JEFFCO PUBLIC SCHOOLS TEACHER RUBRIC

Professional Preparation
Purposeful planning for lesson design and instruction as evidenced by:
- Knowledge of current District curriculum and school goals
- Knowledge of subject matter
- Knowledge of research-based best practices

Indicator	Highly Effective	Effective	Partially Effective	Ineffective
a. Demonstrates accurate, up-to-date knowledge of subject(s)	Actively seeks and implements current research and resources through professional organizations, colleagues, or the community to improve knowledge base and enhance teaching effectiveness	Accesses and uses current research, district/school professional development, and professional resources within subject area(s) to increase and apply knowledge in order to teach timely and accurate content	Accesses a few resources to teach timely and accurate content	Teaches outdated, inaccurate, or inadequate content
b. Demonstrates knowledge of how to integrate subject matter/disciplines and literacy across content areas	Purposely creates and intentionally provides connections and relevancy with other subject areas, previous/successive learning, life experiences, and future careers	Provides consistent connections and relevancy to literacy skills, other subject areas, previous/successive learning, life experiences, and future careers	Occasionally provides connections and relevancy to other subject areas, previous/successive learning, life experiences, or future careers	Rarely provides connections or relevancy to other subject areas or life experiences
c. Plans and Implements research-based best practices	Knows content and instructional practices in such a thorough way to plan for possible student conceptions and misconceptions of particular topics and adjusts depth of content to meet varying learning needs of students	Purposefully aligns instructional practices with content knowledge in the planning process which accomplishes instructional goals to meet student needs	Occasionally aligns instructional practices with content knowledge and instructional resources to teach instructional goals	Displays limited understanding of instructional practices and content knowledge
d. Develops lesson plans incorporating effective lesson design	Incorporates, adapts and refines elements of an effective lesson design, including a stated learning goal, a variety of guided and independent practices, differentiation, closure and assessment	Incorporates elements of an effective lesson design resulting in a coherent, appropriately sequenced lesson including a stated learning goal, guided and independent practices, differentiation, closure and assessment	Demonstrates evidence of incorporating elements of an effective lesson design	Demonstrates little or no evidence of the elements of an effective lesson design

Indicator	Highly Effective	Effective	Partially Effective	Ineffective
e. Plans and Implements district-adopted curriculum through alignment of resources and assessments	Collaboratively utilizes the pacing guides to develop course outline and for lesson planning and assessments	Consistently utilizes district curriculum and the pacing guide for development of course outline, lesson planning and assessments	Occasionally utilizes district curriculum and the pacing guide for lesson planning	Rarely utilizes district curriculum in instruction or planning
f. Aligns content within course and with previous and succeeding grades/courses	Collaboratively aligns content within own grade level(s) and course(s) to coordinate with previous and/or succeeding grade level(s) and course(s)	Aligns content within own grade level(s)/course(s) with some reference to previous and/or succeeding grade level(s) and course(s)	Displays limited understanding of content at own and previous and/or succeeding grade level(s) and course(s)	Rarely displays understanding of content at own and previous and/or succeeding grade level(s) and course(s)

Professional Techniques
• Utilizes effective teaching strategies and assessments that enhance student learning
• Establishes a classroom environment conducive to learning

Indicator	Highly Effective	Effective	Partially Effective	Ineffective
a. Communicates to students expectations for learning	Students are able to articulate the lesson goal in a broader context	Clearly communicates learning goals so that students are able to articulate goals	Inconsistently identifies learning goals for students	Does not communicate learning goals to students
b. Models and facilitates higher-level thinking, problem solving, creativity, and flexibility	Models and creates structures that facilitate the transfer of higher-level thinking to new and/or unpredictable situations resulting in high levels of student engagement and student-generated questions	Models strategies to promote higher-level thinking for students to interact with the rigorous and challenging content in a meaningful way that elicits thoughtful responses from students	Inconsistently provides opportunities for higher level thinking and engagement and student responses do not demonstrate the transfer of higher level thinking	Focuses on low-level thinking skills, drill/practice
c. Adapts instruction to meet the instructional needs of all students	Consistently demonstrates and adapts appropriate and varied research based teaching strategies, lessons, and techniques to meet the needs of all students, allowing all students to learn to greatest ability	Consistently demonstrates appropriate and varied research based teaching strategies, lessons, and techniques that meet the needs of all students, supporting students to learn to greatest ability	Implements some research based, effective strategies and techniques to accommodate the learning needs of students, supporting some students to learn to greatest ability	Uses strategies that rarely meet the needs of students and a limited understanding of how to support students to learn to greatest ability

