

Rubric Title: Team Evaluation (Winter 24)
 Mapped standards: -
 Mapped outcomes: -

Enable the N/A option for assessment

Rubric Structure

Elements	Below expectations 1	Emerging 2 (Beginning teacher candidate level)	Proficient 3 (End teacher candidate / Beginning teacher level)	Advanced 4 (Experienced Professional Educator level)	Distinguished 5 (Distinguished Teacher Leader Level)	N/A
	1 Point	2 Points	3 Points	4 Points	5 Points	N/A
Curriculum & Pedagogy CP1 - Alignment of instructional materials and tasks.	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks have partial alignment with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	
	1 Point	2 Points	3 Points	4 Points	5 Points	N/A

Assessment for Student Learning A4 - Teacher use of formative assessments.	Teacher does not use formative assessments.	Teacher does not effectively use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or make in-the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.	
	1 Point	2 Points	3 Points	4 Points	5 Points	N/A
Assessment for Student Learning A5 - Collection systems for assessment data	Teacher has no system to record formative and summative assessment data.	Teacher has a system but does not have routines for recording formative and summative assessment data.	Teacher has an observable system and routines for recording formative and summative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative and summative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative and summative assessment data and uses the system to inform day-to-day instructional practice.	
	1 Point	2 Points	3 Points	4 Points	5 Points	N/A

<p>Assessment for Student Learning A6 - Quality of teacher feedback</p>	<p>Teacher feedback is absent or is limited to a score alone.</p> <p>Teacher does not return or discuss assessment results with students.</p> <p>Teacher feedback is a one-way process.</p>	<p>Teacher feedback includes a score and a brief comment.</p> <p>Teacher shares feedback, but has no mechanism to ensure students understand next steps.</p> <p>Teacher does not collect student evaluations of teacher feedback.</p>	<p>Teacher feedback addresses an area of growth needed, along with a positive comment.</p> <p>Teacher has a clear mechanism to ensure that students understand next steps.</p> <p>Teacher collects data on student perceptions of feedback.</p>	<p>Teacher feedback addresses both areas of strength and areas of growth for their students.</p> <p>Teacher monitors future work for use of past feedback.</p> <p>Teacher ensures students evaluate effectiveness of teacher feedback.</p>	<p>Teacher feedback includes a question that prompts students to revisit or extend their thinking.</p> <p>Students self-identify implementation of past feedback in their own work.</p> <p>Teacher ensures students evaluate the effectiveness of feedback, and the teacher incorporates that evaluations into future feedback.</p>	
	1 Point	2 Points	3 Points	4 Points	5 Points	N/A
<p>Classroom Environment & Culture CEC2 - Learning routines</p>	<p>Learning routines for discussion and collaborative work are absent.</p>	<p>Learning routines for discussion and collaborative work are present but do not result in effective discourse. Students are held accountable for completing their work but not for learning.</p>	<p>Learning routines for discussion and collaborative work are present and sometimes results in effective discourse. Students are held accountable for completing their work and for learning.</p>	<p>Learning routines for discussion and collaborative work are present, and usually results in effective discourse. Students are held accountable for completing their work and for learning.</p>	<p>Learning routines for discussion and collaborative work are present, and results in effective discourse. Student independently use the routine during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.</p>	
	1 Point	2 Points	3 Points	4 Points	5 Points	N/A

<p>Professional Collaboration & Communication PCC1 - Collaboration with peers and administrators to improve student learning.</p>	<p>Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.</p>	<p>Teacher sometimes collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.</p>	<p>Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning . Teacher provides minimal contributions.</p>	<p>Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.</p>	<p>Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally serves as a mentor for others' growth and development.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>5 Points</p>	<p>N/A</p>
<p>Professional Collaboration & Communication PCC2 - Communication and collaboration with parents and guardians</p>	<p>Teacher rarely communicates in any manner with parents and guardians about student progress.</p>	<p>Teacher sometimes communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.</p>	<p>Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.</p>	<p>Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.</p>	<p>Learning routines for discussion and collaborative work are present, and results in effective discourse. Student independently use the routine during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>5 Points</p>	<p>N/A</p>

<p>Professional Collaboration & Communication PCC3 - Communication within the school community about student progress</p>	<p>Teacher neglects to regularly maintain student records. Teacher rarely communicates student progress information to relevant individuals within the community.</p>	<p>Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the community.</p>	<p>Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community. However, performance data may have minor flaws or be narrowly defined (e.g., test scores only)</p>	<p>Teacher maintains accurate and systematic student records. Teacher communicates student progress information - including both successes and challenges - to relevant individuals within a school community in a timely, accurate, and organized manner.</p>	<p>Teacher maintains accurate and systematic student records. Teacher communicates student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate, and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.</p>	
	1 Point	2 Points	3 Points	4 Points	5 Points	N/A
<p>Professional Collaboration & Communication PCC4 - Support of school, district and state curricula, policies and initiatives.</p>	<p>Teacher is unaware of - or does not support - school, district, or state initiatives. AND Teacher violates a district policy or rarely follows district curricula/pacing guide.</p>	<p>Teacher is unaware of - or does not support - school, district, or state initiatives. OR Teacher violates a district policy or rarely follows district curricula/pacing guide.</p>	<p>Teacher supports and has an understanding of school, district, and state initiatives. Teacher follow district policies and implements district curricula/pacing guide.</p>	<p>Teacher supports and has an understanding of school, district, and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole group needs without compromising an aligned curriculum.</p>	<p>Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district, and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.</p>	
	1 Point	2 Points	3 Points	4 Points	5 Points	N/A

Professional Collaboration & Communication PCC5 - Ethics and advocacy	Teachers professional role towards adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teachers professional role towards adults and students is ethical and professional and supports the learning for all students.	Teacher's professional role towards adults and students is friendly, ethical and professional and supports learning for all students including the historically underserved and minoritized.	Teacher's professional role towards adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved and minoritized. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role towards adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved and minoritized. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.	
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