LOUISIANA DEPARTMENT OF EDUCATION

Louisiana Educator Rubric

Released April 2024

The *Louisiana Educator Rubric* was designed through a partnership between the Louisiana Department of Education (LDOE) and the National Institute for Excellence in Teaching (NIET) to directly support improvements in classroom instruction. By clearly defining effective teaching and student-centered instruction, this rubric provides educators with a roadmap for strengthening their practice, facilitating high-quality coaching, and fostering collaboration around best instructional practices. The rubric is grounded in the NIET's *Teaching and Learning Standards Rubric,* which is based on 20 years of research and experience across 21 states, and it has been used by educators in environments ranging from urban to rural areas and in classrooms of all subjects and modalities. The rubric provides educators with a common understanding and language for designing and planning instruction and using effective instructional practices to support student learning.

The *Louisiana Educator Rubric* brings a comprehensive focus on four key domains: **instruction, planning, environment, and professionalism**. Each domain is further broken down into indicators and descriptors that clearly define effective teaching. Performance definitions are provided at levels 5, 3, and 1. Observers can score performance at levels 2 or 4 based on evidence and their professional judgment. [A rating of 2 often occurs when examination of the evidence is stronger than unsatisfactory, but there is not enough specific evidence to merit a proficient rating. A rating of 4 often occurs when many of the descriptors in the proficient level are evident and strong, but there is not enough evidence or consistency to merit an exemplary rating of 5. These ratings should always be based on close evaluation of evidence, including student work and observation analysis.]

Louisiana Educator Rubric Domains and Indicators

INSTRUCTION	PLANNING	ENVIRONMENT	PROFESSIONALISM
1. Standards and Objectives 2. Motivating Students 3. Presenting Instructional Content 4. Lesson Structure and Pacing 5. Activities and Materials 6. Questioning 7. Academic Feedback 8. Grouping Students 9. Teacher Content Knowledge 10. Teacher Knowledge of Students 11. Thinking 12. Problem-Solving	1. Instructional Plans 2. Student Work 3. Assessment	1. Expectations 2. Engaging Students and Managing Behavior 3. Environment 4. Respectful Conditions	1. Growing and Developing Professionally 2. Reflecting on Teaching 3. School Involvement 4. School Responsibilities

INSTRUCTION

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Description of performance level	*Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning*	*Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
Standards and Objectives (SO)	• **All** learning objectives and state content standards*, and their connection to student work expectations, are explicitly communicated and understood by students. • Objectives and expectations are aligned to the depth and rigor of the state standards; lesson content is aligned to the objectives of the high-quality instructional materials. • Sub-objectives/Prerequisite skills are aligned and logically sequenced to the lesson's major objective. • Students make connections between learning objectives and (a) what they have previously learned, (b) know from life experiences, and/or (c) knowledge of other disciplines. • Expectations for each student's performance are clear, demanding, and high, and student work is aligned to state content standards and learning objectives. • Students are able to articulate what they are learning and why and explain those to their peers. • Learning objectives are displayed and referenced throughout the lesson with explanations. • Student work shows evidence that each student is progressing or demonstrating mastery of the objective(s).	• Learning objectives and state content standards* are communicated. • Objectives and expectations are aligned to the depth and rigor of the state standards; lesson content is aligned to the objectives of the high-quality instructional materials. • Sub-objective/Prerequisite skills are aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • Learning objectives are displayed. • There is evidence that students are progressing or demonstrating mastery of the objective(s).	• **Some** learning objectives and state content standards* are communicated. • Sub-objectives/Prerequisite skills are inconsistently aligned to the lesson's major objective. • Learning objectives are **rarely** connected to what students have previously learned. • Expectations for student performance are vague. • Learning objectives are displayed. • There is **little** evidence that students are progressing or demonstrating mastery of the objective(s).
	*National or local standards may be used when state standards are not available for specific courses.		
Motivating Students (MS)	• The teacher **consistently** organizes the content, including high-quality curriculum	• The teacher organizes the content, including high-quality curriculum	• The teacher **sometimes** organizes the content, including high-quality curriculum

