

# Classroom Teacher - New to Profession - Year 1

## Professional Practices I: Planning and Preparation for Learning

	4 Highly Effective	3 Effective	2 Area for Growth	1 Does Not Meet Standards
The teacher:				
<b>A. Knowledge</b>	Is expert in the content area and up to date on authoritative research on child development and how students learn.	Knows the content well and has a good grasp of child development and how students learn.	Is somewhat familiar with the content and has a few ideas of ways students develop and learn.	Has little familiarity with the content and few ideas on how to teach it and how students learn.
<b>B. Standards, Units and Assessments</b>	Plans units backwards and designs units and daily lessons with clear measurable goals closely aligned with standards.  Prepares diagnostic, interim, and summative assessments to monitor student learning throughout the unit.  Student outcomes are identified that include most of Bloom's levels and are guided by district-approved curriculum.	Plans most units backwards and designs lessons focused on measurable outcomes aligned with standards.  Plans unit and/or lesson assessments to measure student learning.  Student outcomes are identified that include some of Bloom's levels and are guided by district-approved curriculum.	Plans lessons with some alignment to larger goals and objectives and plans lessons with unit goals in mind.  Assessments are drafted as instruction proceeds and there is little or no evidence of assessment planning.  Student outcomes rarely include more than the lowest Bloom's levels and district-approved curriculum may or may not be used.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals and lessons are planned primarily for entertaining students or covering textbook chapters.  Writes final tests shortly before they are given. Prior planning for assessment during instruction is not evident.  Student outcomes are not considered and/or district approved curriculum is not used.
<b>C. Anticipation</b>	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
<b>D. Engagement</b>	Designs each lesson with relevant, clear measurable goals closely aligned to with standards and unit outcomes that will motivate students and engage them in active learning.	Designs lessons focused on measurable goals aligned with unit goals that are relevant, motivating, and likely to engage most students.	Plans lessons with some consideration of long term goals that will catch some students' interest and perhaps get a discussion going.	Plans lessons aimed primarily at entertaining students or covering textbook chapters that have very little likelihood of motivating or involving students.
<b>E. Materials</b>	Designs lessons that use an effective mix of high-quality learning materials and when possible, technology.	Designs lessons that use an appropriate mix of materials and when possible, technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low quality textbooks, workbooks, or worksheets.
<b>F. Differentiation</b>	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate diverse student needs.	Plans lessons with no differentiation.
<b>G. Environment</b>	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with displays that are only decorative.	Has a conventional furniture arrangement, hard to-access materials, and few educational wall displays.

Overall rating: \_\_\_\_\_ Comments:

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Professional Practices II: Classroom Management				
The teacher:	4 Highly Effective	3 Effective	2 Area for Growth	1 Does Not Meet Standards
<b>A. Expectations</b>	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with <i>ad hoc</i> rules and consequences as events unfold during the year.
<b>B. Relationships/ Respect</b>	Shows respect and fairness for all students and builds strong relationships.  Earns most students' respect and creates a climate in which disruption of learning is extremely rare and handled promptly and appropriately.	Is fair and respectful toward students and builds positive relationships.  Builds a culture of respect within the learning classroom.	Is fair and respectful toward most students and builds positive relationships with some.  Wins the respect of some students but there are regular disruptions in the classroom.	Is sometimes unfair and disrespectful to the class; plays favorites.  Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
<b>C. Social-emotional</b>	Successfully develops positive interactions and social-emotional skills in students.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of inappropriate behavior in students.	Publicly berates students, blaming them for their inappropriate behavior.
<b>D. Routines and Efficiency</b>	Successfully instills class routines so that students maintain them throughout the year.  Uses coherence, lesson momentum and smooth transitions to get the most out of every minute.	Teaches routines and has students maintain them all year.  Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Tries to train students in class routines, but many of the routines are not maintained.  Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Does not teach routines and is constantly nagging, threatening, and punishing students.  Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
<b>E. Responsibility</b>	Gets students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Attempts to foster self-discipline but few students take responsibility for their own actions.	Makes no attempt to foster self-discipline in students.
<b>F. Prevention</b>	Has a confident, dynamic presence and anticipates/diffuses virtually all problems before they escalate.	Has a confident, dynamic presence and anticipates/diffuses most problems before they escalate.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.

Overall rating: \_\_\_\_\_ Comments:

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Professional Practices III: Delivery of Instruction				
The teacher:	4 Highly Effective	3 Effective	2 Area for Growth	1 Does Not Meet Standards
<b>A. Expectations</b>	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and if they work hard they will do well.	Gives up on some students as hopeless.
<b>B. Mindset</b>	Teaches students how to be risk-takers, learn from mistakes and to be problem solvers.	Tells students it is okay to make mistakes; effective effort is the key.	Tells students that making mistakes doesn't mean they aren't smart or can't learn; they can learn from errors.	Communicates a "fixed" mindset about ability: some students have it, some don't.
<b>C. Learning Goals</b>	Evidence of the learning objective is observable because the teacher has communicated and evaluated essential questions. The students know and demonstrate exactly what's expected.	Gives students a clear sense of purpose by using the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
<b>D. Connections and Application</b>	Grabs students' interest and makes connections to prior knowledge, experience, and reading.  Consistently has students summarize and internalize what they learn and apply it to multiple situations and contexts.	Activates students' prior knowledge and hooks their interest in each unit and lesson.  Has students sum up what they have learned and apply it in a different context.	Is only sometimes successful in making the subject interesting and relating it to things students already know.  Sometimes brings closure to lessons and asks students to think about applications.	Rarely hooks students' interest or makes connections to their lives.  Moves on at the end of each lesson without closure or application.
<b>E. Clarity</b>	Consistently presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses unclear language and explanations that are confusing or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
<b>F. Repertoire (variety of instruction)</b>	Orchestrates highly effective strategies, questions, materials, technology, and groupings to involve and motivate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
<b>G. Engagement</b>	Gets students highly involved in focused work and discussions in which they are responsible for their own learning.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or limits student activities to textbooks, worksheets and/or movies.
<b>H. Differentiation</b>	Successfully reaches students by skillfully differentiating and supporting rate and level of learning.	Differentiates and supports instruction to accommodate most students' rate and level of learning.	Attempts to differentiate and to accommodate students' rate and level of learning with mixed success.	Fails to differentiate instruction for students' rate and level of learning.

Overall rating: \_\_\_\_\_ Comments:

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### Professional Practices IV: Monitoring, Assessment, and Follow-Up

	<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Area for Growth</b>	<b>1 Does Not Meet Standards</b>
The teacher:				
<b>A. Criteria</b>	Shares and reviews clear criteria for proficient work, including rubrics and exemplars, and students demonstrate understanding of the criteria.	Shares criteria for proficiency, including rubrics and exemplars of student work.	Shares with students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
<b>B. Formative Assessment</b>	<p>Confers with colleagues to use diagnostic and/or interim assessment data, fine-tune teaching, re-teach, and help struggling students.</p> <p>Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.</p>	<p>Uses data from diagnostic and/or interim assessments to adjust teaching, re-teach, and follow up with failing students.</p> <p>Frequently checks for understanding and gives students helpful information if they seem confused.</p>	<p>Looks over students' tests to see if there is anything that needs to be re-taught.</p> <p>Uses moderately effective methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.</p>	<p>Gives tests and moves on without analyzing them and following up with students.</p> <p>Uses ineffective methods ("Is everyone with me?") to check for understanding.</p>
<b>C. Analysis/ Reflection</b>	<p>Works with colleagues to analyze summative assessment data.</p> <p>Reflects with colleagues on what worked and what didn't to continuously improve instruction.</p>	<p>Analyzes and uses data from summative assessments.</p> <p>Reflects on the effectiveness of lessons and units and continuously works to improve them.</p>	<p>Records students' assessments and notes some general patterns for future reference.</p> <p>At the end of a teaching unit or semester, thinks about what might have been done better.</p>	<p>Gives assessments and moves on with the curriculum without analyzing them.</p> <p>Does not draw conclusions for the future when teaching is unsuccessful.</p>
<b>D. Support</b>	Makes sure that students who need specialized diagnosis and help receive appropriate services as soon as possible.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.

