Temporary _____
1st Yr. Probationary _____
2nd Yr. Probationary _____
3rd Yr. Probationary _____
Contract _____

FALLS CITY SCHOOL DISTRICT

Teacher _____
Date _____

LICENSED EDUCATOR EVALUATION RUBRIC

LEGENDS—LICENSED EDUCATOR GROWTH, EVALUATION AND DEVELOPMENT
Developed by Salem-Keizer School District with support from the ChalkBoard

STANDARD 1:
OVERALL

DNM	DP	PR	E

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

	Does not Meet Standard (DNM)	Developing Proficiency Towards Standards (DP)	Proficient Relative to Standard (PR)	Exceeds Standards (E)
1.1 **Demonstrates an understanding of how children/adolescents learn and develop.**	Demonstrates minimal knowledge of student patterns of learning and development.	Demonstrates basic knowledge of student patterns of learning and development.	Demonstrates thorough knowledge of student patterns of learning and development.	Is a resource for colleagues in understanding and interpreting student patterns of learning and development.
1.2 **Designs and implements developmentally appropriate instruction.**	Many activities and assignments are not developmentally appropriate for students.	Some activities and assignments are developmentally appropriate for students.	Consistently implements activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that challenge each student at his/her developmental level.

Guiding Questions	Evidence Examples
How is student data used to modify instruction?	Analysis of pre- and post-assessment data
Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding?	Ongoing formative assessment data
Is there a demonstrated understanding of student development?	Provides developmentally appropriate instruction within their content area
	Uses flexible groupings based on on-going analysis of learning styles and developmental needs

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Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

	Does not Meet Standard (DNM)	Developing Proficiency Towards Standards (DP)	Proficient Relative to Standard (PR)	Exceeds Standards (E)
2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs.	Does not differentiate instruction according to students' learning differences or needs.	While not always effective, attempts to differentiate instruction according to students' learning differences or needs	Differentiates instruction according to students' learning differences or needs.	Anticipates individual students' learning needs by proactively designing differentiated instruction, and makes effective differentiation decisions while teaching.
2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.	Does not use strategies and tools to support student development of academic language proficiency	While not always effective, attempts to use strategies and tools to support student development of academic language proficiency.	Uses strategies and tools to support student development of academic language proficiency.	Cultivates student independence in the development of academic language

Guiding Questions	Evidence Examples
Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understandings or skills?	Documentation of instructional and testing accommodations and modifications for students
Is an understanding of students' needs and backgrounds demonstrated?	Anecdotal notes on student learning differences
Are high expectations for all students consistently communicated?	Records showing communication with students, parents, and specialists regarding student learning needs
Are tools of language development used to scaffold learning for diverse students?	Documentation of how students respond to varied teaching strategies

Standard 3: Learning Environments

DN M	DP	PR	E

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

	Does not Meet Standard (DNM)	Developing Proficiency Towards Standards (DP)	Proficient Relative to Standard (PR)	Exceeds Standards (E)
3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners	Ineffectively designs and manages the learning environment and/or instructional time, resulting in students failing to engage in learning.	While not always effective, designs and manages the learning environment and/ or instructional time to accommodate students' needs and involvement in learning.	Designs and manages the learning environment and instructional time to accommodate all students' needs and involvement in learning.	Proactively establishes systems in which both teacher and students manage the learning environment, transitions and instructional time to maximize active involvement in learning for all students.
3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.	Does not build a classroom community based upon shared values and expectations. At times fails to communicate with students in a fair and respectful manner.	While not always effective, attempts to build a classroom community based on shared values and expectations. Communicates with students in a fair and respectful manner.	Creates a positive classroom community based on shared values and expectations for respectful interactions with regard to race, culture, gender, sexual orientation, religion, socioeconomic status, and exceptionalities.	Collaborates with students to facilitate their self-reflection and ownership for ongoing improvement of the classroom community based upon respect, fairness, and the inherent value of all members.
3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.	Minimal standards of conduct and classroom systems are in place. Teacher either does not monitor student behavior or responds inconsistently.	Standards of conduct and classroom systems are in place; however, they are at times inconsistent or unclear. Teacher monitors student behavior and responds with moderate effectiveness.	Standards of conduct are clear; efficient systems are in place. Teacher monitors student behavior and responds effectively.	Standards of conduct and efficient systems encourage students to independently monitor their behavior and performance. Monitoring by teacher is subtle and preventive.

