

Teacher Evaluation Rubric with Effective Indicators and Look Fors for successful teacher classroom best practice

**Not meant to be an all-inclusive list- may vary by level and setting

Facilitate Learning-LOOK FORS

Utilizes effective teaching strategies and assessments that enhance student learning.

Indicator	Effective		Classroom Practices/ Implications
a. Communicates to students expectations for learning.	Clearly communicates learning targets so that students are able to articulate learning targets.		• A learning target is established at the beginning of instruction and continually and systematically revisited throughout the lesson • Teacher explicitly explains new vocabulary and academic vocabulary used in the target • The teacher explicitly links the Learning Target to DOL to close the lesson • The LT is posted in the classroom and Learning Management System and referred to consistently. • Learning targets are in student friendly language, may include pictures • Learning Targets match the daily instruction. • Students are able to articulate the learning target and relevance to their learning • Learning target should reflect the lesson's conceptual learning rather than activity or task • Learning tasks related to building mastery of the target (Blended Learning activities, labs, centers, Guided Reading groups) are present and engaging

Work completed by Evaluation Collaboration Committee: Spring 2021

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b. Models and facilitates higher-level thinking, problem solving, creativity, and flexibility.	Models strategies to promote higher-level thinking for students to interact with the rigorous and challenging content in a meaningful way that elicits thoughtful responses from students.		• Lesson planning indicates intentionality for including student critical thinking (i.e. flexible thinking, problem solving, different perspectives, student reflection, etc.) • Incorporates structures to allow for all students to have higher-level thinking opportunities (intentional modeling of expectations, sentence stems, visual representations, scaffolding questions, teacher think aloud,). Students use these structures to construct and deepen their thinking • Appropriate balance of teacher talk vs. student talk (students do most of the talking and thinking) • Implement reciprocal grouping or flexible groups of students and small group instruction as necessary • Activities allow students to demonstrate their learning in a variety of ways (including choice boards, choice within station rotation models, oral, written and artistic learning activities) with opportunity for explicit feedback • Questions encourage students to think with an open mind from different perspectives (ex, teacher creates an environment for solving math problems in different ways) • The teacher elicits thoughtful responses from students, and the teacher asks questions to further think rather than giving the answer • Teacher plans and facilitates student learning using higher levels of taxonomy (analysis, synthesis, application, evaluation level)
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			Problems and questions presented have real world relevance
c. Adapts instruction to meet the instructional needs of all students and provides students with opportunities to work in teams and develop leadership. <i>Change for 21-22? Recommend to go in indicator b.</i>	Consistently demonstrates appropriate and varied research based teaching strategies, lessons, and techniques that meet the needs of all students, supporting students to learn to greatest ability.		- The use of data and information from IEPs, ALPs, READ plans, Individualized Language Plans, 504s for lesson planning, to guide instruction and to create flexible student grouping is evident - The teacher adapts modalities based on student needs (lessons are auditory, visual and kinesthetic) and may vary in content, process and product - The teacher uses continuous/informal assessment to adapt instruction in the moment (i.e., teacher uses a verbal check for understanding to change grouping, provide additional explicit instruction or feedback) - The teacher utilizes verbal, visual scaffolds and manipulatives (i.e. graphic organizers, picture cues, counters etc.) - The teacher remediates and /or accelerates content to find the needs of the learner during the lesson and during independent work - The teacher presents instruction in a way that actively motivates and engages students - Teacher adapts the process, product and or content to meet the needs of all students
d. Uses a variety of formative and summative assessments to	Uses a variety of assessment data to modify instruction for all		The teacher consistently uses both formative (DOL) and summative assessments to monitor student progress and to inform instructional decision making and differentiation

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make instructional decisions.	students based on periodic data analysis.		• Teacher uses BT formative assessments. • Assessments are based on CDE standards/BT or other standards-based resources • The teacher aligns instruction with academic standards and student assessment results to close gaps between proficiency levels • Teacher groups students intentionally based on data • Progress monitoring is a consistent practice to inform instructional decisions • General ed teacher and SPED teacher plan for small group instruction when working using a push-in model • The teacher works with colleagues to analyze data and plan for instruction
e. Provides meaningful and constructive feedback to students.	Provides students with timely and meaningful feedback.		• Oral and written feedback is individualized, timely, explicit, evidence-based and provides opportunities for student growth and addresses quality of work • Feedback is related to the learning targets, objectives, and/or performance criteria • Feedback is provided in various manners (i.e. verbal, written, non-verbal, modeling/example) • Feedback offers opportunities for discussion that lead to revision, remediation, acceleration, or celebration
f. Teachers integrates and utilizes appropriate available	Technology is used to engage students in their		• Intentional integration of technology that meets the needs of all students in terms of being a tool for critical thinking,

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technology to engage students in authentic learning experiences.	learning experiences.		engagement, assessment is intentionally planned in lessons • The appropriate technology is used to meet the needs of all students and match the task • Students have the opportunity to consume, create and connect using technology • The teacher consistently uses technology to engage students • The teacher uses blending learning models (station rotation, flex, etc.) and components such as choice, voice and pace • The teacher uses an appropriate Learning Management system for grade level
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