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	resources, so that it is personally meaningful, relevant, and intellectually engaging to students. • The teacher **consistently** develops learning experiences where inquiry, curiosity, and exploration are valued. • Students are **consistently** engaged in their own learning, and the teacher reinforces students' initiative to learn more.	resources, so that it is personally meaningful and relevant to students. • The teacher develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher **regularly** reinforces and rewards effort.	resources, so that it is personally meaningful and relevant to students. • The teacher **seldom** develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher **rarely** reinforces and rewards effort.
Presenting Instructional Content (PI)	Presentation of content **always** includes: • visuals, including student work exemplars, that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher or student that demonstrates accurate understanding of the content and meets performance expectations; • criteria that clarifies how students can be successful; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.	Presentation of content **consistently** includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • criteria that clarifies how students can be successful; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.	Presentation of content **inconsistently** includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • criteria that clarifies how students can be successful; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.
Lesson Structure and Pacing (LS)	• The lesson starts promptly. • The lesson's structure is coherent, based on the content, and organized to meet students' needs, with time for reflection to ensure student understanding.	• The lesson starts promptly. • The lesson's structure is coherent, based on the content, and has a beginning, middle, and end, with time for reflection to ensure student understanding.	• The lesson does not start promptly. • The lesson has a structure, but may be missing key components of the content, or it may not include reflection or introductory elements.

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	• Pacing is brisk, adjusted for rigor of content and individual student learning expectations. • Students' individual needs are attended to, and pacing provides many opportunities for individual students who progress at different learning rates. • Students understand and engage in classroom routines and transitions to ensure efficient use of time.	• Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• Pacing **rarely** provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.
Activities and Materials (ACT)	Activities and materials include **all** of the following: • ***Content:*** ○ support the lesson objectives; ○ are challenging; ○ elicit a variety of thinking; ○ provide time for reflection; and ○ are relevant to students' lives. • ***Student-centered:*** ○ sustain students' attention; ○ provide opportunities for student-to-student interaction; ○ evoke student curiosity and suspense; and ○ provide students with choices when appropriate and aligned to the learning objectives. • ***Multiple materials:*** ○ incorporate additional standards-based resources where appropriate to support individual and whole group understanding (e.g., visuals, multimedia, technology, manipulatives, resources from museums, cultural centers, etc.,	Activities and materials include a **majority** of the following: • ***Content:*** ○ support the lesson objectives; ○ are challenging; ○ elicit a variety of thinking; ○ provide time for reflection; and ○ are relevant to students' lives. • ***Student-centered:*** ○ sustain students' attention; ○ provide opportunities for student-to-student interaction; ○ evoke student curiosity and suspense; and ○ provide students with choices when appropriate and aligned to the learning objectives. • ***Multiple materials:*** ○ incorporate additional standards-based resources where appropriate to support individual and whole group understanding (e.g., visuals, multimedia, technology, manipulatives, resources from	Activities and materials include a **few** of the following: • ***Content:*** ○ support the lesson objectives; ○ are challenging; ○ elicit a variety of thinking; ○ provide time for reflection; or ○ are relevant to students' lives. • ***Student-centered:*** ○ sustain students' attention; ○ provide opportunities for student-to-student interaction; ○ evoke student curiosity and suspense; or ○ provide students with choices. • ***Multiple materials:*** ○ incorporate additional standards-based resources where appropriate to support individual and whole group understanding (e.g., visuals, multimedia, technology, manipulatives, resources from museums, cultural centers, etc., when