Guiding Questions	Evidence Examples
In what ways is the environment organized to engage students in learning?	Expectations that are developed collaboratively, posted, and referred to as needed
Is a behavior system in place which promotes a climate of respect and learning?	Groupings of students which are utilized for content discussions and teamwork
Are respect, safety, and value for differing perspectives and cultural backgrounds communicated through language, behavior, and the classroom environment?	Classroom organization, equipment, and materials are easily accessible and complement the instructional focus
Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year?	Documentation of modifications in the classroom environment to improve student success (e.g., visual schedules, cues for strategies/behavior)

Standard 4: Content Knowledge

DN M	DP	PR	E

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

	Does not Meet Standard (DNM)	Developing Proficiency Towards Standards (DP)	Proficient Relative to Standard (PR)	Exceeds Standards (E)
4.1 Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) s/he teaches.	Displays minimal content knowledge. Instructional practices indicate little awareness of learning progressions and such knowledge is incomplete or inaccurate.	Displays basic content knowledge. Instructional practices indicate some awareness of learning progressions, although such knowledge may be incomplete or inaccurate.	Displays thorough content knowledge. Instructional practices reflect understanding of learning progressions within the discipline.	Mastery of content knowledge and learning progressions allow flexible adjustments to address students at their current level of understanding to either remediate or deepen their understanding.
4.2 Integrates culturally relevant content (e.g. recognizing poverty and isolation) to build on learner's background knowledge.	Demonstrates inadequate knowledge of learners' cultural backgrounds and experiences and lacks ability to design learning experiences as a result.	Demonstrates limited knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences.	Designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences.	Designs learning experiences that integrate culturally relevant content for each student within the context of the curriculum.
4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.	Does not apply strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	While not always effective, attempts to apply strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline	Applies strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	Creates an interactive environment where students have opportunities and are encouraged to take the initiative to independently understand, question and analyze ideas from diverse perspectives within the discipline.

Guiding Questions	Evidence Examples
Are opportunities created to develop academic language as a part of the content instruction?	Use of varied questioning techniques and levels of questions
Is instruction connected to state content standards?	Providing diverse perspectives through a variety of resources (e.g., discussion, readings, guests, online sources)
Are multiple levels of questioning strategies used to engage students?	Presentation of content standards in ways which are clear and meaningful
Do students understand the purpose of lessons and value of the content area being taught?	Uses tools of language development to scaffold learning of academic language (ELD, GLAD, SIOP)

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	Does not Meet Standard (DNM)	Developing Proficiency Towards Standards (DP)	Proficient Relative to Standard (PR)	Exceeds Standards (E)
5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.	Does not design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	While not always effective, attempts to design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Designs learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Integrates interdisciplinary connections within curriculum, encouraging students to independently relate these connections to key concepts and underlying themes.
5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.	Does not encourage students' formation of independent ideas and creative approaches.	Applies strategies that may allow students to form independent ideas and creative approaches that are sometimes connected to relevant content.	Applies strategies that facilitate students' formation of independent ideas and creative approaches that are connected to relevant content.	Creates an environment that regularly encourages students' formation of independent ideas and creative approaches.

Guiding Questions	Evidence Examples
How is content made "real" to students as they reach the level of application?	Use of multiple activity formats which allow students to communicate critically and creatively in the content area (e.g., speeches, debates, written work)
Are students' literacy skills supported by instruction which allows them to access and demonstrate understanding of the content area?	Application of the Comprehensive Literacy Model and associated strategies to encourage literacy development across curriculum and ensure access to content
What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively?	Inquiry methods which are purposefully chosen to connect with real-world content application and involve other disciplines
Are activities used to allow students to demonstrate the ability to apply content?	

Standard 6: Assessment

STANDARD 6: OVERALL

DNM	DP	PR	E

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making.

	Does not Meet Standard (DNM)	Developing Proficiency Towards Standards (DP)	Proficient Relative to Standard (PR)	Exceeds Standards (E)
6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.	Assessments are not aligned with learning objectives and/ or do not enable students to demonstrate their learning.	Constructs and/or selects formative and summative assessments that sometimes do not align with learning objectives, and may use limited measures for learners to demonstrate what they know.	Constructs and/or selects formative and summative assessments that align with learning objectives and use multiple measures for learners to demonstrate what they know.	Constructs and/or selects assessments that clearly inform students of their progress and encourage them to take responsibility for their learning by showing an understanding of where they are and their next steps for learning.
6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.	Uses assessment solely as a means to determine a grade and/or does not examine assessment data independently or with colleagues to inform instructional decisions.	Documents, analyzes and interprets limited student assessment data independently and with colleagues, and/or assessment data is sometimes used to identify student learning needs.	Documents, analyzes & interprets a variety of student assessment data, independently & with colleagues, to inform instruction by identifying needs, trends, & patterns among individual learners & groups of students.	Documents, analyzes and interprets a variety of student assessment data, independently and with colleagues, resulting in a continuous feedback loop of effective assessment informing effective instruction.
6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.	Performance standards are not provided to students. Rarely provides models or guidance for students to improve the quality of their work.	Sometimes provides performance standards for student work and/or standards may lack specific expectations. Sometimes provides models and guides students in methods for improving their work.quality.	Provides explicit performance standards for student work. Provides models and guides students in methods for improving the quality of their work.	Models & facilitates processes to involve students in examining & assessing their work products, individually & collectively, using clearly defined performance standards. Provides specific descriptive feedback to individual learners.