Overall rating:\_\_\_\_\_ Comments:

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Professional Practices V: Family and Community Outreach				
The teacher:	4 Highly Effective	3 Effective	2 Area for Growth	1 Does Not Meet Standards
<b>A. Respect</b>	Shows each parent an in-depth knowledge (e.g., academic, cultural, values, beliefs) of his/her child and a strong belief he/she will meet or exceed standards.	Communicates respectfully with parents, is sensitive to cultural values, and is genuine in believing in each child's ability to reach standards.	Tries to be sensitive to family culture and beliefs and communicates that he or she cares about the child, wanting the best for the child.	Is insensitive to family values or culture and does not communicate knowledge of the child or concern about his or her future.
<b>B. Expectations, Communication and Outreach</b>	<p>Tries to contact all parents and is tenacious in contacting hard-to-reach parents.</p> <p>Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.</p> <p>Makes sure parents hear positive news about their children first and immediately flags any problems.</p>	<p>Tries to contact all parents.</p> <p>Gives parents clear expectations for student learning and behavior for the year.</p> <p>Promptly informs parents of behavior and learning problems, and also updates parents on good news.</p>	<p>Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.</p> <p>Sends home a list of classroom rules and the syllabus for the year.</p> <p>Lets parents know about problems their children are having but rarely mentions positive news.</p>	<p>Makes little or no effort to contact parents.</p> <p>Doesn't inform parents about learning and behavior expectations.</p> <p>Seldom informs parents of concerns or positive news about their children.</p>
<b>C. Responsiveness</b>	Responds promptly and successfully with parent concerns and makes parents feel welcome.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
<b>D. Reporting</b>	Uses conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses conferences and report cards to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.

**Overall rating:\_\_\_\_\_ Comments:**

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Professional Practices VI: Professional Responsibilities				
The teacher:	4 Highly Effective	3 Effective	2 Area for Growth	1 Does Not Meet Standards
<b>A. Language</b>	In professional contexts, speaks and writes correctly, succinctly, and effectively.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
<b>B. Reliability</b>	Carries out assignments conscientiously and punctually, keeps accurate records, and is rarely late or absent unless there are extenuating circumstances.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records and is seldom late or absent unless there are extenuating circumstances.	Occasionally skips assignments, makes errors in records, misses paperwork deadlines and is late and/or absent.	Frequently skips assignments, makes errors in records, misses paperwork deadlines and is late and/or absent.
<b>C. Professionalism</b>	Presents self as an accomplished professional and observes appropriate boundaries.	Presents self with a professional demeanor and maintains appropriate boundaries.	Occasionally presents self in an unprofessional manner and/or violates boundaries.	Frequently presents self in an unprofessional manner and/or violates boundaries.
<b>D. Judgment</b>	Is ethical, honest, and forthright, uses good judgment, and respects confidentiality of colleagues, students and parents.	(Intentionally Left Blank If Effective, score of 4)	Sometimes uses questionable judgment, is less than completely honest, and/or discloses confidential information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses confidential information.
<b>E. Supporting School Culture and Community</b>	Is an active member of teams and committees and frequently contributes to school activities/initiatives.	Shares responsibilities and takes part in grade-level and school-wide activities/initiatives.	When asked, will serve on a committee and attend school-wide activities.	Declines invitations to serve on committees and attends few school-wide activities.
<b>F. Leadership and Contribution to Learning</b>	Provides leadership, valuable ideas and expertise that furthers school/district mission.	Is a positive team player and contributes ideas, expertise to school/district mission.	Follows others' lead but doesn't initiate ideas or provide leadership for school/district mission.	Routinely negates ideas and expertise of others.
<b>G. Collaboration</b>	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues or conversations lack educational substance.
<b>H. Growth</b>	Seeks out best-practices, feedback, and suggestions, which are integrated into practice. Active participant of professional workshops, study groups, reading and/or research to improve teaching and learning.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective teaching ideas from supervisors, colleagues and other sources.	Keeps an eye out for new ideas to improve teaching and learning, but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	Is not open to ideas for improving teaching and learning. Is defensive and/or resistant to changing professional practices.

Overall rating: \_\_\_\_\_ Comments: