Please note: the following are the revisions to the existing rubric agreed to through consensus by the members of the PES committee on May 15, 2012. Domain 5 will be evolving and receive ongoing review by the PES Committee. This rubric is now complete and the final draft. Thank you for your continuing efforts on behalf of the organization and staff.
Randy

Domain 1: Planning and Preparation

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1.a. Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice demonstrate little to no knowledge of the content, or knowledge of leverage, endurance, and readiness between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, leverage, endurance, and readiness, and instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, between important concepts or leverage, endurance, and readiness, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and structure of the discipline. The teacher actively builds on knowledge of leverage, endurance, and readiness when describing instruction or seeking causes for student misunderstanding.
1.b. Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs; and does not seek understanding.	The teacher understands the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs; and attains knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs; and applies this knowledge for groups of students within the class as a whole.	The teacher actively seeks knowledge of individual students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources; and applies this knowledge for individual students.
1.c. Selecting Instructional	Instructional goals are	Instructional goals are of	Instructional goals are based	Instructional goals are based on

Goals	unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	moderate rigor and are suitable for some students, but consist of a combination of activities and outcomes; some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integrations.	on power standards and essential questions; utilizing assessment data to establish learning goals for the class.	power standards and essential questions reflecting higher level learning; utilizing assessment data to modify learning goals at an individual student level.
1.d. Demonstrating Knowledge of Resources	Unaware of the various resources available beyond the text book for teaching and learning.	Knowledgeable of additional resources outside of the textbook and minimally uses such in teaching and learning.	Utilizes an appropriate variety of resources in instruction.	Effectively plans and utilizes a variety of resources in instruction to fully engage the students.
1.e. Designing Coherent Instruction	The series of learning experiences are poorly aligned with the instructional goals and do not represent a coherent structure or the learning design model. The experiences are suitable for some students.	The series of learning experiences demonstrate partial alignment with instructional goals, some of which are likely to engage students in significant learning. The lesson or unit design has a recognizable structure and reflects partial knowledge of the	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional goals of students. The unit design has a clear learning design structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional goals, differentiated where appropriate to make them suitable for all students and likely to engage students in significant

		Learning Design Model.		learning. The unit design has a clear learning design structure and includes different pathways according to student needs.
1.f. Assessing Student Learning	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with instructional goals, or is inappropriate for many students. The results of the assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional goals, with some clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional goals, uses clear criteria, and is appropriate for the needs of the student. The teacher intends to use assessment results to plan for future instruction for specific groups of students.	The teacher's plan for student assessment is fully aligned with the instructional goals. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan for future instruction for individual students.

Domain 2: The Classroom Environment

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2.a. Creating an Environment of Respect and Rapport	Classroom interactions between the teacher and students are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions between the teacher and students may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students are characterized by consistent displays of sensitivity and responsiveness to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and students reflect respect and acceptance of individual differences among students' cultures and levels of development. A classroom community is

				evident.
2.b. Establishing a Culture of Learning	The classroom environment conveys a negative culture for learning; characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions".	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both the teacher and students; with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and students hold themselves to high standards of performance (e.g., students initiating improvement in their work).
2.c. Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially efficient.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties; which occur smoothly.	Students contribute to the efficient operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Students are engaged "bell to bell".
2.d. Managing Student Behavior	There is little evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to	It appears the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and

	student misbehavior is repressive or disrespectful of student dignity.	monitor student behavior and respond to student misbehavior.	student misbehavior is appropriate and respects the students' dignity.	preventative, and the teacher's response to student misbehavior is sensitive to individual student needs. There are signs that the teacher encourages the students to take an active role in monitoring the standards of behavior.
2.e. Organizing Physical Space	The use of physical space prohibits or obstructs teaching and learning.	The use of physical space is adequate for teaching and learning, but impedes orderly transition and flow.	The physical space is designed in a way that is conducive to teaching and learning; with anticipation of flow and transition.	The physical space is well organized to increase teacher/student interaction, smooth transitions and flow of instruction.

Domain 3: Instruction

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3.a. Communicating Clearly and Accurately	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion. The teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development,

		development.		and anticipates possible student misconceptions.
3.b. Using Questioning and Discussion Techniques	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Teacher uses variety of questions including open-ended when appropriate. Teacher encourages all students to participate in discussion and steps aside when appropriate.	Questions reflect higher cognitive demand and are culturally and developmentally appropriate. Students formulate many of the high-level questions and the teacher ensures that all voices are heard.
3.c. Engaging Students in Learning	Activities and assignments, materials, and groupings of students are not appropriate for the instructional outcomes or students' cultures or levels of understanding; resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for instructional outcomes or students' cultures or levels of understanding; resulting in moderate intellectual engagement. The lesson has a recognizable structure but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are appropriate for instructional outcomes or students' cultures or levels of understanding. The lesson's structure is coherent, with appropriate pace, fully maintained for the entire class period.	Students, throughout the lesson, are highly engaged in significant learning and make material contributions to the activities, student groupings, and materials. Most students are engaged in work of a high level or rigor. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3.d. Providing Feedback to Students	Formative assessment is rarely used in instruction, either	Formative assessment is occasionally used in	Formative assessment is used in instruction,	Assessment is used in a sophisticated manner in