Guiding Questions	Evidence Examples
Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study?	Data notebooks with formative and summative assessment results
Is assessment data reviewed, both individually and in collaboration with others (such as a team or PLC) to differentiate future instruction?	Work samples scored with team input to ensure inter-rater reliability
Do students receive timely and effective feedback to guides their academic progress?	Differentiation in analysis of student work with consideration of special needs of students
	Conferences with students to discuss academic goals and growth plans

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

	Does not Meet Standard (DNM)	**Developing Proficiency Towards Standards (DP)**	**Proficient Relative to Standard (PR)**	**Exceeds Standards (E)**
7.1 Designs learning experiences aligned to curriculum standards and student needs.	Demonstrates minimal evidence of planning aligned to content standards and student needs.	While not always effective, attempts to create short- and long-term plans that may be aligned to content standards. Attempts to integrate student learning needs, goals, and learning activities into plans.	Creates short- and long-term plans aligned to content standards. Plans integrate student learning needs, goals, and learning activities.	Plans reflect understanding of prerequisite relationship between content standards. Teacher is proactive in planning for student misconceptions and addressing them before proceeding.
7.2 Evaluates and adjusts plans based on student outcomes	Does not evaluate or customize instructional plans based upon student outcomes.	Sometimes customizes instructional plans based upon assessment data. Sometimes responds to student outcomes by tailoring instruction and strategies to assessed student needs.	Customizes instructional plans based upon ongoing assessment data. Responds to student outcomes by tailoring instruction and strategies to assessed student needs.	Anticipates & plans for a wide range of adaptations to lessons based on analysis of individual student outcomes. Engages students to identify instructional adjustments to meet learning needs.

Guiding Questions	**Evidence Examples**
Do planned lessons assist students in meeting learning goals and relevant standards of proficiency?	Notes from team meetings
Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs?	Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language
Is data from team meetings used to inform instructional plans?	Lesson plans which reflect accommodations for individual student needs:
Is student achievement data used to differentiate instruction?	Plans for units of study which support adjustment based upon observed student outcomes

Standard 7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

7.3 **Plans collaboratively with colleagues and/ or specialists to design instruction to meet unique learning needs.**	Does not access colleagues and/or specialists for collaborative planning, even when colleagues groups are available.	Consultation with colleagues and/or specialists sometimes influences the design of instruction to address unique learning needs, when colleagues groups are available.	Collaborates with colleagues and/or specialists to design instruction that addresses unique learning needs, when colleagues groups are available.	Anticipates unique student needs and collaborates with colleagues and/or specialists to proactively address them when colleagues groups are available. Seeks colleague groups outside the district.

Guiding Questions	Evidence Examples
Do planned lessons assist students in meeting learning goals and relevant standards of proficiency?	Notes from team meetings
Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs?	Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language
Is data from team meetings used to inform instructional plans?	Lesson plans which reflect accommodations for individual student needs
Is student achievement data used to differentiate instruction?	Plans for units of study which support adjustment based upon observed student outcomes

Standard 8: Instructional Strategies

DN M	DP	PR	E

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

	Does not Meet Standard (DNM)	Developing Proficiency Towards Standards (DP)	Proficient Relative to Standard (PR)	Exceeds Standards (E)
8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)	Uses only a teacher-directed instructional approach.	Beginning to integrate role variation, but relies primarily on direct instruction.	Varies role between instructor, facilitator, guide and audience. Considers learners' needs and instructional goals in determining appropriate instructional role.	Integrates a variety of roles for all members of the classroom community, so students become both teachers and learners.
8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.	Does not incorporate or ineffectively incorporates available media and technology in support of content and skill development.	Moderately effective at incorporating available media and technology and/ or support of content and skill development is not always clear.	Incorporates available media and technology that supports content and skill development.	Seeks out new and/or innovative ways to integrate available media and technology to support content and skill development.

