

Teacher Professional Practice Rubric

Teacher Professional Practice - Domain 1: Planning and Preparation			
Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
1A. Plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles			
<ul style="list-style-type: none"> The teacher uses knowledge of individual students and trends across groups of students to plan instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles. Objectives are specific, measurable, aligned to standards, time bound, and appropriate for all students. 	<ul style="list-style-type: none"> The teacher plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles. Objectives are appropriate for all students. 	<ul style="list-style-type: none"> The teacher inconsistently plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles. Objectives may not be specific and/or appropriate for all students. 	<ul style="list-style-type: none"> The teacher does not or rarely plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles. Objectives are not identified or not specific and appropriate for all students.
			1A Score: _____
1B. Evaluates, selects, and accesses appropriate services, resources and curricular materials that facilitate student engagement with the curriculum			
<ul style="list-style-type: none"> The teacher uses knowledge of individual students and trends across groups of students to evaluate, select, and access a wide range of appropriate services (e.g., vision/hearing screening), resources (e.g., technology, guest speakers), and curricular materials (e.g., texts, manipulatives) that promotes student engagement with the curriculum. 	<ul style="list-style-type: none"> The teacher evaluates, selects, and accesses appropriate services (e.g., vision/hearing screening), resources (e.g., technology, guest speakers), and curricular materials (e.g., texts, manipulatives) that facilitate student engagement with the curriculum. 	<ul style="list-style-type: none"> The teacher inconsistently and/or at times inappropriately selects and accesses services (e.g., vision/hearing screening), resources (e.g., technology, guest speakers), and curricular materials (e.g., texts, manipulatives). 	<ul style="list-style-type: none"> The teacher does not or rarely evaluates, selects, and accesses appropriate services (e.g., vision/hearing screening), resources (e.g., technology, guest speakers), and curricular materials (e.g., texts, manipulatives).
			1B Score: _____



1C. Designs instruction that motivates students to connect to their learning by linking curriculum with prior knowledge, experience, and/or cultural contexts

• The teacher uses knowledge of individual students and trends across groups of students to link curriculum with prior knowledge, experience, and/or cultural contexts. For example, the teacher allows students to have choices in their learning, and/or students routinely ask questions that are meaningful to them.

• The teacher links curriculum with prior knowledge, experience, and/or cultural contexts. For example, the teacher allows students to have choices in their learning, and/or students ask questions that are meaningful to them.

• The teacher inconsistently and/or at times inappropriately links curriculum with prior knowledge, experience, and/or cultural contexts.

• The teacher does not or rarely links curriculum with prior knowledge, experience, and/or cultural contexts.

1C Score: _____

1D. Organizes and prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication

• The teacher uses knowledge of individual students and trends across groups of students to organize and prepare students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication (e.g., verbal, visual, kinesthetic) and roles (e.g., leader, reader, writer, speaker).

• The teacher organizes and prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication (e.g., verbal, visual, kinesthetic).

• The teacher inconsistently and/or at times ineffectively prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication (e.g., leader, reader, writer, speaker).

• The teacher does not or rarely prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication (e.g., leader, reader, writer, speaker).

1D Score: _____

DOMAIN 1 (PLANNING AND PREPARATION) TOTAL: _____

Possible sources of evidence for this domain:

- Observation records
- Lesson plans/unit plans
- Student work
- Student surveys
- Curricular materials
- Student data
- Other: _____