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	when not available in the high-quality instructional materials). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and students are continuously self-monitoring as appropriate to enhance learning.	museums, cultural centers, etc., when not available in the high-quality instructional materials).	not available in the high-quality instructional materials).
Questioning (QU)	• Teacher questions are **varied** and high-quality, providing an appropriate mix of question types based on content: ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions are **consistently** purposeful and coherent. • The frequency of questions **consistently** engages students in the rigor of the content and in critical thinking. • Questions are **consistently** sequenced with attention to the instructional goals. • Wait time (3-5 seconds) is consistently provided. • Students regularly respond to a variety of teacher questions (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers). • All students are actively answering questions and engaging with the teacher or each other to share their perspectives. • Students generate questions that lead to further inquiry and self-directed learning.	• Teacher questions are **varied** and high-quality, providing an appropriate mix of question types based on content: ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions are purposeful and coherent. • The frequency of questions engages students in critical thinking. • Questions are sequenced with attention to the instructional goals. • Wait time (3-5 seconds) is provided. • Questions require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). • The teacher calls on a variety of students to engage different students' perspectives and provide opportunities for many students to respond.	• Teacher questions are **inconsistent** in quality and include few question types: ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions are random and lack coherence. • The frequency of questions **sometimes** engages students in critical thinking. • Questions are **rarely** sequenced with attention to the instructional goals. • Wait time (3-5 seconds) is inconsistently provided. • Questions **rarely** require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). • The teacher mostly calls on volunteers.
Academic Feedback (FEED)	• Oral and written feedback is **consistently** academically focused, **frequent**, and high-quality. • Feedback is **frequently** given during guided	• Oral and written feedback is academically focused, **frequent**, and high-quality. • Feedback is given during guided practice, throughout the lesson, and during review of independent work assignments.	• The quality and timeliness of feedback is **inconsistent**. • Feedback is **sometimes** given during guided practice. • The teacher circulates during instructional

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	practice, throughout the lesson, and during review of independent work assignments. • The teacher circulates during instructional activities to prompt student thinking, assess each student's progress based on student work expectations, and provide individual feedback. • Feedback, both verbal and non-verbal, from students is **regularly** used to monitor and adjust instruction. • Students give specific and clear feedback to each other based on the teacher's expectations.	• The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is used to monitor and adjust instruction.	activities, but monitors mostly behavior. • Feedback from students is **sometimes** used to monitor or adjust instruction.
Grouping Students (GRP)	• The instructional grouping arrangements (whole class, small groups, pairs, or individual) consistently maximize student understanding and learning efficiency. • Teacher sets clear expectations that are understood by students. • In an instructional group, each student takes responsibility for their individual role, tasks, and group work expectations so they can have meaningful and productive collaboration. • In an instructional group, each student assumes accountability for completing group work and individual work. • Instructional group composition is varied to best accomplish the goals of the lesson. • Students set goals, reflect on, and evaluate their learning in instructional groups. • When provided the choice or independence, students make responsible decisions about how to group themselves.	• The instructional grouping arrangements (whole class, small groups, pairs, or individual) adequately enhance student understanding and learning efficiency. • Teacher sets expectations that are understood by students. • In an instructional group, students take responsibility for their roles, tasks, and group work expectations so they can have meaningful and productive collaboration. • Students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied to accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (whole class, small groups, pairs, or individual) inhibit student understanding and learning efficiency. • **Few** students in groups know their roles, responsibilities, and group work expectations. • **Few** students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge (TCK)	• Teacher displays **extensive** content knowledge and understanding of both state standards and high-quality instructional	• Teacher displays **accurate** content knowledge and understanding of both state standards and high-quality	• Teacher displays **underdeveloped** content knowledge and lacks understanding of state standards or high-quality

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	materials, including their adopted or approved curriculum, for all the subjects they teach. • Teacher **consistently** implements a variety of subject-specific instructional strategies to enhance student content knowledge. • Teacher **consistently** highlights key concepts and ideas and uses them as the basis to connect other powerful ideas.	instructional materials, including their adopted or approved curriculum, for all the subjects they teach. • Teacher implements subject-specific instructional strategies to enhance student content knowledge. • Teacher highlights key concepts and ideas and uses them as the basis to connect other powerful ideas.	instructional materials, including their adopted or approved curriculum, in several subject areas. • Teacher **rarely** implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way**.**
Teacher Knowledge of Students (TKS)	• Teacher practices display understanding of each student's anticipated learning abilities and needs. • Teacher practices **consistently** incorporate student interests and backgrounds. • Teacher **consistently** provides differentiated supports and strategies to ensure students have the opportunity to master grade-level standards.	• Teacher practices display understanding of students' anticipated learning abilities and needs. • Teacher practices incorporate student interests and backgrounds. • Teacher provides differentiated supports and strategies to ensure students have the opportunity to master grade-level standards.	• Teacher practices demonstrate some knowledge of students' anticipated learning abilities and needs. • Teacher practices **sometimes** incorporate student interests or backgrounds. • Teacher practices demonstrate **some** differentiation.
Thinking (TH)	• Students are actively engaged in **multiple** types of thinking: ○ **analytical thinking**, where students analyze, compare and contrast, and evaluate and explain information; ○ **practical thinking**, where students use, apply, and implement what they learn in real-life scenarios; ○ **creative thinking**, where students create, design, imagine, and suppose; and ○ **research-based thinking**, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher and/or students model metacognitive strategies. • Students are provided opportunities to: ○ generate a variety of ideas and	• The teacher engages students in **multiple** types of thinking: ○ **analytical thinking**, where students analyze, compare and contrast, and evaluate and explain information; ○ **practical thinking**, where students use, apply, and implement what they learn in real-life scenarios; ○ **creative thinking**, where students create, design, imagine, and suppose; and ○ **research-based thinking**, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher and students: ○ generate a variety of ideas and alternatives; and ○ analyze problems from multiple	• The teacher implements **some** learning experiences that engage students in different types of thinking. • The teacher **sometimes** provides opportunities where students: ○ generate a variety of ideas and alternatives; or ○ analyze problems from multiple perspectives and viewpoints.

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	alternatives; ○ analyze problems from multiple perspectives and viewpoints; and ○ monitor their thinking to ensure they understand what they are learning, are attending to critical information, and are aware of the learning strategies they are using and why.	perspectives and viewpoints.	
Problem Solving (PS)	• Students engage in activities that reinforce **several** of the following problem-solving types: ○ Abstraction ○ Categorization ○ Drawing conclusions/justifying solutions ○ Predicting outcomes ○ Observing and experimenting ○ Improving solutions ○ Identifying relevant/irrelevant information ○ Generating ideas ○ Creating and designing	• The teacher uses and/or engages students in some of the following problem-solving types: ○ Abstraction ○ Categorization ○ Drawing conclusions/justifying solutions ○ Predicting outcomes ○ Observing and experimenting ○ Improving solutions ○ Identifying relevant/irrelevant information ○ Generating ideas ○ Creating and designing	• The teacher **sometimes** engages students in the following problem-solving types: ○ Abstraction ○ Categorization ○ Drawing conclusions/justifying solutions ○ Predicting outcomes ○ Observing and experimenting ○ Improving solutions ○ Identifying relevant/irrelevant information ○ Generating ideas ○ Creating and designing

PLANNING

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Instructional Plans (IP)	Instructional plans include: • evidence of the internalization of the plans from the high-quality curriculum;	Instructional plans include: • **some** evidence of the internalization of the plans from the high-quality curriculum;	Instructional plans include: • **little** evidence of the internalization of the plans from the high-quality curriculum;

