goals and objectives.	Teacher uses a range of clear, consistent, and compelling instructional approaches and skills to engage students in active learning. Teacher implements instruction (based on plan) that includes higher-order thinking, always meeting all (i.e., 100%) student learning goals and objectives.	Teacher uses a wide range of clear, consistent, and compelling instructional approaches and skills to generate multiple pathways for students to meet learning goals and objectives. Teacher implements instruction (based on plan) rich in higher-order thinking, always meeting or exceeding all (i.e,.100%) student learning goals and objectives.

Sources of Evidence
- Classroom observations

Core Proposition 3: Teachers are responsible for managing and monitoring student learning.

3-b. Classroom Management and Grouping The teacher creates a well-managed learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
Teacher shows limited use of classroom management techniques; techniques involve and engage very few students and do not maintain the effectiveness of learning time. Teacher employs few if any group learning opportunities and settings that maintain student learning.	Teacher shows basic use of classroom management techniques that involve and engage some to most students and maintain the effectiveness of learning time. Teacher employs a limited number of group learning opportunities and settings that maintain student learning.	Teacher shows good use of classroom management techniques that involve and engage most students and maintain or improve the effectiveness of learning time. Teacher employs a variety of group learning opportunities and settings that enhance student learning.	Teacher shows exceptional use of classroom management techniques that involve and engage all students and maximize learning time. Teacher employs a wide variety of group learning opportunities and settings that significantly enhance student learning.

Sources of Evidence
- Classroom observations

Core Proposition 3: Teachers are responsible for managing and monitoring student learning.

3-c. Student Engagement The teacher encourages and clearly communicates expectations for student involvement in the learning process that results in a high level of student engagement.

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
Teacher does not communicate expectations for student involvement in the learning process, resulting in a low level of student engagement where few student participate. Teacher does not involve students in setting expectations and does not encourage students to meet those expectations.	Teacher communicates expectations for student involvement in the learning process that results in a moderate level of student engagement where some to many students participate. Teacher involves few students in setting expectations and encourages some students to meet those expectations.	Teacher clearly communicates expectations for student involvement in the learning process that results in a high level of student engagement where most students participate. Teacher involves most students in setting expectations and encourages all students to meet those expectations.	Teacher clearly communicates all expectations for student involvement in the learning process that results in a very high level of student engagement where all students participate. Teacher involves all students in setting expectations and strongly encourages all students to meet those expectations.

Sources of Evidence
- Classroom observations

Core Proposition 3: Teachers are responsible for managing and monitoring student learning.

3-d. Assessment of Student Progress The teacher employs multiple methods to regularly measure student growth and progress and uses this information to inform instruction.

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
Teacher does not or rarely monitors individual and class learning or incorrectly administers assessment methods or inaccurately interprets assessment results and uses results incorrectly to adjust instruction or provide feedback to students or others.	Teacher infrequently monitors individual and class learning. Teacher correctly administers one or two assessment methods based on alignment. Teacher accurately interprets assessment results and uses them to adjust instruction and provide feedback to students.	Teacher periodically monitors individual and class learning. Teacher correctly administers multiple assessment methods based on alignment, timing and student needs. Teacher accurately interprets assessment results and uses them to adjust instruction and provide constructive feedback to students, parents and self.	Teacher consistently monitors individual and class learning. Teacher correctly administers multiple assessment methods based on alignment, timing and student needs, including student self-assessments. Teacher accurately interprets assessment results and uses them to adjust instruction and provide constructive feedback to students, parents and self.

Sources of Evidence
- Classroom observations
- Observation conferences
- Informal conversations and meetings, e.g. data team meetings

Core Proposition 4: Teachers think systematically about their practice and learn from experience.

4-a. Adjustment to Instructional Plans The teacher continually reflects on his/her instructional decision-making and modifies instructional approaches and interactions, making decisions based on student learning needs and best practices.

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
Teacher rarely or never reflects on his/her instructional decision-making, making little or no decisions based on student learning needs and best practices.	Teacher sometimes reflects on his/her instructional decision-making in order to modify approaches and interactions, making only some decisions based on student learning needs and best practices.	Teacher often reflects on his/her instructional decision-making in order to modify and improve approaches and interactions, making many decisions based on student learning needs and best practices.	Teacher continually reflects on his/her instructional decision-making in order to maximize approaches and interactions, making all decisions based on student learning needs and best practices.

Sources of Evidence
- Observation conferences
- Informal conversations and meetings, e.g. data team meetings

Core Proposition 4: Teachers think systematically about their practice and learn from experience.

4-b. Continuous Professional Growth The teacher uses educational research and feedback from others to identify and pursue professional development opportunities that facilitate relevant and appropriate professional growth.

