

Professional Growth Rubrics Teacher

The professional growth rubrics are organized around seven areas of a teacher's job performance. These seven areas are:

- I. Planning and Preparing for Learning**
- II. Delivery of Instruction**
- III. Building Relationships with Students**
- IV. Classroom Management**
- V. Monitoring, Assessment, and Follow-up**
- VI. Family and Community Outreach**
- VII. Professional Responsibilities**
- VIII. Student Learning Objective**

The professional growth rubrics are designed to give teachers an assessment of where they stand in all performance areas with detailed guidance on what is expected to improve. To have enough knowledge to make decisions regarding the rubric areas, principals must observe teachers in their classrooms frequently throughout the year. It is best used with regular, unannounced mini-observations followed by conversations between the principal and the teacher as areas of the rubric are observed.

There are four levels of the teacher professional growth rubrics. The *Proficient* level describes solid professional performance. This level is the expected level of performance for teachers. The *Distinguished* level is reserved for truly outstanding teaching as described by the very demanding criteria of the area. This level may have relatively few scores. The *Professional Support Needed* level indicates that performance has deficiencies and teachers and principals should not be content with scores at this level. Performance at the *Does Not Meet Standard* level is unacceptable and needs to be remediated immediately.

The professional growth summary conference between the principal and the teacher can be greatly enhanced when each fills out the rubrics in advance (using the highlighter approach below). Once each has filled out the rubrics, they should meet and compare scores one page at a time. The principal has the final say, but the discussion should aim for consensus based on evidence of the fairest score for each criterion. Principals cannot know everything about all rubric areas and must approach this with some humility while teachers must be open to feedback from someone with an outside perspective.

Using the highlighter approach, it is important to consider each of the nine criteria individually. Then, the teacher and principal move up and down the four levels (reading the descriptions for items at Distinguished, Proficient, Professional Support Needed, and Does Not Meet Standards level). Each finds the specific descriptor level that best describes the performances, and highlights the line. This creates a graphic display of overall performance, areas for commendation, and areas that need work. The back page will be completed together and put into the employee's file. The back page of the rubric will be completed together and put into the employee's file

It is important that the principals help teachers to continue to grow in their positions by giving candid, evidence-based feedback, and follow-up support. It is also important that teachers score themselves candidly

and honestly. Working together can bring about professional growth and ultimately impact student achievement

I. Planning and Preparing for Learning

The teacher:

4 – Distinguished

- a. Demonstrates broad knowledge of subject area.
- b. Displays extensive knowledge of appropriate characteristics of child development.
- c. Plans curriculum for the year that is directly aligned with the state standards and assessments.
- d. Designs lessons with clear measurable objectives aligned with the grade level standards mapped out throughout the course.
- e. Designs highly relevant lessons that will motivate all students and engage them in active learning.
- f. Utilizes diagnostic, formative, and summative assessments to closely monitor and direct instructional planning.
- g. Designs lessons involving an appropriate mix of high quality materials and a wide range of teaching tools.
- h. Designs lessons that simplify complex tasks and addresses all learning needs, styles and interests.
- i. Utilizes the room arrangement, materials, and displays to maximize student learning of all materials.

3 – Proficient

- a. Knows the subject matter well.
- b. Demonstrates an understanding of appropriate child development characteristics.
- c. Plans the year for students to meet standards and prepare for assessments.
- d. Designs lessons based on measurable objectives aligned with unit goals meeting the content standards.
- e. Designs lessons that are relevant, motivating, and likely to engage students in active learning.
- f. Uses formative and summative assessments to measure student learning and guide instruction.
- g. Designs lessons that use an effective mix of materials and various teaching strategies.
- h. Designs lessons that break down complex tasks and target diverse learning needs, styles, and interests.
- i. Organizes classroom furniture, materials, and displays to support unit and lesson goals.