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	• measurable and explicit objectives aligned to state standards and aligned high-quality curriculum, both in content and in rigor;
	• activities, materials, and assessments that:
	  ○ are aligned to state standards; content, including high-quality curriculum; and success criteria;
	  ○ are sequenced and scaffolded based on student need;
	  ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines as appropriate; and
	  ○ provide appropriate time for student work, student reflection, and lesson closure;
	• evidence that the plan is appropriate for the age, knowledge, and interests of all learners;
	• evidence that the plan provides regular opportunities to accommodate individual student needs; and
	• strategies for student autonomy and ownership.
		• objectives aligned to state standards and aligned high-quality curriculum, both in content and in rigor;
		• activities, materials, and assessments that:
		  ○ are aligned to state standards; content, including high-quality curriculum; and success criteria;
		  ○ are sequenced and scaffolded based on student need;
		  ○ build on prior student knowledge; and
		  ○ provide appropriate time for student work and lesson closure;
		• evidence that the plan is appropriate for the age, knowledge, and interests of learners; and
		• evidence that the plan provides opportunities to accommodate individual student needs.
			• **some** objectives aligned to state standards and aligned high-quality curriculum;
			• activities, materials, and assessments that:
			  ○ are **sometimes** aligned to state standards;
			  ○ are **sometimes** logically sequenced;
			  ○ sometimes build on prior student knowledge; and
			  ○ **inconsistently** provide time for student work and lesson closure;
			• little evidence that the plan is appropriate for the age, knowledge, or interests of the learners; and
			• **little** evidence that the plan provides opportunities to accommodate individual student needs.

Student Work (SW)	Assignments are: • **always** aligned to the rigor and depth of the standards and curriculum content. • **always** aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction. Students: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it;	Assignments are: • aligned to the rigor and depth of the standards and curriculum content. • aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction. Assignments require students to: • interpret information rather than reproduce it; • draw conclusions and support them through writing; and	Assignments require students to: • mostly reproduce information; • **sometimes** draw conclusions and support them through writing; and • **sometimes** connect what they are learning to prior learning or life experiences.

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	• draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.	• connect what they are learning to prior learning and life experiences.	
Assessment (AS)	Assessments: • are aligned with the depth and rigor of the state standards and content, including curriculum resources; • are designed to provide feedback on progress against objectives; • use a **variety** of question types and formats to gauge student learning and problem-solving; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice); • require extended written tasks as appropriate; • include clear illustrations of student progress toward state standards, which students monitor, understand, and articulate; and • include descriptions of how assessment results will be used by teachers and students to inform future instruction and learning.	Assessments: • are aligned with the depth and rigor of the state standards and content, including curriculum resources; • are designed to provide feedback on progress against objectives; • use a **variety** of question types and formats to gauge student learning and problem-solving; • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice); • require written responses as appropriate; and • include performance checks and student reflection on performance throughout the school year.	Assessments: • are **sometimes** aligned with state standards and content, including curriculum resources; • are not designed well to provide feedback on progress against objectives; • use **few** question types to gauge student learning; • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice); and • include performance checks, although the purpose of these checks is not clear.

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Expectations (ES)	• Teacher engages students in learning with clear and rigorous academic expectations and actively uses aligned and differentiated high-quality materials and resources to ensure access to learning. • Students regularly learn from their mistakes and can describe their thinking on what they learned. • Teacher creates learning opportunities where all students consistently experience success. • Students lead opportunities that support learning. • Students take initiative to meet or exceed teacher expectations. • Teacher optimizes instructional time to ensure each student meets their learning goals.	• Teacher engages students in learning with clear and rigorous academic expectations and uses aligned high-quality materials and resources for students to access. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students complete their work according to teacher expectations.	• Teacher expectations are not rigorous for students. • Teacher does not create learning opportunities where students can experience success. • Student work is **rarely** completed to meet teacher expectations.
Engaging Students and Managing Behavior (ESMB)	• Students are **consistently** engaged in behaviors that optimize learning and increase time on task. • Teacher and students establish commitments for learning and behavior. • Teacher **consistently** uses, and students reinforce, several techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment. • Teacher **consistently** recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • Teacher addresses individual students who have caused disruptions rather than the entire class.	• Students are **mostly** engaged in behaviors that optimize learning and increase time on task. • Teacher establishes rules for learning and behavior. • Teacher uses a variety of techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment. • Teacher **often** recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • Teacher addresses students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are consistently engaged in behavior that interrupts learning or minimizes time on task. • Teacher establishes **few** rules for learning and behavior. • Teacher uses few techniques to maintain student engagement. • Teacher does not or inconsistently addresses behavior that interrupts learning. • Teacher over-addresses inconsequential behavior.

