

Rubric for Rating the Quality of Classroom Teacher SAOs

Learning Goal Rubric		
<input type="checkbox"/> Acceptable Quality	<input type="checkbox"/> Quality Needs Improvement	<input type="checkbox"/> Insufficient Quality
<p>Appropriately identifies and thoroughly describes an important and meaningful learning goal, with:</p> <ul style="list-style-type: none"> ➤ the big idea and the standard(s) clearly aligned to and measured by the learning goal, ➤ a clear explanation of the critical nature of the learning goal for all students in the specific grade/ course, ➤ a clear description of how the learning goal allows students to demonstrate deep understanding of the content standards within the identified time span, and ➤ specific and appropriate instruction and strategies described to teach the learning goal. 	<p>Generally identifies and describes a learning goal with:</p> <ul style="list-style-type: none"> ➤ the big idea and/or standards minimally aligned to the learning goal, ➤ some explanation of the importance of the learning goal for students in the specific grade/ course, ➤ a general description of how the learning goal allows students to demonstrate adequate understanding of the content standards within the identified time span, and/or ➤ some generic instruction and strategies used to teach the learning goal. 	<p>Identifies and describes a learning goal that is vague, trivial, or unessential, with:</p> <ul style="list-style-type: none"> ➤ the big idea and/or standards not aligned to the learning goal, ➤ lack of information of the importance of the learning goal for students in the specific grade/course, ➤ little to no description of how the learning goal allows students to demonstrate understanding of the content standards in the identified time span, and/or ➤ questionable and/or vague instruction and strategies used to teach the learning goal.
Assessments Rubric		
<input type="checkbox"/> Acceptable Quality	<input type="checkbox"/> Quality Needs Improvement	<input type="checkbox"/> Insufficient Quality
<p>Appropriately identifies and clearly describes:</p> <ul style="list-style-type: none"> ➤ high quality assessments*, with evidence to support how the appropriateness and quality of the assessments has been established ➤ scoring rubrics that appropriately differentiate student performance, including evidence to support these rubrics have been validated, and ➤ progress-monitoring measures that will be used, including how instruction will be differentiated for all learners based on this information. 	<p>Identifies and provides some description, which may lack specificity, of the:</p> <ul style="list-style-type: none"> ➤ assessments, with partial explanation and no evidence to support how the appropriateness and quality of the assessments have been established , ➤ scoring rubrics that partially differentiate student performance, with no evidence to support how the rubrics have been validated, and/or ➤ progress-monitoring measures used with little detail in how instruction will be differentiated based on this information. 	<p>Identifies and provides an unclear, insufficient, or confusing description of the:</p> <ul style="list-style-type: none"> ➤ assessments, which minimally measure the learning goal, with no reference to how the appropriateness and quality of the assessments have been established, ➤ scoring rubrics with minimal or no differentiation of student performance with no evidence to support how the rubrics have been validated, and/or ➤ progress-monitoring measures used with minimal or no reference to the differentiation of learners based on this information.

Targets Rubric

<input type="checkbox"/> Acceptable Quality	<input type="checkbox"/> Quality Needs Improvement	<input type="checkbox"/> Insufficient Quality
<p>Clearly and thoroughly explains how the data are used to define teacher performance, including:</p> <ul style="list-style-type: none"> ➤ appropriate baseline data/information used to establish and differentiate expected performance, and ➤ rigorous expectations that are realistic and attainable for each group of students using the documented high quality assessments. 	<p>Broadly, without specificity, explains how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> ➤ unclear baseline data/information used to establish and differentiate expected performance,, and/or ➤ expectations that are imprecise, somewhat realistic and/or attainable for each group of students. 	<p>Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> ➤ no baseline data/information or use of irrelevant information to establish and differentiate expected performance, and/or ➤ low expectations, for each group of students.

