

## Teacher Rubric Examples of Evidence for Each Standard and Indicator

Indicator	Standard 1 -Curriculum, Planning and Assessment
<b>Standard 1 -A1</b> Subject Matter Knowledge	<ul style="list-style-type: none"> <li>-Examples of lessons or unit plans, and unit goals</li> <li>-Evidence of connection between lesson/unit plans and learning standards</li> <li>-Examples or explanations of resources used for the unit/lesson</li> <li>-Descriptions of activities used and how they align with standards</li> <li>-Descriptions of strategies used to construct a positive learning environment</li> <li>-Descriptions of strategies used to instruct students with diverse needs</li> <li>-Formative and summative assessments used</li> <li>-Syllabus</li> <li>-Samples of Content Enhancement (CE) Routines for Teachers, such as the Unit Organizer (UO), Course Organizer (CO), Frame, Content Mastery/Comparison, LINCing, etc.</li> <li>-Plan book, website or Wikispace</li> <li>-Field trips</li> </ul>
<b>Standard 1 -A2</b> Child and Adolescent Development	<ul style="list-style-type: none"> <li>-Examples of lessons or unit plans, and unit goals</li> <li>-Evidence of connection between lesson/unit plans and learning standards</li> <li>-Interest surveys of students</li> <li>-Parent surveys regarding the interests, strengths and weaknesses of their child</li> <li>-Examples or explanations of resources used for the unit/lesson</li> <li>-Descriptions of activities used and how they align with standards</li> <li>-Descriptions of strategies used to construct a positive learning environment</li> <li>-Descriptions of strategies used to instruct students with diverse needs</li> <li>-Formative and summative assessments used</li> <li>-Syllabus or samples of CE routines including UO or CO</li> <li>-Plan book</li> <li>-Classroom principles, rules or routines posted</li> <li>-Field trips</li> </ul>
<b>Standard 1 -A3</b> Rigorous Standards-Based Unit Design	<ul style="list-style-type: none"> <li>-Examples of lessons or unit plans, and unit goals</li> <li>-Evidence of connection between lesson/unit plans and learning standards</li> <li>-Examples or explanations of resources used for the unit/lesson</li> </ul>
<b>Standard 1 -A4</b> Well-Structured Lessons	<ul style="list-style-type: none"> <li>-Descriptions of activities used and how they align with standards</li> <li>-Descriptions of strategies used to construct a positive learning environment</li> <li>-Descriptions of strategies used to instruct students with diverse needs</li> <li>-Syllabus or samples of CE routines including UO, CO, Frame, Concept Mastery/Comparison, LINCing, etc.</li> <li>-Plan book, website or Wikispace</li> </ul>
<b>Standard 1 -B1</b> Variety of Assessment Methods	<ul style="list-style-type: none"> <li>-Interest surveys of students</li> <li>-Parent surveys regarding the interests, strengths and weaknesses of their child</li> <li>-Formative and summative assessments used to inform instruction, such as MCAS, ACCESS, Writing Benchmark, Stanford, etc.</li> </ul>
<b>Standard 1 -B2</b> Adjustment to Practice	
<b>Standard 1 -C1</b> Analysis and Conclusions	<ul style="list-style-type: none"> <li>-Interest surveys of students</li> <li>-Parent surveys regarding the interests, strengths and weaknesses of their child</li> <li>-Formative and summative assessments used</li> </ul>
<b>Standard 1 -C2</b> Sharing Conclusions with Colleagues	<ul style="list-style-type: none"> <li>-Agenda from meeting where conclusions were shared, or an email with description</li> <li>-Contributions to IEP and/or TEAM meeting, or other meeting about a student</li> </ul>

<p><b>Standard 1 -C3</b> Sharing Conclusions with Students</p>	<ul style="list-style-type: none"> <li>-Interest surveys of students</li> <li>-Parent surveys regarding the interests, strengths and weaknesses of their child</li> <li>-Formative and summative assessments used</li> <li>-Example of lesson/activity that provides feedback and engages conversation to improve student performance</li> <li>-iPass and email examples</li> <li>-Rubric with teacher comments providing specific feedback to students</li> </ul>
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Indicator	Standard 2 - Teaching All Students
<p><b>Standard 2 -A1</b> Quality of Effort and Work</p>	<ul style="list-style-type: none"> <li>-Examples of directions with rubrics and student work</li> <li>-Examples or explanations of culturally appropriate instructional materials</li> <li>-Descriptions of instructional strategies used and how they address student learning needs</li> <li>-Descriptions of strategies used to construct a culturally appropriate learning environment</li> </ul>
<p><b>Standard 2 -A2</b> Student Engagement</p>	<ul style="list-style-type: none"> <li>-Descriptions of strategies used to instruct students with diverse needs</li> <li>-Portfolio examples of different instruction</li> <li>-Classroom principles, rules or routines posted</li> </ul>
<p><b>Standard 2 -A3</b> Meeting Diverse Needs</p>	<ul style="list-style-type: none"> <li>-Activators and summarizers</li> </ul>
<p><b>Standard 2 -B1</b> Safe Learning Environment</p>	<ul style="list-style-type: none"> <li>-Examples of directions with rubrics and student work</li> <li>-Examples or explanations of culturally appropriate instructional materials</li> <li>-Descriptions of instructional strategies used and how they address student learning needs</li> <li>-Descriptions of strategies used to construct a culturally appropriate learning environment</li> <li>-Descriptions of strategies used to instruct students with diverse needs</li> <li>-Examples of syllabus, Course Organizer, or other artifact that outlines community principles</li> <li>-Description of routines and rituals, such as the CE Routines including UO, Frame, LINCing, etc.</li> <li>-Classroom principles, rules or routines posted</li> </ul>
<p><b>Standard 2 -B2</b> Collaborative Learning Environment</p>	<ul style="list-style-type: none"> <li>-Examples of directions with rubrics and student work</li> <li>-Descriptions of instructional strategies used and how they address student learning needs when working within a group</li> <li>-Descriptions of strategies used to instruct students with diverse needs</li> <li>-Classroom principles, rules or routines posted</li> </ul>
<p><b>Standard 2 -B3</b> Student Motivation</p>	<ul style="list-style-type: none"> <li>-Examples of directions with rubrics and student work</li> <li>-Examples or explanations culturally appropriate instructional materials</li> <li>-Descriptions of instructional strategies used and how they address student learning needs</li> </ul>
<p><b>Standard 2 -C1</b> Respects Differences</p>	<ul style="list-style-type: none"> <li>-Descriptions of strategies used to construct a culturally appropriate learning environment</li> <li>-Descriptions of strategies used to instruct students with diverse needs</li> <li>-Portfolio examples of different instruction</li> <li>-Classroom principles, rules or routines posted</li> </ul>
<p><b>Standard 2 -C2</b> Maintains Respectful Environment</p>	<ul style="list-style-type: none"> <li>-iPass discipline summary with description</li> <li>-Discipline write-up files/slips with description</li> <li>-Classroom principles, rules or routines posted</li> </ul>
<p><b>Standard 2 -D1</b> Clear Expectations</p>	<ul style="list-style-type: none"> <li>-Examples of directions with rubrics and student work</li> <li>-Examples or explanations culturally appropriate instructional materials</li> </ul>
<p><b>Standard 2 -D2</b> High Expectations</p>	<ul style="list-style-type: none"> <li>-Descriptions of instructional strategies used and how they address student learning needs</li> <li>-Descriptions of strategies used to construct a culturally appropriate learning environment</li> </ul>
<p><b>Standard 2 -D3</b> Access to Knowledge</p>	<ul style="list-style-type: none"> <li>-Descriptions of strategies used to instruct students with diverse needs</li> <li>-Portfolio examples of different instruction</li> </ul>

Indicator	Standard 3 – Family and Community Engagement
<b>Standard 3 -A1</b> Parent/Family Engagement	<ul style="list-style-type: none"> <li>-Examples of communication sent to the home AND from the home</li> <li>-Examples of culturally appropriate communications to the home</li> <li>-Examples of information sent to the home related to learning expectations</li> <li>-Examples of information sent to the home related to behavior expectations</li> <li>-Examples of assistance provided to parents to help with their children’s learning</li> <li>-Examples of problems presented by parents and solutions offered</li> <li>-Phone, email and meeting logs</li> <li>-Participation on committee/council</li> <li>-Contributions to IEP and Team meeting</li> <li>-Communications through iPass</li> <li>-Syllabus or Course Organizer</li> <li>-Open House communication &amp; description of why it was successful</li> <li>-Report cards and Progress Reports</li> <li>-Website or Wikispace</li> <li>-Inviting family on field trips</li> <li>-Sent work home for a particular student</li> <li>-Notes in agenda books</li> </ul>
<b>Standard 3 –B1</b> Learning Expectations	
<b>Standard 3 –B2</b> Curriculum Support	
<b>Standard 3 –C1</b> Two-Way communication	<ul style="list-style-type: none"> <li>-Examples of communication sent to the home AND from the home</li> <li>-Examples of information sent to the home related to learning expectations</li> <li>-Examples of problems presented by parents and solutions offered</li> <li>-Phone, email and meeting logs</li> <li>-Participation on committee/council</li> <li>-Contributions to IEP and Team meeting</li> </ul>
<b>Standard 3 –C2</b> Culturally Proficient Communication	

Indicator	Standard 4 – Professional Culture
<b>Standard 4 -A1</b> Reflective Practice	<ul style="list-style-type: none"> <li>-Examples of collaborative work with colleagues</li> <li>-Work products developed as a result of team work or professional development</li> <li>-Examples of suggestions made for school improvement</li> <li>-Evidence of completed paperwork, records, etc.</li> <li>-Collaboration with literacy specialist (see plan book or product)</li> <li>-Review Writing Benchmark and/or MCAS results to inform instruction</li> <li>-Department, Team, IEP, Faculty, PLC, etc. meeting notes and/or calendar</li> <li>-Curriculum developed</li> </ul>
<b>Standard 4 -A2</b> Goal Setting	<ul style="list-style-type: none"> <li>-See Self-Assessment document and Student Learning &amp; Professional Practice Goals</li> <li>-Examples of contributions or facilitation of professional development groups, such as notes, agenda, work products, etc.</li> </ul>
<b>Standard 4 –B1</b> Professional Learning and Growth	<ul style="list-style-type: none"> <li>-Examples of collaborative work with colleagues</li> <li>-Work products developed as a result of team work or professional development</li> <li>-Examples of suggestions made for school improvement</li> <li>-Evidence of completed paperwork, records, etc.</li> <li>-Collaboration with literacy specialist (see plan book or product)</li> <li>-Transcripts or syllabus from graduate coursework</li> <li>-Department, Team, IEP, Faculty, PLC, etc. meeting notes and/or calendar</li> <li>-Curriculum developed</li> </ul>
<b>Standard 4 – C1</b> Professional Collaboration	<ul style="list-style-type: none"> <li>-Examples of collaborative work with colleagues</li> <li>-Work products developed as a result of team work or professional development</li> <li>-Examples of suggestions made for school improvement</li> <li>-Evidence of completed paperwork, records, etc.</li> <li>-Collaboration with literacy specialist (see plan book or product)</li> <li>-Review Writing Benchmark and/or MCAS results to inform instruction</li> <li>-Sample lessons with prompts are given; students provided feedback and instruction adjusted</li> <li>-Senior Project rough drafts are critically reviewed; students provided feedback and instruction adjusted</li> <li>-Department, Team, IEP, Faculty, PLC, etc. meeting notes and/or calendar</li> <li>-Mentor record</li> </ul>
<b>Standard 4 – D1</b> Decision-Making	<ul style="list-style-type: none"> <li>-Examples of collaborative work with colleagues</li> <li>-Work products developed as a result of team work or professional development</li> <li>-Examples of suggestions made for school improvement</li> <li>-Evidence of completed paperwork, records, etc.</li> <li>-Participation on committee/council</li> <li>-Contributions at department, Team, Common Planning and other meetings</li> <li>-Department, Team, IEP, Faculty, PLC, etc. meeting notes and/or calendar</li> </ul>
<b>Standard 4 – E1</b> Shared Responsibility	<ul style="list-style-type: none"> <li>-iPass discipline summary with description</li> <li>-Discipline write-up files/slips with description</li> <li>-Contributions at department, Team, Common Planning and other meetings</li> <li>-Classroom Principles/Rules and/or Safety Procedures</li> <li>-Department, Team, IEP, Faculty, PLC, etc. meeting notes and/or calendar</li> </ul>
<b>Standard 4 –F1</b> Judgment	<ul style="list-style-type: none"> <li>-Administration of standardized assessments, such as MCAS, ACCESS, PSAT, etc.</li> </ul>
<b>Standard 4 –F2</b> Reliability & Responsibility	