Guiding Questions	Evidence Examples
Are varied roles used (at appropriate times) during the instructional process?	Work samples
Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction?	Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners)
Do students receive encouragement in applying various levels of questioning and problem-solving strategies?	Use of varied grouping strategies (e.g., individual, small group, and whole group):
Is collaboration in inquiry and problem-solving encouraged among students?	Observation of student engagement

	Does not Meet Standard (DNM)	Developing Proficiency Towards Standards (DP)	Proficient Relative to Standard (PR)	Exceeds Standards (E)
8.3 **Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.**	Rarely uses instructional strategies which provide opportunities for students to communicate.	Sometimes uses instructional strategies that provide opportunities for students to communicate. May not allow for a variety of methods for communicating to various audiences.	Uses instructional strategies that provide regular opportunities for students to develop and use a variety of methods for communicating to various audiences.	Uses instructional strategies to create an interactive environment where students independently select and use a variety of communication modes.
8.4 **Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.**	Does not use questioning strategies to stimulate discussion that enhances student learning.	While not always effective, attempts to use questioning strategies to stimulate discussion that enhances student learning.	Uses questioning strategies to stimulate discussion that enhances student learning.	Flexibly uses questioning strategies, based on in-the-moment analysis of student understanding, to stimulate discussion and move students forward in their learning.
8.5 **Engages all learners in developing higher order thinking skills and metacognitive processes.**	Does not use teaching strategies to develop higher order thinking skills or metacognitive processes.	Uses a limited number of strategies that are sometimes effective at developing higher order thinking skills & metacognitive processes for all learners.	Uses various strategies to engage all learners in developing higher order thinking skills and metacognitive processes.	Creates a classroom culture where students use higher order thinking skills and metacognitive processes, independently and with others, as a natural part of the learning process.

Guiding Questions	Evidence Examples
Are varied roles used (at appropriate times) during the instructional process?	Work samples
Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction?	Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners)
Do students receive encouragement in applying various levels of questioning and problem-solving strategies?	Use of varied grouping strategies (e.g., individual, small group, and whole group)
Is collaboration in inquiry and problem-solving encouraged among students?	Observation of student engagement

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

	Does not Meet Standard (DNM)	Developing Proficiency Towards Standards (DP)	Proficient Relative to Standard (PR)	Exceeds Standards (E)
9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others.
9.2 Uses multiple sources of evidence (e.g., student growth data, self- reflection tools, classroom observations) to self-assess professional practice.	Does not use evidence to self-assess professional practice.	Uses few sources of evidence to self-assess professional practice.	Uses multiple sources of evidence to self-assess professional practice.	Integrates experimentation, data analysis, and reflection into daily professional practice. Readily engages in collaborative efforts to reflect on professional practice.
9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.	Demonstrates inadequate knowledge of federal, state, and district regulations and policies.	Demonstrates limited understanding of federal, state, and district regulations and policies.	Demonstrates thorough understanding and fully complies with federal, state, and district regulations and policies.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities.

Guiding Questions	Evidence Examples
Are strengths and areas for growth identified during self-assessment?	Professional Growth Goals
Are student outcomes or performance data used during self-assessment?	Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals
Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth?	Active participation in team, school, PLC, and other meetings
Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements?	Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities

Standard 10: Leadership and Collaboration

DN M	DP	PR	E

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

	Does not Meet Standard (DNM)	Developing Proficiency Towards Standards (DP)	Proficient Relative to Standard (PR)	Exceeds Standards (E)
10.1 Takes an active role on the instructional team.	Rarely engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Sometimes engages in meetings and activities designed to plan curriculum, coordinate resources and solve problems.	Engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Initiates opportunities for staff collaboration to plan curriculum, coordinate resources, and solve problems, if opportunities are available.
10.2 Works collaboratively with students and families to support learner development and achievement.	Rarely invites interactive communication to support learner development and achievement.	Sometimes invites interactive communication with students and families. Shares information to support learner development and achievement.	Invites interactive communication with students and families to support learner development and achievement.	Uses interactive communication to foster a culture in which students know how to advocate for and articulate their learning needs in order to improve their achievement.
10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.	Does not cooperate with colleagues and/or does not implement effective practices in support of school and program goals.	Cooperates with colleagues in implementing effective practices in support of school and program goals.	Actively collaborates with colleagues in modeling and discussing effective practices in support of school and program goals.	Initiates collaboration, modeling, and reflective discussion of effective practices in support of school/program goals and advancement of the profession.

Guiding Questions	Evidence Examples
Is there evidence of collaborative work with team members and/or the entire school to advance student learning?	Documentation of communication with families on student needs
Are opportunities to lead in student learning and development sought?	Engagement in team and school meetings
Are students, families, and other community resources encouraged to collaborate and be involved in learner development?	Assumption of leadership roles at school, community (school-related), or district level
	Guiding and collaborating with peers in advancing school goals
	Modeling best practices or providing staff development for peers

My supervisor and I have discussed this performance indicator form. I realize that I may not agree with all comments. I do have the right to include my written response.

_____   _____
Employee Signature   *Date*   *Supervisor Signature*   *Date*