2 – Professional Support Needed

- a. Is somewhat familiar with the content area.
- b. Has a narrow understanding of how students develop and learn.
- c. Has done some thinking of the curriculum and assessments for the year.
- d. Designs lessons with an objective, but objective is not aligned with unit goals and standards.
- e. Designs lessons that mainly address the middle of the class and do not promote active learning.
- f. Drafts tests as instruction proceeds; does not utilize assessments to guide instruction.
- g. Plans lessons that involve a mixture of good and mediocre learning materials and instructional strategies.
- h. Plans lessons with some thought as to how to accommodate students' needs.
- i. The room is organized for general learning only with little thought regarding displays to support units and lessons.

1 – Does Not Meet Standard

- a. Has little to no knowledge of the content area, how students learn, and few ideas to teach it.
- b. Has little familiarity with how students develop and learn.
- c. Plans lesson by lesson with little consideration of the standards or overall curriculum goals.
- d. The lesson has no evident objective stated verbally or in writing.
- e. Plans lessons with very little likelihood of motivating or involving students; aims at covering tests.
- f. Spends no time in creating tests that measure student learning; does not use assessment data in lesson planning.
- g. Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
- h. Plans lessons aimed at the “middle” of the class only.
- i. Room arrangement is awkward; materials are hard to access; wall displays are lacking.

Overall rating: ___ Comments:

II. Delivery of Instruction

The teacher:

4 - Distinguished

- a. Indicates to students exactly what is expected by posting essential questions, goals, or objectives.
- b. Captures students' interest by making connections to prior readings, knowledge, and experience.
- c. Presents material clearly and explicitly, makes connections, and uses vivid and appropriate language.
- d. Orchestrates highly effective teaching and learning strategies, materials, and groupings to engage and motivate students.
- e. Engages all students in focused work in which they are active learners and problem-solvers.
- f. Uses higher level questioning techniques that encourage students' answers beyond the recall or rote level.
- g. Consistently and continuously gives reinforcement and encouragement while delivering instruction.
- h. Meets the learning needs and styles of all students by differentiating, scaffolding, and modifying when necessary.
- i. Has students summarize and internalize what they learn and apply it to real-life situations.

3 – Proficient

- a. Frequently gives students a clear sense of purpose by posting the lesson's objectives.
- b. Activates students' prior knowledge and hooks their interest in each unit and lesson.
- c. Uses clear explanations, appropriate language, and good examples to present material.
- d. Orchestrates effective teaching and learning strategies, materials, and classroom groupings to foster student learning.
- e. Encourages all students to actively think about, discuss and use the ideas and skills being taught.
- f. Uses some upper level questioning that encourages students' answers beyond the recall or rote level.
- g. Occasionally gives reinforcement and encouragement while delivering instruction.
- h. Differentiates instruction to accommodate students' learning needs.
- i. Has students summarize what they have learned and apply it in different contexts.

2 – Professional Support Needed

- a. Tells students the main learning objectives of each lesson.
- b. Tries to make the subject interesting and relate it to things students already know.
- c. Uses language and explanations that are sometimes fuzzy, confusing or inappropriate.
- d. Uses a limited range of classroom teaching and learning strategies, materials, and groupings with minimal success.
- e. Attempts to get students actively involved, but many students are disengaged.
- f. Limits questions to mostly rote and recall.
- g. Rarely gives reinforcement and encouragement while delivering instruction.
- h. Attempts to accommodate students' needs, with limited success.
- i. Asks students to think about real-life applications for what they are studying.

1 – Does Not Meet Standards

- a. Begins lessons without giving students a sense of where instruction is headed.
- b. Does not engage most students' interest or make connection to their lives.
- c. Often presents material in a confusing way, using language that is inappropriate.
- d. Uses only one or two teaching strategies or types of materials and doesn't reach most students.
- e. Mostly lectures to passive students or has them plod through textbooks and worksheets.
- f. Fails to question students.
- g. Fails to give reinforcement and encouragement while delivering instruction.
- h. Fails to provide for differentiated instruction for students' needs.
- i. Moves on at the end of each lesson and/or unit without talking about real-life situations or contexts.

Overall rating: ___ Comments:

III. Building Relationships with Students

The teacher:

4 – Distinguished

- a. Demonstrates genuine caring and respect for individual students.
- b. Is readily available to students before, during and after school.
- c. Shows great sensitivity and respect for students’ cultures, values, and beliefs.
- d. Creates a classroom environment that nurtures positive relationships.
- e. Consistently smiles and uses a friendly tone of voice.
- f. Consistently seeks student input.
- g. Builds a comfort level that encourages students to take risks.
- h. Encourages students choices in instructional activities.
- i. Consistently uses effective praise to reinforce success.

3 – Proficient

- a. Is friendly and demonstrates general warmth, caring, and respect.
- b. Is usually available to students before, during, and after school.
- c. Shows respect for students’ cultures, values, and beliefs.
- d. Creates a classroom environment that develops positive relationships.
- e. Smiles and uses a friendly tone of voice.
- f. Seeks student input.
- g. Builds a comfort level that allows students to take risks.
- h. Allows students choices in instructional activities.
- i. Uses effective praise to reinforce success.

2 – Professional Support Needed

- a. Is generally warm and caring, but may reflect occasional inconsistencies, favoritism, or disregard for students.
- b. Is sometimes available to students before, during, and after school.
- c. Tries to be sensitive to students’ cultures, values, and beliefs, but sometimes fails.
- d. Appears unconcerned about creating a classroom environment that nurtures positive relationships.
- e. Occasionally smiles and may use monotone voice.
- f. Rarely seeks student input.
- g. Seldom builds a comfort level that allows students to take risks.
- h. Seldom allows students choices in instructional activities.
- i. Seldom uses effective praises to reinforce success.

1 – Does Not Meet Standard

- a. Interacts negatively, sarcastically, or inappropriately with students.
- b. Is not available to students before, during, and after school.
- c. Is often insensitive to students’ cultures, values, and beliefs.
- d. Creates a classroom environment that is negative or threatening.
- e. Does not smile; uses a sarcastic tone of voice.
- f. Does not seek student input.
- g. Does not build a comfort level that allows students to take risks.
- h. Does not allow students choices in instructional activities.
- i. Does not use effective praise to reinforce success.

Overall rating:___ Comments:

IV. Classroom Management

The teacher:

4 – Distinguished

- a. Sets significant and challenging expectations for students; communicates confidence in students' abilities to meet the expectations.
- b. Finds ways to integrate and reinforce social skills throughout the day that successfully develop positive interactions among students
- c. Motivates students and creates a sense of urgency for classroom performance by utilizing effective praise and specific feedback.
- d. Has a highly effective discipline repertoire and is very responsive to student needs.
- e. Is keenly aware of student behavior; consistently responds to student misbehaviors with effective interactions.
- f. Uses instructional time effectively to maximize student engagement and achievement.
- g. Establishes efficient pacing and seamless transitions resulting in minimal loss of instructional time.
- h. Creates and implements effective classroom procedures and routines that maximize instructional time.
- i. Creates an engaging, safe, and efficiently organized environment to maximize learning opportunities.

3 – Proficient

- a. Clearly and consistently communicates, models, and enforces high expectations for students.
- b. Teaches appropriate social skills and fosters positive interactions among students.
- c. Motivates and encourages students utilizing effective praise and positive feedback.
- d. Has an effective discipline repertoire and is responsive to student needs.
- e. Monitors student behavior and responds to misbehaviors with appropriate interactions.
- f. Teacher makes adequate use of time available; students are consistently engaged.
- g. Demonstrates successful use of instructional pacing and transitions with little loss of instruction time.
- h. Develops and implements effective classroom procedures and routines.
- i. Creates a safe and organized learning environment designed to stimulate students.

