**Morris School District – Level of Performance Rubric Component Level**

**Domain 3**

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| **Component: 3.1** | **Communicates Clearly and Accurately Through Oral and Written Language** | **Indicators and Critical Attributes** |
| **Unsatisfactory** | The teacher does not accurately communicate procedures, directions, outcomes, and does not anticipate or clarify student misunderstanding. | At no time during the lesson does the teacher convey to the students what they will be learning.  Students indicate through their questions that they are confused about the learning task.  The teacher makes a serious content error that will affect students’ understanding of the lesson.  Students indicate through body language or questions that they don’t understand the content being presented.  Teacher’s communications include errors of vocabulary or usage.  The teacher’s vocabulary is inappropriate to the age or culture of the students. |
| **Basic** | The teacher is inconsistent with communicating procedures, directions, outcomes, and clarifying student misunderstanding. | The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation.  The teacher must clarify the learning task so that students can complete it.  The teacher makes no serious content errors but may make a minor error.  The teacher’s explanation of the content consists of a monologue or is purely procedural, with minimal participation by students.  Vocabulary and usage are correct but unimaginative.  Vocabulary is too advanced or too juvenile for the students. |
| **Proficient** | The teacher clearly communicates procedures, directions, outcomes, and clarifying student misunderstanding. | The teacher states clearly, at some point during the lesson, what the students will be learning.  If the tactic is appropriate, the teacher models the process to be followed in the task.  Students engage with the learning task, indicating that they understand what they are to do.  The teacher makes no content errors.  The teacher’s explanation of content is clear and invites student participation and thinking.  The teacher’s vocabulary and usage are correct and completely suited to the lesson.  The teacher’s vocabulary is appropriate to the students’ ages and levels of development. |
| **Exemplary** | The teacher clearly and consistently communicates procedures, directions, and outcomes, and enhances understanding of content. | The teacher points out possible areas for misunderstanding.  Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.  All students seem to understand the presentation.  The teacher invites students to explain the content to the class or to classmates.  Teacher uses rich language, offering brief vocabulary lessons where appropriate. |

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| **Component: 3.2** | **Engages and Motivates Students** | **Indicators and Critical Attributes** |
| **Unsatisfactory** | Teacher does not differentiate instruction leading to low student engagement, and insufficient development of ‘ literacy’ skills. | Few students are intellectually engaged in the lesson.  Students exhibit little or no pride in their work.  Learning tasks require only recall or have a single correct response or method.  The materials used ask students to perform only rote tasks.  The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.  Only one type of instructional group is used (whole group) when variety would better serve the instructional purpose.  Instructional procedures used are unsuitable to the lesson and/or the students. |
| **Basic** | Teacher occasionally differentiates instruction leading to some student engagement and some development of skills. | Some students are intellectually engaged in the lesson.  Students comply with the teacher’s expectations for learning, but they don’t indicate commitment on their own initiative for the work.  Many students indicate that they are looking for an “easy path.”  Learning tasks are a mix of those requiring thinking and recall.  Students are in large part passively engaged with the content, learning primarily facts or procedures.  Teacher’s energy for the work is neutral, indicating neither a high level of commitment nor care  Students have no choice in how they complete tasks.  The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.  The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking. |
| **Proficient** | Teacher often differentiates instruction leading to most students’ engaged and frequent development of skills. | Most students are intellectually engaged in the lesson.  Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.  Students have some choice in how they complete learning tasks.  There is a mix of different types of groupings, suitable to the lesson objectives.  Materials and resources support the learning goals and require intellectual engagement, as appropriate. |
| **Exemplary** | Teacher consistently differentiates instruction leading to all students’ engaged and routine development of mathematical, and technological literacy skills including information literacy, visual literacy and media literacy skills. | Virtually all students are highly engaged in the lesson.  Students take initiative to modify a learning task to make it more meaningful or relevant to their needs  Students suggest modifications to the grouping patterns used.  Students have extensive choice in how they complete tasks.  Students suggest modifications or additions to the materials being used.  Students have an opportunity for both reflection and closure after the lesson to consolidate their understanding. |

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| **Component: 3.3** | **Demonstrates Responsiveness and Flexibility** | **Critical Attributes** |
| **Unsatisfactory** | Absent is the teacher reflecting on the instructional practice resulting in a failure to provide feedback and make necessary adjustments to the instructional plan. | Teacher ignores indications of student boredom or lack of understanding.  Teacher makes no attempt to incorporate student interests into the lesson.  The teacher conveys to students that when they have difficulty learning it is their fault.  In reflecting on practice, the teacher does not indicate that it is important to reach all students. |
| **Basic** | Reflection on practice is inconsistent causing the teacher to disseminate underdeveloped feedback to students and offer occasional adjustments to the instructional design. | Teacher’s efforts to modify the lesson are only partially successful.  The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them.  In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so.  The pacing of the lesson is uneven- suitable in parts, but rushed or dragging in others. |
| **Proficient** | Teacher reflection is immediate and accurate. Sufficient feedback is provided and appropriate adjustments to instruction are present | When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.  The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.  In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.  The pacing of the lesson provides students the time needed to be intellectually engaged.  Data is used to inform instruction |
| **Exemplary** | Teacher demonstrates reflection that is ongoing and moreover, motivates students to self-assess throughout the learning engagement. Feedback and adjustments are extensive in that it is driven by the needs and interests of individual learners and informed by data and close observation. | The teacher’s adjustments to the lesson are designed to assist individual students.  Teacher seizes on a teachable moment to enhance a lesson.  The teacher conveys to students that s/he won’t consider a lesson “finished” until every student understands and that s/he has a broad range of approaches to use.  In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.  Students have ownership of their instructional goals |

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| **Component: 3.4** | **Effective Questioning** | **Critical Attributes** |
| **Unsatisfactory** | Questioning/discussion techniques engage only a few students, do not develop high order, metacognitive thoughts and lack application to authentic situations. | Questions are rapid-fire, and convergent, with a single correct answer.  Questions do not invite student thinking.  All discussion is between teacher and students; students are not invited to speak directly to one another.  Teacher brushes aside student questions.  A few students dominate the discussion. |
| **Basic** | Question/discussion techniques attempt to invite a limited number of students. The question and discussion techniques inconsistently address authentic use application and offer no connections to other disciplines. | Teacher frames some questions designed to promote student thinking, but only a small number of students are involved.  The teacher invites students to respond directly to one another’s ideas, but few students respond.  Teacher makes perfunctory attempts to incorporate student questions into the lesson.  Teacher calls on many students, but only a few actually participate in the discussion. |
| **Proficient** | Question/discussion techniques frequently engage the majority of students’ metacognitive and authentic application of information. | