



## Category 2: Learning Environment

COMPONENT	UNSATISFACTORY 1	BASIC			PROFICIENT			DISTINGUISHED
		2	3	4	5	6	7	
Creating an Environment of Respect and Rapport	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between candidate and students, and among students.	Interactions, both between the candidate and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.			Civility and respect characterize interactions, between candidate and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.			Students play an important role in ensuring positive interactions among students. Relationships between candidate and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.
Establishing a Culture for Learning	Candidate displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work.	Candidate's attempt to create a culture for learning is only partially successful, with both candidate and students appear to be only "going through the motions." Candidate displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work.			The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both candidate and students, with students demonstrating pride in their work.			High levels of student energy and candidate passion for the subject create a culture for learning in which both students and candidate share a belief in the importance of the subject, and all students hold themselves to high standards of performance, initiating improvements to their work.
Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.			Little loss of instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which have been established and function smoothly.			Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no candidate monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the candidate has made an effort to establish standards of conduct for students. Candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior.			Standards of conduct appear to be clear to students, and the candidate monitors student behavior against those standards. Candidate response to student misbehavior is appropriate and respectful to students.			Standards of conduct are clear, with evidence of student participation in setting them. Candidate's monitoring of student behavior is subtle and preventive, and candidate's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is a significant mismatch between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the candidate's use of physical resources, including computer technology, is moderately effective. Candidate may attempt to modify the physical arrangement to suit learning activities, with partial success.			The classroom is safe, and learning is accessible to all students; candidate ensures that the physical arrangement supports the learning activities. Candidate makes effective use of physical resources, including computer technology.			The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

(Highlight all statements on this rubric where evidence was found to support the statements.)

### Summary of Progress in Category 2

### Category 3: Instruction

COMPONENT	UNSATISFACTORY	BASIC			PROFICIENT			DISTINGUISHED
	1	2	3	4	5	6	7	
Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Candidate's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; candidate's use of language contains no errors but may not be completely appropriate to students' cultures or levels of development.			Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development			Expectations for learning, directions and procedures, and explanations of content are clear to students. Candidate's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
Using Questioning and Discussion Techniques	Candidate's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the candidate's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Candidate attempts to engage all students in the discussion are only partially successful.			Most of the candidate's questions elicit a thoughtful response, and the candidate allows sufficient time for students to answer. All students participate in the discussion, with the candidate stepping aside when appropriate.			Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure the participation of all students in the discussion.
Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.			Students help ensure that the activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with opportunities for student reflection and closure.			Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the representation of content, the groupings, activities, and the materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by candidate or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by candidate and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.			Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by candidate and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.			Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and candidates, and high quality feedback to students from a variety of sources.
Demonstrating Flexibility and Responsiveness	Candidate adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and brushes aside student questions; when students experience difficulty, the candidate blames the students or their home environment.	Candidate attempts to modify the lesson when needed and to respond to student questions, with moderate success. Candidate seeks to ensure student success, but has only a limited repertoire of strategies to draw upon.			Candidate ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.			Candidate is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.

(Highlight all statements on this rubric where evidence was found to support the statements.)

### Summary of Progress in Category 3

## Category 4: Professionalism

COMPONENT	UNSATISFACTORY 1	BASIC			PROFICIENT			DISTINGUISHED
		2	3	4	5	6	7	
Reflecting on Teaching	Candidate does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Candidate provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Candidate makes only general suggestions as to how the lesson might be improved.	Candidate provides an accurate and objective description of the lesson, citing specific evidence. Candidate makes some specific suggestions as to how the lesson might be improved.				Candidate's reflection on the lesson is highly accurate and perceptive, and cites specific evidence. Candidate draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.	
Maintaining Accurate Records	Candidate's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Candidate's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Candidate's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.				Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful	
Communicating with Families	Candidate communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Candidate makes no attempt to engage families in the instructional program.	Candidate adheres to school procedures for communicating with families and makes an effort to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Candidate communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.				Candidate's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Candidate successfully engages families in the instructional program; as appropriate.	
Participating in a Professional Community	Candidate avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving,	Candidate becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Candidate participates actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.				Candidate makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role with colleagues.	
Growing and Developing Professionally	Candidate does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Candidate is resistant to feedback from supervisors or colleagues.	Candidate participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Candidate accepts, with some reluctance, feedback from supervisors and colleagues.	Candidate seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Candidate welcomes feedback from supervisors and colleagues.				Candidate actively pursues professional development opportunities, and makes a substantial contribution to the profession. In addition, candidate seeks out feedback from supervisors and colleagues.	
Showing Professionalism	Candidate has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Candidate fails to comply with school and district regulations and timelines.	Candidate is honest and well-intentioned in serving students and contributing to decisions in the school, but candidate's attempts to serve students are limited. Candidate complies minimally with school and district regulations, doing just enough to "get by."	Candidate displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Candidate complies fully with school and district regulations.				Candidate is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Candidate takes a leadership role in seeing that colleagues comply with school and district regulations.	
Demonstrating Positive Personal Habits	Is often late and/or tardy. Does not perform minimum required tasks. Clothing does not allow teacher to complete required duties without interference. Hygiene does not allow students and peers to work with teacher without being offended.	Teacher is regularly in attendance and seldom if ever tardy. Generally clothing is clean and allows teacher to perform required tasks without interference. Hygiene generally allows students and peers to work with teacher without being offended.	Shows dedication by working beyond basic requirements. Is absent only when necessary. Clothing is clean and neat and allows the teacher to perform required tasks without interference. Hygiene allows students and peers to work with teacher without being offended.					

(Highlight all statements on this rubric where evidence was found to support the statements.)

### Summary of Progress in Category 4