2 – Professional Support Needed

- a. Expectations are somewhat clear to students; teacher attempts to respond to student behavior with inconsistent results.
- b. Often lectures students about the need for good behavior but may reflect occasional inconsistencies or favoritism.
- c. Relies on extrinsic rewards and general praise in an attempt to get students to cooperate or comply.
- d. Has a limited disciplinary repertoire; may overlook student behaviors.
- e. Makes an effort to respond to student misbehaviors, but interactions with students are hit or miss.
- f. Students are frequently off task or not engaged in the instructional process.
- g. Poor pacing and transitions may result in loss of instructional time.
- h. Some routines and procedure are in place, but instructional time is often lost.
- i. Has adequate organization and provides a somewhat safe learning environment; classroom environment is bland.

1 – Does Not Meet Standard

- a. Appears to have no standards of conduct in the classroom.
- b. Interactions with students are negative, sarcastic, or humiliating.
- c. Makes little or no attempt to motivate students; students demonstrate a lack of compliance.
- d. Does not appear to have a discipline repertoire; teacher is unresponsive to student behaviors.
- e. Does not respond to student misbehaviors or responds to misbehaviors inconsistently or inappropriately.
- f. Does not use instructional time effectively resulting in off-task behavior or poor student achievement.
- g. Loses much time during instruction due to poor pacing and ineffective transitions.
- h. Has few classroom routines and procedures visible and apparent; much instructional time is lost.
- i. Has an unorganized classroom; classroom seems uninviting or may be unsafe.

Overall rating:___ Comments:

V. Monitoring, Assessment, and Follow-Up

The teacher:

4 – Distinguished

- a. Frequently provides clear criteria for proficient work including rubrics and examples.
- b. Uses a variety of assessments to immediately and continuously pretest, diagnose, and monitor growth.
- c. Continuously checks for understanding, unscrambles confusion, and gives specific, helpful feedback.
- d. Continuously follows up with struggling students; gives time and support to reach proficiency.
- e. Constantly reflects on effective teaching and works every day to improve.
- f. Analyzes assessment data to draw conclusions; collaborates with colleagues on successful teaching/testing strategies.
- g. Regularly and promptly records and shares grades for students and parents to see.
- h. Assigns highly engaging homework, gets 100% return, and provides rich feedback.
- i. Has students set ambitious goals, self-assess and self-monitor, and take responsibility for their progress.

3 – Proficient

- a. Usually provides clear criteria for proficiency, including rubrics and examples of student work.
- b. Uses a variety of assessments to diagnose and monitor student growth.
- c. Frequently checks for understanding and gives students helpful feedback.
- d. Takes responsibility for students who are not succeeding and gives them extra help to reach proficiency.
- e. Reflects on the effectiveness of lessons and units and works to improve them.
- f. Draws conclusions on teaching strategies and periodically consults with colleagues.
- g. Records grades in a timely manner for students and parents to see.
- h. Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.
- i. Has students set goals, self-assess and knows where they stand academically at all times.

2 – Professional Support Needed

- a. Tells students some of the qualities that their finished work should exhibit, but lacks examples of student work.
- b. Uses tests with a few question types, but assessments lack variety.
- c. Asks questions to see if students understand but lacks frequent quality feedback.
- d. Offers students who fail some additional time to study and do re-takes but rarely re-teaches or offers extra help.
- e. Thinks about what might have been done better at the end of a teaching unit or semester, but doesn't make changes.
- f. Infrequently analyzes test data or consults with colleagues.
- g. Infrequently records grades for students and parents to see.
- h. Assigns homework and urges parents to get their children to complete it without holding student accountable.
- i. Urges students to set goals but does not follow up to help students manage them.