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
Teacher gathers no feedback from school leaders, other teachers, parents, or students. Teacher uses no feedback and information from educational research and to identify and pursue professional development opportunities that increases professional knowledge and skills.	Teacher gathers minimal feedback from school leaders, other teachers, parents, and/or students. Teacher uses a limited range of feedback and information from educational research and to identify and pursue a limited variety of professional development opportunities but does not apply learning to professional knowledge and skills.	Teacher gathers a variety of feedback from school leaders, other teachers, parents, and students. Teacher uses a range of feedback and information from educational research and to identify and pursue a variety of professional development opportunities and applies learning to increase relevant and appropriate professional knowledge and skills.	Teacher gathers a wide variety of feedback from school leaders, other teachers, parents, and students. Teacher uses a wide range of feedback and information from educational research and to identify and pursue a wide variety of professional development opportunities; applies learning to significantly increase relevant and appropriate professional knowledge and skills.

Sources of Evidence
- Teacher's collection of evidence
- Evidence of professional growth goal progress

Core Proposition 5: Teachers are members of learning communities.

5-a. Professional Collaboration and Leadership Teacher contributes to school effectiveness by collaborating with other professionals on activities related to the strategic priorities of the school and district.

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
Teacher never or almost never initiates, works on and collaborates with other professionals on professional development activities or strategic school-wide improvements. Teacher does not assume proactive and creative leadership roles within and outside of his or her learning community.	Teacher sometimes works on and collaborates with other professionals on professional development activities or strategic school-wide improvements. Teacher rarely assumes proactive and creative leadership roles within and outside of his or her learning community.	Teacher periodically initiates, works on and collaborates with other professionals on professional development activities and/or strategic school-wide improvements. Teacher sometimes assumes proactive and creative leadership roles within and outside of his or her learning community.	Teacher consistently initiates, works on and collaborates with other professionals on professional development activities and strategic school-wide improvements. Teacher often assumes proactive and creative leadership roles within and outside of his or her learning community.

Sources of Evidence
- Teacher's collection of evidence
- Evidence of professional growth goal progress
- Informal conversations and meetings, e.g. staff meetings

Core Proposition 5: Teachers are members of learning communities.

5-b. Engagement with Caregivers and Community Teacher engages in ongoing communication and collaboration between home/caregivers and the greater community to enhance student learning and school effectiveness.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Teacher does not communicate frequently with most (i.e., less than 50%) students' caregivers nor with members of the greater community, nor enlists their support in fostering learning and good habits.	Teacher communicates frequently with most (i.e., between 50% and 80%) students' caregivers as well as some members of the greater community, enlisting their support in fostering learning and good habits and informing them of their child's progress.	Teacher communicates frequently with almost all (i.e., between 80% and 100%) students' caregivers as well as several members of the greater community, enlisting their support in fostering learning and good habits and informing them of their child's progress and of school programs.	Teacher communicates frequently and consistently with all (i.e., 100%) students' caregivers as well as a great many members of the greater community, enlisting their support in fostering learning and good habits and engaging in two-way conversation about their child's progress and school programs.

Sources of Evidence
- Teacher's collection of evidence
- Informal conversations and meetings, e.g. open house night

Core Proposition 5: Teachers are members of learning communities.

5-c. Professionalism The teacher presents himself/herself (e.g., in interactions with students, colleagues, primary caregivers, and the public) in a professional manner that reflects the district's high standards of ethics and excellence.

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
Teacher sometimes does not display standards of honesty, integrity, confidentiality and discretion in words and actions. Teacher rarely considers the needs of students when interacting with colleagues, students, and the public. Teacher is viewed by others (students, colleagues, parents, and the public) as a poor model of professionalism.	Teacher usually displays standards of honesty, integrity, confidentiality and discretion in all words and actions. Teacher sometimes considers the needs of students when interacting with colleagues, students, and the public. Teacher is viewed by others (students, colleagues, parents, and the public) as exemplifying some aspects of professionalism.	Teacher always displays standards of honesty, integrity, confidentiality and discretion in all words and actions. Teacher often considers the needs of students when interacting with colleagues, students, and the public. Teacher is viewed by others (students, colleagues, parents, and the public) as a good model of professionalism.	Teacher always displays the highest standards of honesty, integrity, confidentiality and discretion in all words and actions. Teacher always considers the needs of students when interacting with colleagues, students, and the public. Teacher is viewed by others (students, colleagues, parents, and the public) as an outstanding model of professionalism.

Sources of Evidence
- Teacher's collection of evidence
- Informal conversations and meetings, e.g. staff meetings