Dallas City Teacher Professional Standards Rubric

Planning and Preparation: The teacher is aware of the relationship between thorough preparation and planning and effective teaching and learning.

Element	Level of Performance			
	Unsatisfactory (1)	Needs improvement (2)	Proficient (3)	Excellent (4)
1. Plans short/long term lesson plans that follow the common core standards.	Displays little or no planning. Creates activities that are not compatible with essential skills.	Shows some effort in planning activities that are compatible with essential skills. *Designs lessons but does not have a clear purpose and/or organization with sufficient details.*	Develops long-term planning with connections to past/future teaching. Plans are linked to students' needs and performances. Designs activities that are highly relevant to students' needs and match instructional goals. Unit plans are keyed to common core standards and district curriculum. *Creates motivational activities for essential skills that relate to common core standards.*	Incorporates unanticipated sources with relation to short/long term goals and unit plans that follow state and district requirements. Researches and prepares learning activities that follow a well-organized progression and incorporates the essential skills, state standards and district curriculum. Designs instruction that allows students to see the "big picture".
2. Knows and applies learning technologies that support instruction	Uses little or no media and/or technology.	Inconsistently uses media and/or technology in a manner that fails to promote instruction.	Often uses media and/or technology in a non-intrusive manner that increases learning and interest.	Technology resources are fully integrated into a comprehensive curriculum. Is able to differentiate learning through multiple uses of media/technology.
3. Revises plans on an ongoing basis, considering students' needs, ability-levels, and interests.	Displays little or no understanding of carried learning styles. Adheres rigidly to an instructional plan even when a change will clearly improve the lesson.	Displays an understanding of varied learning styles. Attempts to implement varied activities to teach to these learning styles. *Checks for student understanding and modifies lesson with little success.*	Routinely checks for understanding within the lesson. Makes minor adjustments to lessons or units and the adjustments occur smoothly. *Plans activities and assignments that address varies learning styles.*	Assesses individual learning and encourages students to learn through many varied learning styles and to self-assess one's learning. Engages students in the modification and learning of content, activities, specific skills and strategies. Unit plans keyed to state standards and district curriculum.
4. Develops and uses assessments that align with the common core standards.	Methods of assessment are not consistent with instructional goals.	Methods of assessments attempt to assess instructional goals. Uses assessment results only minimally to plan instruction. *Uses assessment results to plan for the class as a whole.*	Gathers data on student progress in multiple ways: Observations, portfolios, performance tasks, and standardized tests. Uses assessment results to adjust plans for individual and small groups.	Involves learners in self-assessment to foster awareness of their strengths/needs and to set personal goals for learning. Assesses instructional goals for the purpose of determining the next steps in instruction and for individual, small groups and whole class.

Comments (Including description of teacher's strengths and weaknesses, with supporting reasons for the comments made):

Classroom Environment: The teacher structures and manages the classroom to secure the meaningful participation of all pupils in activities with minimum teacher intervention. Various classroom organizational patterns, as well as grade levels, are factors to be considered in assessing this area. Maintenance of a climate conductive to learning is essential for maximum student learning. The teacher encourages students to develop self-directed positive behavior.

Element	Level of Performance			
	Unsatisfactory (1)	Needs improvement (2)	Proficient (3)	Excellent (4)
1. Creates a fair and consistent environment of respect and rapport.	Displays no standards of conduct while confusing students on behavior expectations.	Seems to have established standards for conduct but responds inconsistently to behavior. *Compliments students for appropriate behavior and study habits.*	Actively engages students and displays a caring attitude toward students. *Encourages students to appreciate others and their work.*	Develops shared values and expectations for social and academic work. Creates a positive classroom environment with openness, mutual respect, support and inquiry.
2. Communicates positive expectations and encourages active participation.	Seems unaware of students' actions.	Recognizes needs for behavior expectations but they are not clear or enforced. Engages in power struggles. *Aware of student behavior but may miss the activities of some students.* *Uses some positive reinforcement.*	Makes standards of conduct clear to all students. Reviews and prompts behaviors when appropriate. Defuses power struggles. *Responds to misbehavior with even, positive results.*	Establishes consistent and clear standards of conduct that covers various situations. Makes these standards clear to all students.
3. Establishes a safe and engaging classroom that fosters good behavior in positive ways.	Shows no regard for motivation or classroom climate. Does not respond to misbehavior.	Reprimands more than compliments. Rewards students too frequently to motivate.	Is aware of student behavior. Uses positive reinforcement and behavior prompts. Responds appropriately and successfully to misbehavior while respecting the students' dignity. *Builds positive social relationships.*	Monitors student action in a subtle and preventative manner. Responds to misbehavior in a highly effective and sensitive manner. Assists students in making appropriate behavior choices.