1 – Does Not Meet Standard

- a. Expects student to know or figure out what it takes to produce a quality product.
- b. Uses only tests with one type of question to assess student learning.
- c. Rarely checks with students to see if they understand.
- d. Provides no follow-up with students who fail and the class moves on.
- e. Refuses or seems unable to modify approach, if a teaching unit or lesson does not go well.
- f. Fails to analyze test data or consult with colleagues.
- g. Records grades for students to see only at midterms and end of quarter.
- h. Assigns homework but is resigned to the fact that many students will not turn it in.
- i. Does not help students set and manage goals.

Overall rating: ___ Comments:

VI. Family and Community Outreach

The teacher:

4 – Distinguished

- a. Shows great sensitivity and respect for family and community cultures, values, and beliefs.
- b. Shares with each parent information about their child and a strong belief he/she will reach standards.
- c. Gives parents clear, user-friendly learning and behavior expectations; shares examples of student work expectations.
- d. Makes sure parents hear positive news about their child first, and immediately flags any problems.
- e. Frequently involves parents in supporting and enriching the curriculum as it unfolds.
- f. Deals immediately and successfully with parents' concerns; makes parents feel welcome any time.
- g. Gives parents detailed feedback on child's progress through the use of varied communications.
- h. Is successful in contacting and working with all parents, including those who are hard to reach.
- i. Successfully enlists classroom volunteers and extra resources from home and the community.

3 – Proficient

- a. Communicates respectfully with parents and is sensitive to different families' culture and values.
- b. Shows parents a genuine interest and belief in each child's ability to reach standards.
- c. Gives parents clear, succinct expectations for student learning and behavior for the year.
- d. Promptly informs parents of behavior and learning problems, and also updates parents on good news.
- e. Updates parents on the unfolding curriculum and suggest ways to support learning at home.
- f. Responds promptly and effectively to parents' concerns; makes parents feel welcome in the school.
- g. Gives parents feedback on their children's progress through the use of conferences, report cards, emails and phone calls.
- h. Tries to contact all parents and is tenacious in contacting hard-to-reach parents.
- i. Occasionally reaches out to families and community agencies to bring in volunteers and additional resources.

2 – Professional Support Needed

- a. Tries to be sensitive to the cultures and beliefs of students' families but sometimes is indifferent.
- b. Tells parents that he or she cares about their child but does not share academic expectations.
- c. Sends home a list of classroom rules and the syllabus for the year but with little follow through.
- d. Lets parents know about problems their child is having but rarely mentions positive news.
- e. Sends home occasional suggestions on how parents can help their child with schoolwork.
- f. Is slow to respond to some parent concerns; may give off an unwelcoming perception.
- g. Tell parents the areas in which their child can improve only through the use of report cards and conferences.
- h. Tries to contact parents, but ends up talking mainly to the parents of high-achieving students.
- i. Asks parents to volunteer in the classroom and contribute extra resources but does not follow-up.

1 – Does Not Meet Standard

- a. Is often insensitive to the cultures and beliefs of students' families.
- b. Does not communicate to parents knowledge of their child or share concern about their academic future.
- c. Does not share learning and behavior expectations with parents.
- d. Seldom informs parents of concern or positive news about their child.
- e. Rarely if ever communicates with parents on ways to help their child at home.
- f. Does not respond to parent concerns; makes parents feel unwelcome in the classroom.
- g. Expects parents to follow up on areas that need improvement by reading report cards or utilizing the on-line grades only.
- h. Makes little or no effort to contact parents.
- i. Does not reach out for extra support from parents or the community.

Overall rating: ___ Comments:

VII. Professional Responsibilities

The teacher:

4 – Distinguished

- a. Maintains meticulous records (student information, lesson plans) conscientiously and punctually, and is never late.
- b. Presents oneself as a consummate professional; always observes appropriate boundaries.
- c. Is ethical, honest, and above-board, using impeccable judgment; respects confidentiality.
- d. Is an important member of teacher teams and committees; frequently attends school activities.
- e. Frequently contributes valuable ideas and expertise to promote the school's mission and District goals.
- f. Informs the administration of any concerns; reaches out for help and suggestions when needed.
- g. Actively seeks out feedback and suggestions and uses them to improve performance.
- h. Meets frequently with colleagues to plan units, share ideas, and analyze assessments.
- i. Devours effective practices from fellow professionals, workshops, readings, study groups, the Web, etc.

3 – Proficient

- a. Keeps accurate records of student information and lesson plans; is punctual and reliable with paperwork.
- b. Demonstrates professional demeanor and dress and maintains appropriate boundaries.
- c. Is ethical, honest, and above-board, uses good judgment; maintains confidentiality with student records.
- d. Share responsibility for grade-level and school activities and volunteers to serve on committees.
- e. Is a positive team player and contributes ideas, expertise, and time to the mission of school and District goals.
- f. Keeps the administration informed about concerns; asks for help when it is needed.
- g. Listens thoughtfully to other viewpoints; responds constructively to suggestions and criticism.
- h. Collaborates with colleagues to plan units, share teaching ideas, and look at student work.
- i. Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, the Internet, etc.

2 - Professional Support Needed

- a. Occasionally skips assignments, is late, makes errors in records, and/or misses paperwork deadlines.
- b. Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.
- c. Sometimes uses poor judgment, is less than completely honest, and/or discloses student information.
- d. Will serve on a committee or attend a school activity when asked to do so.
- e. Occasionally suggests an idea aimed at improving the school.
- f. Is reluctant to share concerns with the administration or ask for help.
- g. Is somewhat defensive but does listen to feedback and suggestions.
- h. Meets occasionally with colleagues to share ideas about teaching and students.
- i. Keeps an eye out for new ideas for improving teaching and learning.

1 – Does Not Meet Standard

- a. Frequently skips assignments, is late, makes errors in records or misses paperwork deadlines.
- b. Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
- c. Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.
- d. Declines invitations to serve on committees or attend school activities.
- e. Rarely if ever contributes ideas that might help improve the school.
- f. Fails to voice concerns or constantly complains, and is not open to help.
- g. Is defensive about criticism and resistant to changing professional practice.
- h. Meets infrequently with colleagues; conversations lack educational substance.
- i. Is not open to ideas for improving teaching and learning.

Overall rating: ___ Comments:

VIII. Student Learning Objective

The teacher:

<p style="text-align: center;">4 - Distinguished</p>
<p style="text-align: center;">The growth goal was 86% to 100% attained.</p>
<p style="text-align: center;">3 - Proficient</p>
<p style="text-align: center;">The growth goal was 65% to 85% attained.</p>
<p style="text-align: center;">2 - Professional Support Needed</p>
<p style="text-align: center;">The growth goal was less than 65% attained.</p>
<p style="text-align: center;">1 - Does Not Meet Standard</p>
<p style="text-align: center;">There is no Student Learning Objective</p>

Overall rating: ___ Comments:

Professional Growth Summary Page
Teacher

Teacher's name _____ School year _____

School _____ Subject area/Grade level _____

Evaluator _____

Average Ratings on Individual Rubrics:

I. Planning and Preparing for Learning

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

II. Delivery of Instruction

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

III. Building Relationships with Students

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

IV. Classroom Management

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

V. Monitoring, Assessment, and Follow-Up

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

VI. Family and Community Outreach

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

VII. Professional Responsibilities

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Rating:

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Comments by Principal/Director:

Overall Comments by Teacher:

Principal's/Director's signature _____ Date _____

Teacher's signature _____ Date _____

(Teacher signature indicates he/she has seen and discussed the professional growth summary. It does not necessarily denote agreement with the report.)

*I am willing to serve as a mentor for staff members in areas where I am Distinguished. My name will appear on a confidential list available for administrators to facilitate mentorship matches.

_____ Yes _____ No