	through monitoring of progress by the teacher or students or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, untimely, and students are aware of only some of the assessment criteria used to evaluate their work.	through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high quality feedback to students in a timely manner. Students are fully aware of the assessment criteria used to evaluate their work.	instruction through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high quality feedback to students from a variety of sources in a timely manner.
3.e. Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students through the use of a broad repertoire of instructional strategies	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher strives to ensure developmentally appropriate success of all students, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4.a. Reflecting on Teaching	The teacher does not use student results to inform instructional practice, and	The teacher reviews student results and makes minor adjustments to	The teacher routinely reviews student results, makes adjustments to	The teacher utilizes continuous quality improvement

	does not seek out new techniques for delivering instruction.	instructional practice on an 'as needed' basis.	instructional practices, implements changes with instruction, and evaluates impact on teacher pedagogy.	techniques to develop more effective instructional practices and strategies; assesses the impact of such changes to enhance student learning.
4.b. Maintaining Accurate Instructional Records	The teacher's system for maintaining instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's system for maintaining instructional records are rudimentary, only partially effective, and timelines are sporadically met.	The teacher's system for maintaining instructional records are accurate, timely, and effective.	The teacher's system for maintaining instructional records are accurate, timely, and effective and shared with students.
4.c. Maintaining Accurate Non-instructional Records	The teacher's system for maintaining non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's system for maintaining non-instructional records are rudimentary, only partially effective, and timelines are sporadically met.	The teacher's system for maintaining non-instructional records are accurate, timely, and effective.	The teacher's system for maintaining non-instructional records are accurate, timely, and effective and shared with students.
4.d. Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic and reactive. Communication is insensitive to family dynamics and culture. The teacher makes no	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. Communication is not always appropriate to the dynamics or	The teacher communicates with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner and	The teacher's communication with families is primarily proactive and sensitive to cultural traditions and family dynamics; students participate in the communication. The teacher successfully engages families

	attempt to engage families in the instructional program.	cultures of those families, and is mostly reactive in nature.	sensitive to family dynamics.	in the instructional program, as appropriate.
4.e. Contributing to the School and District	The teacher avoids participation in the professional learning community or in school and district events and projects. Relationships with colleagues are negative or non-productive.	The teacher becomes involved in the professional learning community and in school and district events and projects when specifically asked. Relationships with colleagues are cordial.	The teacher participates actively in the professional learning community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional learning community and to school and district events and projects and assumes a positive leadership role among faculty.
4.f. Growing and Developing Professionally	The teacher does not participate in professional development and makes no effort to share knowledge with colleagues. The teacher is resistant to critical feedback.	The teacher participates in professional development activities that are convenient or required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, critical feedback.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes critical feedback.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher actively seeks critical review and feedback.
4.g. Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district	The teacher is honest and well intentioned in serving students and contributing to decisions in school, but the teacher's attempts to serve students are limited. The teacher complies minimally with	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations and	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those underserved, are honored in school. The

	regulations and time lines, and contributes to a negative culture.	school and district regulations and time lines, doing just enough to get by, with minimal contribution to a positive culture.	time lines. The teacher contributes to a positive culture.	teacher displays the highest standards of ethical conduct toward students and colleagues and is a leader in producing a positive culture.

Domain 5: Student Growth

Component	Ineffective	Minimally Effective	Effective	Highly Effective
5.a. Demonstrate Growth in All Disciplines	The teacher references no baseline data, and does not use pre-tests to inform instruction. The use of grade-level or course content expectations are not evident.	Teaching is directed by grade-level or course expectations, but no reference to prior student performance or base-line data. Pre and posttests are used for student assessment, but do not inform instruction.	Prior student performance is captured in a class profile; pre-tests are used to inform instructional practice and pacing; and pre and posttests are consistently used in on-going instruction in the classroom.	Previous student performance is used to baseline students and determine modifications for instruction; pre and posttests are consistently part of on-going classroom instruction and the results are used to provide group and individual instruction where needed.
5.b. Demonstrate Student growth in Applicable Academic SIP/DIP Goals	The teacher cannot demonstrate student growth as a result of instruction.	The teacher can demonstrate student growth has occurred at a group level.	The teacher can demonstrate student growth for most individual students and overall as a class.	The teacher can demonstrate student growth individually for every student; from baseline to current levels, regardless of the students' level of learning (high, low, average).