Professional Techniques – Levels of Performance

Indicator	Highly Effective	Effective	Partially Effective	Ineffective
d. Uses a variety of formative and summative assessments to make instructional decisions	Uses multiple data points and on-going data analysis to plan and modify whole-group and individualized instruction	Uses a variety of assessment data to modify instruction for all students based on periodic data analysis	Occasionally uses assessment results to adjust instruction	Rarely uses assessment results to adjust instruction
e. Provides varied opportunities for student demonstrations of learning	Provides frequent and varied opportunities for demonstration of student learning including student choice	Provides frequent and varied opportunities for demonstration of student learning	Provides frequent opportunities for demonstration of student learning	Does not regularly provide opportunities for demonstration of student learning
f. Explicitly communicates criteria for student success	Performance criteria is utilized by students to assess and adapt their performance	Provides clear performance criteria and guidance for students to determine performance levels (i.e. rubrics, exemplars, student self-assessment etc.)	Occasionally provides performance criteria (i.e. rubrics, exemplars, student self-assessment, etc.)	Rarely provides students with performance criteria (i.e. rubrics, exemplars, student self-assessment, etc.)
g. Provides meaningful and constructive feedback to students	Provides students with timely and meaningful feedback to scaffold future learning, self-assess and set goals	Provides students with timely and meaningful feedback	Supports summative information with meaningful feedback	Provides students with summative information but seldom provides meaningful feedback
h. Maximizes available instructional time	Matches appropriate instructional time for content, incorporates appropriate pacing, has smooth transitions between activities, engages students in rigorous learning for the entire time period and modifies based on student need	Matches appropriate instructional time for content, incorporates appropriate pacing, has smooth transitions between activities, engages students in rigorous learning for the entire time period	Matches appropriate instructional time for content, pacing is inconsistent, transitions between activities are sometimes awkward, and students are inconsistently engaged during instructional time	Inappropriately allocates time for content with pacing that is too slow or too rushed, transitions between activities that are not well planned and executed, students frequently not engaged in the learning

Professional Techniques - Levels of Performance

Indicator	Highly Effective	Effective	Partially Effective	Ineffective
i. Develops relationships with students that fosters a culturally responsive learning environment	Fosters strong relationships with students consistently and demonstrates the value of student/family background, student self-identity, as well as student strengths, interests and abilities	Builds relationships with students, valuing the importance of student/family background, student self-identity, as well as student strengths, interests and abilities	Occasionally develops relationships with students, valuing the importance of student/family background, student self-identity, as well as student strengths, interests and abilities	Teacher doesn't take the time to develop relationships with students, rarely valuing the importance of student/family background
j. Develops a safe and welcoming learning environment	Creates an environment which promotes genuine caring and respect among students	Creates an environment which promotes polite and respectful interactions and does not tolerate negative interactions	Addresses negative student interaction	Inconsistently addresses negative interaction among students
k. Collaboratively develops, models, and communicates clear expectations for student behavior within a learning environment	In collaboration with students, teacher teaches and models behavior and learning standards, procedures, and routines that contribute to an effective learning environment	Teaches and models behavior and learning standards, procedures, and routines that contribute to an effective learning environment	Some behavior and learning standards, procedures, and routines are established, but few are taught and modeled leading to student confusion and loss of instructional time	Behavior and learning standards, procedures, and routines are missing or vague leading to student confusion and loss of instructional time
l. Implements classroom and building rules and procedures	Students self-regulate and implement building and classroom standards, procedures and consequences with minimal teacher intervention	Implements classroom and building standards, procedures and consequences	Occasionally implements classroom and building standards, procedures and consequences	Rarely implements classroom and building standards, procedures and consequences

Professional Responsibilities

Demonstrates lifelong learning as evidenced by:

- Aligned professional learning
- Effective goal setting

Demonstrates effective communication and collaboration as evidenced by:

- Effective communication with stakeholders
- Collaboration with colleagues

Indicator	Highly Effective	Effective	Partially Effective	Ineffective
a. Participates in professional learning opportunities and applies what is learned	Consistently produces evidence of learning and applying new skills while continuously refining and seeking additional effective strategies	Shows clear evidence of learning and applying new skills (ex. lesson plans, reflection journal, professional dialogue with others)	Occasionally demonstrates evidence of learning and applying new skills	Does not show evidence of learning and applying new skills
b. Establishes and maintains professional communication which is clear, responsible, and respectful	Models for others, using precise, accurate language appropriate to the situation and audience	Uses language that is precise, accurate, and appropriate to the situation and audience	Expresses ideas clearly and is appropriate to the situation and audience	Does not express ideas clearly and disregards the needs and perspective of others and/or is disrespectful
c. Establishes and maintains meaningful two-way communication in a timely manner with students and guardians	Utilizes communication to proactively engage students and guardians as full partners in academic and social/emotional success	Utilizes multiple avenues for communication with students and guardians and proactively communicates as needed	Occasional or limited communication with guardians and students	Fails to communicate with guardians and students in a timely or effective manner
d. Collaborates to accomplish team, school-wide, and district-wide goals and practices	Makes a substantial contribution by providing leadership through collaboration with others to establish and accomplish team, school, and district goals	Actively collaborates to establish and accomplish team, school, and district goals	Participates as requested in accomplishing team, school, and district goals	Does not actively participate in accomplishing team, school, and district goals
e. Maintains up-to-date records of student progress according to District policy and school norms	Maintains and uses information of student completion of assignments, assessments, and attendance in an organized, understandable, and timely manner	Maintains timely information on student completion of assignments, assessments, and attendance in an organized, understandable system	Maintains information on student completion of assignment, assessments, and attendance in a partially organized or understandable system	Fails to maintain information on student completion of assignments, assessments, and attendance in an organized and understandable system