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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Standard 1 -Curriculum, Planning and Assessment</th>
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</table>
| **Standard 1-A1**<br>Subject Matter Knowledge | - Examples of lessons or unit plans, and unit goals  
- Evidence of connection between lesson/unit plans and learning standards  
- Examples or explanations of resources used for the unit/lesson  
- Descriptions of activities used and how they align with standards  
- Descriptions of strategies used to construct a positive learning environment  
- Descriptions of strategies used to instruct students with diverse needs  
- Formative and summative assessments used  
- Syllabus  
- Samples of Content Enhancement (CE) Routines for Teachers, such as the Unit Organizer (UO), Course Organizer (CO), Frame, Content Mastery/Comparison, LINCing, etc.  
- Plan book, website or Wikispace  
- Field trips |
| **Standard 1-A2**<br>Child and Adolescent Development | - Examples of lessons or unit plans, and unit goals  
- Evidence of connection between lesson/unit plans and learning standards  
- Interest surveys of students  
- Parent surveys regarding the interests, strengths and weaknesses of their child  
- Examples or explanations of resources used for the unit/lesson  
- Descriptions of activities used and how they align with standards  
- Descriptions of strategies used to construct a positive learning environment  
- Descriptions of strategies used to instruct students with diverse needs  
- Formative and summative assessments used  
- Syllabus or samples of CE routines including UO or CO  
- Plan book  
- Classroom principles, rules or routines posted  
- Field trips |
| **Standard 1-A3**<br>Rigorous Standards-Based Unit Design | - Examples of lessons or unit plans, and unit goals  
- Evidence of connection between lesson/unit plans and learning standards  
- Examples or explanations of resources used for the unit/lesson |
| **Standard 1-A4**<br>Well-Structured Lessons | - Descriptions of activities used and how they align with standards  
- Descriptions of strategies used to construct a positive learning environment  
- Descriptions of strategies used to instruct students with diverse needs  
- Syllabus or samples of CE routines including UO, CO, Frame, Concept Mastery/Comparison, LINCing, etc.  
- Plan book, website or Wikispace |
| **Standard 1-B1**<br>Variety of Assessment Methods | - Interest surveys of students  
- Parent surveys regarding the interests, strengths and weaknesses of their child  
- Formative and summative assessments used to inform instruction, such as MCAS, ACCESS, Writing Benchmark, Stanford, etc. |
| **Standard 1-B2**<br>Adjustment to Practice | - Interest surveys of students  
- Parent surveys regarding the interests, strengths and weaknesses of their child  
- Formative and summative assessments used |
| **Standard 1-C1**<br>Analysis and Conclusions | - Agenda from meeting where conclusions were shared, or an email with description  
- Contributions to IEP and/or TEAM meeting, or other meeting about a student |
| **Standard 1-C2**<br>Sharing Conclusions with Colleagues | - Agenda from meeting where conclusions were shared, or an email with description  
- Contributions to IEP and/or TEAM meeting, or other meeting about a student |
### Standard 1 - C3
**Sharing Conclusions with Students**
- Interest surveys of students
- Parent surveys regarding the interests, strengths and weaknesses of their child
- Formative and summative assessments used
- Example of lesson/activity that provides feedback and engages conversation to improve student performance
- iPass and email examples
- Rubric with teacher comments providing specific feedback to students

### Indicator | Standard 2 - Teaching All Students
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**Standard 2 - A1** | - Examples of directions with rubrics and student work
| Quality of Effort and Work | - Examples or explanations of culturally appropriate instructional materials
|  | - Descriptions of instructional strategies used and how they address student learning needs
|  | - Descriptions of strategies used to construct a culturally appropriate learning environment
|  | - Descriptions of strategies used to instruct students with diverse needs
|  | - Portfolio examples of different instruction
|  | - Classroom principles, rules or routines posted

**Standard 2 - A2** | - Examples of directions with rubrics and student work
| Student Engagement | - Examples or explanations of culturally appropriate instructional materials
|  | - Descriptions of instructional strategies used and how they address student learning needs
|  | - Descriptions of strategies used to construct a culturally appropriate learning environment
|  | - Descriptions of strategies used to instruct students with diverse needs
|  | - Examples of syllabus, Course Organizer, or other artifact that outlines community principles
|  | - Description of routines and rituals, such as the CE Routines including UO, Frame, LINCing, etc.
|  | - Classroom principles, rules or routines posted

**Standard 2 - A3** | - Activators and summarizers
| Meeting Diverse Needs | - Examples of directions with rubrics and student work
|  | - Examples or explanations of culturally appropriate instructional materials
|  | - Descriptions of instructional strategies used and how they address student learning needs
|  | - Descriptions of strategies used to construct a culturally appropriate learning environment
|  | - Descriptions of strategies used to instruct students with diverse needs
|  | - Portfolio examples of different instruction
|  | - Classroom principles, rules or routines posted

**Standard 2 - B1** | - Examples of directions with rubrics and student work
| Safe Learning Environment | - Examples or explanations of culturally appropriate instructional materials
|  | - Descriptions of instructional strategies used and how they address student learning needs
|  | - Descriptions of strategies used to construct a culturally appropriate learning environment
|  | - Descriptions of strategies used to instruct students with diverse needs
|  | - Examples of syllabus, Course Organizer, or other artifact that outlines community principles
|  | - Description of routines and rituals, such as the CE Routines including UO, Frame, LINCing, etc.
|  | - Classroom principles, rules or routines posted

**Standard 2 - B2** | - Examples of directions with rubrics and student work
| Collaborative Learning Environment | - Examples or explanations of culturally appropriate instructional materials
|  | - Descriptions of instructional strategies used and how they address student learning needs when working within a group
|  | - Descriptions of strategies used to construct a culturally appropriate learning environment
|  | - Descriptions of strategies used to instruct students with diverse needs
|  | - Classroom principles, rules or routines posted

**Standard 2 - B3** | - Examples of directions with rubrics and student work
| Student Motivation | - Examples or explanations of culturally appropriate instructional materials
|  | - Descriptions of instructional strategies used and how they address student learning needs
|  | - Descriptions of strategies used to construct a culturally appropriate learning environment
|  | - Descriptions of strategies used to instruct students with diverse needs
|  | - Portfolio examples of different instruction
|  | - Classroom principles, rules or routines posted

**Standard 2 - C1** | - iPass discipline summary with description
| Respects Differences | - Discipline write-up files/slips with description
|  | - Classroom principles, rules or routines posted

**Standard 2 - C2** | - Examples of directions with rubrics and student work
| Maintains Respectful Environment | - Examples or explanations of culturally appropriate instructional materials
|  | - Descriptions of instructional strategies used and how they address student learning needs
|  | - Descriptions of strategies used to construct a culturally appropriate learning environment
|  | - Descriptions of strategies used to instruct students with diverse needs
|  | - Portfolio examples of different instruction
|  | - Classroom principles, rules or routines posted

**Standard 2 - D1** | - Examples of directions with rubrics and student work
| Clear Expectations | - Examples or explanations of culturally appropriate instructional materials
|  | - Descriptions of instructional strategies used and how they address student learning needs
|  | - Descriptions of strategies used to construct a culturally appropriate learning environment
|  | - Descriptions of strategies used to instruct students with diverse needs
|  | - Portfolio examples of different instruction

**Standard 2 - D2** | - Examples of directions with rubrics and student work
| High Expectations | - Examples or explanations of culturally appropriate instructional materials
|  | - Descriptions of instructional strategies used and how they address student learning needs
|  | - Descriptions of strategies used to construct a culturally appropriate learning environment
|  | - Descriptions of strategies used to instruct students with diverse needs
|  | - Portfolio examples of different instruction

**Standard 2 - D3** | - Examples of directions with rubrics and student work
| Access to Knowledge | - Examples or explanations of culturally appropriate instructional materials
|  | - Descriptions of instructional strategies used and how they address student learning needs
|  | - Descriptions of strategies used to construct a culturally appropriate learning environment
|  | - Descriptions of strategies used to instruct students with diverse needs
|  | - Portfolio examples of different instruction
## Standard 3 – Family and Community Engagement

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<th>Indicator</th>
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| **Standard 3 -A1** Parent/Family Engagement | - Examples of communication sent to the home AND from the home  
- Examples of culturally appropriate communications to the home  
- Examples of information sent to the home related to learning expectations |
| **Standard 3 –B1** Learning Expectations | - Examples of information sent to the home related to behavior expectations  
- Examples of assistance provided to parents to help with their children’s learning |
| **Standard 3 –B2** Curriculum Support | - Examples of problems presented by parents and solutions offered  
- Phone, email and meeting logs  
- Participation on committee/council  
- Contributions to IEP and Team meeting  
- Communications through iPass  
- Syllabus or Course Organizer  
- Open House communication & description of why it was successful  
- Report cards and Progress Reports  
- Website or Wikispace  
- Inviting family on field trips  
- Sent work home for a particular student  
- Notes in agenda books |
| **Standard 3 –C1** Two-Way communication | - Examples of communication sent to the home AND from the home  
- Examples of information sent to the home related to learning expectations  
- Examples of problems presented by parents and solutions offered |
| **Standard 3 –C2** Culturally Proficient Communication | - Phone, email and meeting logs  
- Participation on committee/council  
- Contributions to IEP and Team meeting |
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<tr>
<th>Indicator</th>
<th>Standard 4 – Professional Culture</th>
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<tbody>
<tr>
<td><strong>Standard 4 -A1</strong></td>
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| Reflective Practice       | - Examples of collaborative work with colleagues  
|                           | - Work products developed as a result of team work or professional development  
|                           | - Examples of suggestions made for school improvement  
|                           | - Evidence of completed paperwork, records, etc.  
|                           | - Collaboration with literacy specialist (see plan book or product)  
|                           | - Review Writing Benchmark and/or MCAS results to inform instruction  
|                           | - Department, Team, IEP, Faculty, PLC, etc. meeting notes and/or calendar  
|                           | - Curriculum developed  
| **Standard 4 -A2**        |                                    |
| Goal Setting              | - See Self-Assessment document and Student Learning & Professional Practice Goals  
|                           | - Examples of contributions or facilitation of professional development groups, such as notes, agenda, work products, etc.  
| **Standard 4 –B1**        |                                    |
| Professional Learning and Growth | - Examples of collaborative work with colleagues  
|                           | - Work products developed as a result of team work or professional development  
|                           | - Examples of suggestions made for school improvement  
|                           | - Evidence of completed paperwork, records, etc.  
|                           | - Collaboration with literacy specialist (see plan book or product)  
|                           | - Transcripts or syllabus from graduate coursework  
|                           | - Department, Team, IEP, Faculty, PLC, etc. meeting notes and/or calendar  
|                           | - Curriculum developed  
| **Standard 4 – C1**       |                                    |
| Professional Collaboration | - Examples of collaborative work with colleagues  
|                           | - Work products developed as a result of team work or professional development  
|                           | - Examples of suggestions made for school improvement  
|                           | - Evidence of completed paperwork, records, etc.  
|                           | - Collaboration with literacy specialist (see plan book or product)  
|                           | - Sample lessons with prompts are given; students provided feedback and instruction adjusted  
|                           | - Senior Project rough drafts are critically reviewed; students provided feedback and instruction adjusted  
|                           | - Department, Team, IEP, Faculty, PLC, etc. meeting notes and/or calendar  
|                           | - Mentor record  
| **Standard 4 – D1**       |                                    |
| Decision-Making           | - Examples of collaborative work with colleagues  
|                           | - Work products developed as a result of team work or professional development  
|                           | - Examples of suggestions made for school improvement  
|                           | - Evidence of completed paperwork, records, etc.  
|                           | - Participation on committee/council  
|                           | - Contributions at department, Team, Common Planning and other meetings  
|                           | - Department, Team, IEP, Faculty, PLC, etc. meeting notes and/or calendar  
| **Standard 4 – E1**       |                                    |
| Shared Responsibility     | - iPass discipline summary with description  
|                           | - Discipline write-up files/slips with description  
|                           | - Contributions at department, Team, Common Planning and other meetings  
|                           | - Classroom Principles/Rules and/or Safety Procedures  
|                           | - Department, Team, IEP, Faculty, PLC, etc. meeting notes and/or calendar  
| **Standard 4 – F1**       |                                    |
| Judgment                  | - Administration of standardized assessments, such as MCAS, ACCESS, PSAT, etc.  
| **Standard 4 – F2**       |                                    |
| Reliability & Responsibility |                                    |