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Description of performance level	*Consistent Evidence of Student-Centered Learning/Student Ownership of the Learning Environment – Teacher and Students Establish the Environment*	*Some Evidence of Student-Centered Learning/Student Ownership of the Learning Environment – Teacher Establishes the Environment*	*Minimal Evidence of Student Ownership of the Learning Environment – Heavy Emphasis on Teacher Direction*
	• Teacher quickly attends to disruptions with minimal interruption to learning.		
Environment (ENV)	The classroom: • welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. • is clearly organized and designed for and with students to promote learning for all. • has supplies, equipment, and resources easily and readily accessible to provide opportunities for all students. • displays current student work that promotes a positive classroom environment. • is arranged to maximize individual and group learning and to reinforce a positive classroom environment.	The classroom: • welcomes all students and guests. • is organized to promote learning for all students. • has supplies, equipment, and resources accessible to provide opportunities for students. • displays current student work. • is arranged to promote individual and group learning.	The classroom: • is somewhat uninviting. • is not organized to promote student learning. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arranged to promote group learning.
Respectful Conditions (RC)	• Teacher-student and student-student interactions consistently demonstrate caring, kindness, and respect for one another and celebrate and acknowledge all students' backgrounds. • Teacher seeks out and is receptive to the interests and opinions of all students. • Positive relationships and interdependence characterize the classroom.	• Teacher-student interactions are generally positive and reflect awareness and consideration of all students' backgrounds. • Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs. • Teacher is receptive to the interests and opinions of students.	• Teacher does not establish a safe and positive classroom for students. • Students do not exhibit respect for the teacher or each other. • Teacher and/or student interaction and communication is characterized by unhealthy conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

PROFESSIONALISM				
		Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Growing and Developing Professionally	The educator is prompt, prepared, and participates in professional learning and teacher collaboration meetings, bringing student artifacts (student work) when requested.	Consistently	Regularly	Sometimes
	The educator appropriately attempts to implement new learning in the classroom following professional learning and teacher collaboration meetings.	Consistently	Regularly	Sometimes
	The educator develops and works on a plan for new learning based on an analysis of school improvement plans and new goals, self-assessment, and input from the teacher and school leader observations.	Consistently	Regularly	Sometimes
	The educator participates in self-reflection and growth by selecting specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	Consistently	Regularly	Sometimes
Reflecting on Teaching	The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness, as evidenced by the self-reflection after each observation and offers specific actions to improve his/her teaching.	Consistently	Regularly	Sometimes
	The educator accepts responsibilities contributing to school improvement.	Consistently	Regularly	Sometimes
	The educator utilizes student achievement data to address the strengths and weaknesses of students and guide instructional decisions.	Consistently	Regularly	Sometimes
School Involvement	The educator supports school activities and events.	Consistently	Regularly	Sometimes
School Responsibilities	The educator accepts responsibility and/or assists peers in contributing to a safe and orderly school environment.	Consistently	Regularly	Sometimes
	The educator adheres to system and school policies.	Consistently	Regularly	Sometimes
	The educator keeps timely and professional records.	Consistently	Regularly	Sometimes

DEFINITIONS

Expectations (also known as Success Criteria) - refers to a concrete learning performance: something students will say, do, or make to indicate they are moving towards the learning goal/objective.

High-quality instructional materials (HQIM) - HQIM is fully aligned to state content standards, or national or local when state standards are not provided — what students are expected to learn and be able to do at the end of each grade level or course — and builds content-specific knowledge and skills. HQIM provides support for all learners and high-quality resources for teachers to support the delivery of meaningful instruction every day, including

- effective lesson structures and strategies;
- appropriate pacing guidance;
- meaningful, connected assessments; and
- implementation guidance and resources.