Comments (Including description of teacher's strengths and weaknesses, with supporting reasons for the comments made):

Instruction: The teacher shows an understanding of learning theory and the relationship to Illinois Learning Standards while organizing effective learning experiences and achieving objectives.

Element	Level of Performance			
	Unsatisfactory (1)	Needs improvement (2)	Proficient (3)	Excellent (4)
1. Integrates knowledge into instructional objectives.	Does not use content knowledge objectives in the development of a lesson.	Attempts to use content knowledge objectives in the development of a lesson.	Presents content knowledge objectives and strives to make them meaningful to students. *Uses content knowledge objectives to develop an effective lesson.*	Presents meaningful content knowledge objectives and continually reinforces them. Most students are able to articulate what they are learning.
2. Possesses content knowledge while engaging students in meaningful learning of content.	Does not engage students in meaningful learning of content. Makes content errors. Does not correct errors of students or self.	Attempts to engage students in carried content learning experiences with unsuccessful results. Cannot articulate connections with other disciplines. *Displays basic content knowledge.*	Plans activities and assignments using methods of inquiry and other varied learning experiences that engage students most of the time in meaningful content learning. Displays strong content knowledge. Makes connections between the content and other disciplines. Seeks to research and add to own understanding. *Plans activities and assignments using methods of inquiry and other varied learning experiences that engage some of the students in meaningful content learning.* *Articulates connections with other disciplines.*	Plans activities and assignments using methods of inquiry and other varied learning experiences that engages all of the students. Students are constantly engaging in appropriate content learning experiences. Inquiry is student driven. Displays outstanding content knowledge across disciplines. Seeks to keep abreast of new ideas and understanding in the field.
3. Demonstrates multiple teaching strategies, active learning and modeling.	Relies mostly on direct instruction/lecture method and giving assignments. No modeling. Displays no awareness of individual learning abilities as all students receive same delivery of instruction and assignments regardless of differences.	Makes some effort to encourage student participation and response. Relies on cooperating teacher to guide and model teaching strategies. Displays understanding of learning abilities, but no accommodations are made in delivery of instruction or assignments.	Makes plans that written instructional strategies are effectively incorporated in each lesson based on subject matter and needs of students. Students are actively involved in problem solving and critical thinking with peers in small and large groups when appropriate. Demonstrates awareness that lesson plans take into account the needs of various learners. Appropriate adaptations are a routine part of planning and delivery.	Designs inquiry through carefully planned lessons and involves students in planning. Most students are actively engaged in questioning concepts, developing learning strategies, critical thinking and problem solving. Motivation is evident. Individualized instruction allows for most students to succeed and be challenged. Students are involved in their own assessment.

4. Utilizes quality questioning and discussion techniques with student participation.	Poses questions of poor quality that inspires a low level of thinking and/or one word responses. Instructs in a lecture or recitation style. Invites little participation except from a few students.	Begins to improve questioning skills by including a few high quality questions that require thought but does not allow wait time. Still depends on low quality questions. Makes some attempts to vary style of instruction and engage students in discussion but with only limited success. *Uses mostly low quality questions that invite little thoughtful response.* *Wait time is inappropriate.* *Attempts but is not successful in including all students.*	Uses a variety of questions and challenges students to justify responses, asking follow-up and probing questions. Assists students in articulating ideas. Consistently provides adequate wait time. Leads class in true discussion stepping aside when appropriate. Insures that all voices are heard by using variety of styles of instruction. *Uses mostly high quality questions that invite much thoughtful response.* *Wait time is appropriate and promotes learning.* *Varies style of instruction and engages students in discussions.*	Knows how to ask questions and stimulates discussion. Promotes risk-taking, divergent thinking and stimulations of curiosity. Students formulate many questions. Relinquishes considerable responsibility of discussion to students, allowing them to initiate topics and make unsolicited remarks. Leads students to include all voices in discussion.

Comments (Including description of teacher's strengths and weaknesses, with supporting reasons for the comments made):

Professional Responsibilities: The teacher is knowledgeable and competent in the assigned subject areas, as well as in other disciplines that directly relate to student learning. The teacher is also knowledgeable in the principles of learning and effectively applies them while providing appropriate remedial and/or enrichment activities. The teacher is knowledgeable about current research as it applies.

Element	Level of Performance			
	Unsatisfactory (1)	Needs improvement (2)	Proficient (3)	Excellent (4)
1. Follows District's Board approved policies and regulations.	Unable to meet deadlines, difficulty remaining flexible even in routine situations. Unable to respect others and unable to follow through on personal commitments. Does not follow channels of authority.	Working to meet some deadlines, showing some flexibility in routine situations. Recognizes and is beginning to respect others and show follow through. Follows channel of authority sometimes. *Executes job requirements but not within timeframe of school policy.*	Is proactive in meeting timelines and demonstrates flexibility in routine or new situations. Plans for change. Models respect for self and others in all situations. Follows channel of authority. *Executes job requirements in a timely timeframe of school policy and demonstrates flexibility.* *Respects others and follows through.*	Helps self and others meet time requirements while demonstrating flexibility in routine and new situations. Demonstrates a high level of reliability and always maintains the dignity of all. Follows channel of authority.
2. Works cooperatively with school personnel, teachers and others.	Does not participate in school/district projects and events, even when it is requested or required. Never utilizes expertise of colleagues and other staff members. Does not attend required meetings.	Avoids becoming involved in school/district projects and events, but will participate when required. Sometimes utilizes expertise of colleagues and other staff members. Attends a few required meetings. *Willingly participates in some school/district events when it is required or is specifically asked to participate.*	Volunteers to participate in more than one activity, and makes substantial contributions. Participates as much as possible as a full staff member. Welcomes opportunities to work with colleagues to learn and grow professionally. Is willing to give and receive help. *Maintains professional cordial relationship with school staff and attends required meetings.* *Utilizes expertise of colleagues and staff.*	Frequently seeks opportunities to volunteer for activities outside of own classroom or creates activities such as enrichment or remedial classes for students outside of regular school day. Values his/her role in making the entire school a productive learning environment. Actively seeks out colleagues to share materials, resources and ideas.
3. Fulfills school duty assignments.	Ignores assigned duties.	Performs assigned duties ineffectively. May be inattentive to these duties.	Manages duties and completes them in a clear professional manner.	Establishes systems for performing duties.
4. Grows and develops professionally.	Makes no effort to share knowledge with others or to assume professional responsibilities (attire, mannerisms, communications).	Makes little effort to share knowledge with others or to assume professional responsibilities. *Participates in professional activities that are provided only when required.*	Consistently demonstrates professionalism in appearance/manner. Actively seeks out professional literature, colleagues, conferences, mentors, etc. to grow professionally. *Conducts self in a professional manner.*	Demonstrates levels of leadership on a team of faculty. May include: sharing new knowledge/skills, conducting/sharing action research, making presentations to faculty, fully coordinating event such as study trips, teaching after school enrichment classes. Models lifelong learning.

5.	Maintains accurate records.	Provides little to no feedback on student performance. Record keeping is in disarray or not up to date, resulting in errors and confusion.	Identifies some criteria for evaluation but does not provide feedback in a timely fashion or feedback is of questionable quality. Evidence of errors. *Written records are provided but may be incomplete or inaccurate.*	Feedback includes qualitative comments to highlight strengths or needs. Demonstrates a fully effective scoring and monitoring system of student work and progress. *Written records are provided and are complete and accurate.*	Feedback is individualized and includes personal goal setting. Demonstrates a highly effective assessment system.
6.	Respectful and productive communication with families.	Provides little or no information to parents or is insensitive to parents. Does not make an effort to get involved with parents.	Makes little effort to get involved with parents. *Adheres to the existing formats for communication with parents.* *Responses to parents are handled with little sensitivity.*	Communicates with parents about their child's progress (both positive and negative) on a regular basis and openly welcomes parents to the classroom. Responses to parent concerns are handled with great sensitivity.	Demonstrates initiative in creating new avenues for connections and communications with families. This may include: family learning projects, a new or different type of class newsletter, utilizing parents in class projects.

Comments (Including description of teacher's strengths and weaknesses, with supporting reasons for the comments made):