Teacher Professional Practice - Domain 2: Classroom Instruction

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
2A. Demonstrates a deep understanding of discipline/content			
<ul style="list-style-type: none"> The teacher communicates clear, concise, and accurate explanations. The teacher uses instructional materials and resources accurately to enhance student understanding of specific skills and concepts. The teacher engages students in a variety of explanations and multiple representations of concepts. The teacher represents and uses different viewpoints, theories, and methods of inquiry. 	<ul style="list-style-type: none"> The teacher provides clear, concise, and accurate explanations. The teacher uses appropriate instructional materials and resources to enhance student understanding of specific skills and concepts. The teacher engages students in a variety of explanations and multiple representations of concepts. 	<ul style="list-style-type: none"> The teacher provides accurate explanations that may not be clear and concise. The teacher uses instructional materials and resources that may not be appropriate for the grade level or content area. 	<ul style="list-style-type: none"> The teacher provides inaccurate explanations and uses inappropriate instructional materials and resources.
2A Score: _____			
2B. Uses questioning techniques that encourage critical thinking and problem solving			
<ul style="list-style-type: none"> The teacher strategically and intentionally uses questioning techniques such as exploration, testing hypotheses, open-ended questioning, and appropriate wait time. Students routinely raise or answer complex questions, generate their own knowledge and understanding, lead discussions, and solve problems. 	<ul style="list-style-type: none"> The teacher uses questioning techniques such as exploration, testing hypotheses, open-ended questioning, and appropriate wait time. Students raise or answer questions, generate their own knowledge and understanding, and solve problems. 	<ul style="list-style-type: none"> The teacher inconsistently uses and/or at times inappropriately uses techniques such as questioning, exploration, testing hypotheses, open-ended questioning, and appropriate wait time. Students struggle to raise or answer complex questions, generate their own knowledge and understanding, and solve problems. 	<ul style="list-style-type: none"> The teacher rarely and/or inappropriately uses techniques such as questioning, exploration, testing hypotheses, open-ended questioning, and appropriate wait time. Students do not or rarely raise or answer complex questions, generate their own knowledge and understanding, and solve problems.
2B Score: _____			



2C. Makes cross-content connections and creates interdisciplinary learning experiences

<ul style="list-style-type: none"> The teacher makes cross-content connections to a variety of content areas and creates interdisciplinary learning experiences. Students' access and transfer knowledge, understanding, and skills from other content area(s)/discipline(s) without prompting (e.g., using mathematical patterns to interpret poetry). 	<ul style="list-style-type: none"> The teacher makes cross-content connections and creates interdisciplinary learning experiences. Students' access and transfer knowledge, understanding, and skills from one content area/discipline to another (e.g., using mathematical patterns to interpret poetry). 	<ul style="list-style-type: none"> The teacher inconsistently and/or at times inappropriately attempts to make cross-content connections and create interdisciplinary learning experiences. Students struggle to access and transfer knowledge, understanding, and skills from one content area/discipline to another (e.g., using mathematical patterns to interpret poetry). 	<ul style="list-style-type: none"> The teacher does not or rarely attempts to make cross-content connections and create interdisciplinary learning experience, or does so inaccurately. Students do not or rarely access and transfer knowledge, understanding, and skills from one content area/discipline to another (e.g., using mathematical patterns to interpret poetry).
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2C Score: _____

2D. Implements instruction to ensure that students understand, are focused on, and accountable for the learning objectives

<ul style="list-style-type: none"> The teacher implements instruction that communicates a clear purpose for learning that is specific, measurable, and aligned to standards. The teacher continually monitors learning during instruction to maintain focus on learning objectives and adjusts instruction as needed. Students hold themselves accountable for achieving learning objectives. 	<ul style="list-style-type: none"> The teacher implements instruction that communicates a purpose for learning that is specific, measurable, and aligned to standards. The teacher monitors learning during instruction to maintain focus on learning objectives. Students are held accountable for achieving learning objectives. 	<ul style="list-style-type: none"> The teacher implements instruction that inconsistently communicates a purpose for learning. The teacher attempts to monitor learning during instruction. Students are not held accountable for achieving learning objectives. 	<ul style="list-style-type: none"> The teacher does not or rarely implements instruction that communicates a purpose for learning. The teacher does not or rarely monitors learning during instruction. Students are not held accountable for achieving learning objectives.
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2D Score: _____



2E. Uses multiple teaching and learning strategies to engage students

<ul style="list-style-type: none"> The teacher uses multiple teaching and learning strategies (e.g., identifying similarities/differences, cooperative learning, generating and testing hypotheses) that are aligned to learning objectives. Students are enthusiastically engaged in their learning (e.g., voluntarily responding to questions, participating in group activities, practicing new learning) and contribute to the classroom. 	<ul style="list-style-type: none"> The teacher uses multiple teaching and learning strategies (e.g., identifying similarities/differences, cooperative learning, generating and testing hypotheses) that are aligned to learning objectives. Students are engaged in their learning (e.g., voluntarily responding to questions, participating in group activities, practicing new learning). 	<ul style="list-style-type: none"> The teacher inconsistently and at times inappropriately uses multiple teaching and learning strategies (e.g., identifying similarities/differences, cooperative learning, generating and testing hypotheses). Students are inconsistently engaged in their learning (e.g., voluntarily responding to questions, participating in group activities, practicing new learning). 	<ul style="list-style-type: none"> The teacher rarely and/or inappropriately uses multiple teaching and learning strategies (e.g., identifying similarities/differences, cooperative learning, generating and testing hypotheses). Students are not engaged in learning.
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2E Score: _____

2F. Frequently checks for and responds to student understanding during instruction

<ul style="list-style-type: none"> The teacher frequently checks for understanding of group and individual students during instruction in a variety of ways. Information is used immediately to address misunderstandings and guide ongoing instruction. 	<ul style="list-style-type: none"> The teacher frequently checks for understanding of group or individual students during instruction and uses this information to address misunderstandings and guide ongoing instruction. 	<ul style="list-style-type: none"> The teacher inconsistently checks for understanding during instruction and/or unevenly addresses groups and individual students. Information may not be used to address misunderstandings or guide ongoing instruction. 	<ul style="list-style-type: none"> The teacher does not or rarely checks for understanding during instruction and does not use this information to address misunderstandings and guide ongoing instruction.
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2F Score: _____



2G. Uses and models effective communication

<ul style="list-style-type: none"> The teacher uses and models a wide variety of effective strategies and modes of communication during instruction (e.g., listening, restating ideas, verbal, nonverbal, technological) to maximize learning and appropriate student communication. The teacher seeks knowledge of and demonstrates sensitivity to the particular communication needs of all students. Students hold themselves and each other accountable for using effective communication skills. 	<ul style="list-style-type: none"> The teacher uses and models effective strategies and modes of communication during instruction (e.g., listening, restating ideas, verbal, nonverbal, technological) to support learning and encourage students to use appropriate communication. The teacher seeks knowledge of and demonstrates sensitivity to the particular communication needs of all students. Students are held accountable for using appropriate communication. 	<ul style="list-style-type: none"> The teacher inconsistently uses and models effective strategies and modes of communication during instruction (e.g., listening, restating ideas, verbal, nonverbal, technological). The teacher may not seek knowledge of and demonstrate sensitivity to the particular communication needs of all students. Students may not be held accountable for using appropriate communication. 	<ul style="list-style-type: none"> The teacher does not or rarely uses and models effective strategies and modes of communication during instruction (e.g., listening, restating ideas, verbal, nonverbal, technological) that support learning or encourage students to use appropriate communication. The teacher does not or rarely seeks knowledge of and demonstrates sensitivity to the particular communication needs of all students. Students are not held accountable for using appropriate communication.
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2G Score: _____

2H. Assumes different roles during instruction to accommodate content, purpose, and learner needs

<ul style="list-style-type: none"> The teacher anticipates the need for and assumes a wide variety of roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose. Specific roles are closely aligned to individual and group needs. 	<ul style="list-style-type: none"> The teacher assumes different roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose. Specific roles address learner needs. 	<ul style="list-style-type: none"> The teacher inconsistently and/or at times inappropriately assumes different roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose. Specific roles may not address learner needs. 	<ul style="list-style-type: none"> The teacher does not or rarely assumes various roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose. Specific roles do not or rarely address learner needs.
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2H Score: _____

DOMAIN 2 (CLASSROOM INSTRUCTION) TOTAL: _____

Possible sources of evidence for this domain:

- Observation records
- Feedback forms
- Other: _____
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Teacher Professional Practice - Domain 3: Classroom Environment

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
3A. Creates a productive learning environment that maximizes learning time, establishes procedures and expectations, and ensures access to learning materials			
<ul style="list-style-type: none"> Student down time is eliminated due to well-executed routines, procedures, and transitions. Instructional pacing is efficient, and students move from one task to the other independently, without prompting. Materials are well organized and easily accessible. 	<ul style="list-style-type: none"> There is little student down time due to well-executed routines, procedures, and transitions. Instructional pacing is efficient, and students move from one task to the other with some prompting. Materials are easily accessible. 	<ul style="list-style-type: none"> Noticeable time is wasted due to routines, procedures and transitions that may be unclear or poorly executed. Instructional pacing is inefficient, and students move from one task to the other only when prompted. Materials are somewhat accessible. 	<ul style="list-style-type: none"> Time is consistently wasted due to routines, procedures and transitions that may be very unclear, poorly executed or nonexistent. Instructional pacing is inefficient, and students frequently do not move from one task to the other, even when prompted. Materials are difficult to access.
3A Score: _____			
3B. Creates a safe learning community that respects individual differences, promotes positive social relationships, and allows students to comfortably take risks			
<ul style="list-style-type: none"> The teacher creates a safe learning environment by welcoming and interacting individually and respectfully with students. Students actively take risks. Students hold themselves accountable for interacting respectfully with their peers and teachers and appropriately share ideas and opinions. 	<ul style="list-style-type: none"> The teacher creates a safe learning environment by welcoming and interacting individually and respectfully with students. Students feel comfortable taking risks. Students are held accountable for interacting respectfully with their peers and teachers and appropriately share ideas and opinions. 	<ul style="list-style-type: none"> The teacher attempts to create a safe learning environment. Students do not appear comfortable taking risks, and negative social relationships and disrespectful interactions may occur. 	<ul style="list-style-type: none"> The teacher does not create a safe learning environment that respects individual differences, promotes positive social relationships or allows students to comfortably take risks. Students interact with their peers and teachers disrespectfully and do not appropriately share ideas and opinions.
3B Score: _____			



3C. Reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior

<ul style="list-style-type: none"> The teacher emphasizes and reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior. If misbehavior occurs, teacher responds effectively and appropriately for individual student(s), or no misbehavior occurs. 	<ul style="list-style-type: none"> The teacher reinforces positive behavior, redirects off-task behavior and de-escalates challenging behavior. Inappropriate and off-task behavior has a minimal impact on student learning. 	<ul style="list-style-type: none"> The teacher inconsistently and/or at times inappropriately reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior. Inappropriate and off-task behavior has a significant impact on the learning of the students in the class because off-task and challenging behavior goes unaddressed or is inappropriately addressed. 	<ul style="list-style-type: none"> The teacher does not or rarely reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior. Inappropriate and off-task behavior inhibits the learning of the students in the class because off-task and challenging behavior is unaddressed.
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3C Score: _____

3D. Clearly communicates high expectations for all students and guides students to assume responsibility for their learning

<ul style="list-style-type: none"> The teacher communicates high expectations for all students and guides students to assume responsibility for their learning. Students can clearly communicate class expectations (e.g., rules, procedures) and hold themselves responsible for their own learning. 	<ul style="list-style-type: none"> The teacher communicates high expectations for all students and guides students to assume responsibility for their learning. Students can communicate class expectations (e.g., rules, procedures) and are held responsible for their own learning. 	<ul style="list-style-type: none"> The teacher does not consistently communicate high expectations for all students and/or guide them to assume responsibility for their learning. Students may struggle to communicate class expectations or communicate them incorrectly and may not assume responsibility for their own learning. 	<ul style="list-style-type: none"> The teacher communicates inappropriate and/or low expectations for students. Students struggle or are unable to clearly communicate class expectations, and do not assume responsibility for their own learning.
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3D Score: _____

DOMAIN 3 (CLASSROOM ENVIRONMENT) TOTAL: _____

Possible sources of evidence for this domain:

- Observation records**
- Feedback forms**
- Other:** _____



Teacher Professional Practice - Domain 4: Assessment, Reflection and Improvement

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
4A. Uses a variety of formal and informal assessment strategies to monitor student progress, adjust instruction, and modify plans			
<ul style="list-style-type: none"> The teacher uses a variety of formal and informal assessment strategies that are aligned to learning objectives. Data is used by teacher and students to monitor progress, adjust instruction, and modify future instruction. 	<ul style="list-style-type: none"> The teacher uses a variety of formal and informal assessment strategies. Data is used by teacher to monitor progress, adjust instruction, and modify future instruction. 	<ul style="list-style-type: none"> The teacher uses a limited variety of formal or informal assessment strategies to monitor student progress. Data on student progress is inconsistently or at times inappropriately used to adjust and/or modify future instruction. 	<ul style="list-style-type: none"> The teacher does not use or rarely uses an assessment strategy to monitor student progress. Data on student progress is not used or rarely used to adjust and/or modify future instruction.
4A Score: _____			
4B. Provides students with feedback that is timely and high quality and teaches students to use feedback in their learning			
<ul style="list-style-type: none"> The teacher routinely provides students with feedback that is timely and high quality (specific and actionable) and teaches students to use feedback in their learning. Students independently incorporate feedback in their learning. 	<ul style="list-style-type: none"> The teacher provides students with feedback that is timely and high quality (specific and actionable) and teaches students to use feedback in their learning. Students use the feedback to revise work or improve learning. 	<ul style="list-style-type: none"> The teacher inconsistently provides students with feedback and/or has not effectively taught them to use feedback in their learning. Students struggle to use the feedback to revise work or improve learning. 	<ul style="list-style-type: none"> The teacher does not or rarely provides students with feedback. Students do not use or rarely use feedback to revise work or improve learning.
4B Score: _____			
4C. Engages students in self-assessment to help them set goals and become aware of their strengths and areas to develop			
<ul style="list-style-type: none"> The teacher designs self-assessments (e.g., compiling portfolios of work, self-evaluating projects, completing checklists) that are aligned to learning objectives to help students set goals and become aware of their strengths and areas to develop. Students independently reflect on a variety of skills and concepts and can clearly articulate personal goals, strengths, and areas to develop. 	<ul style="list-style-type: none"> The teacher engages students in self-assessment strategies (e.g., compiling portfolios of work, self-evaluating projects, completing checklists) to help them set goals and become aware of their strengths and areas to develop. Students reflect in multiple ways and can articulate personal goals, strengths, and areas to develop. 	<ul style="list-style-type: none"> The teacher inconsistently engages students in self-assessment (e.g., compiling portfolios of work, self-evaluating projects, completing checklists). Students inconsistently reflect on their learning and struggle to articulate goals, personal strengths, and areas to develop. 	<ul style="list-style-type: none"> The teacher does not or rarely engages students in self-assessment (e.g., compiling portfolios of work, self-evaluating projects, completing checklists). Students do not or rarely reflect on their learning and are unable to articulate personal goals, strengths, and areas to develop.
4C Score: _____			



4D. Solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues

<ul style="list-style-type: none"> The teacher regularly solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues. Information is routinely used to inform future instruction. 	<ul style="list-style-type: none"> The teacher solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues. Information is used to inform future instruction. 	<ul style="list-style-type: none"> The teacher inconsistently and/or at times inappropriately solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues. Information may not be used to inform future instruction. 	<ul style="list-style-type: none"> The teacher does not or rarely solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues to inform future instruction.
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4D Score: _____

4E. Maintains useful records of student work and performance and communicates student progress responsibly

<ul style="list-style-type: none"> The teacher maintains and uses highly organized records of student work and performance and communicates student progress responsibly. 	<ul style="list-style-type: none"> The teacher maintains useful records of student work and performance and communicates student progress responsibly. 	<ul style="list-style-type: none"> The teacher maintains inconsistent or incomplete records of student work and performance and may not communicate student progress responsibly. 	<ul style="list-style-type: none"> The teacher does not maintain records of student work, or records are not useful, and/or the teacher does not communicate student progress responsibly.
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4E Score: _____

DOMAIN 4 (ASSESSMENT, REFLECTION AND IMPROVEMENT) TOTAL: _____

Possible sources of evidence for this domain:

- | | |
|---|--|
| <input type="checkbox"/> Observation records | <input type="checkbox"/> Student work |
| <input type="checkbox"/> Assessments | <input type="checkbox"/> Relevant data |
| <input type="checkbox"/> Documentation of communications with parents, colleagues, and students | <input type="checkbox"/> Student records |
| <input type="checkbox"/> Professional development materials and reflections | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Journals | |

Teacher Professional Practice Rating: _____

Step 1: Add the scores for each competency to get a total score for each domain of the Teacher Professional Practice Rubric. (Domain totals are for informational/developmental purposes)

Step 2: Add the scores for each domain to get a total score for all competencies in the Teacher Professional Practice Rubric.

Step 3: Use the following bands of scores to arrive at a rating for the Teacher Professional Practice Rubric:

- Exemplary = 75 – 84
- Proficient = 54 – 74
- Emerging = 38 – 53
- Unsatisfactory = 21 – 37

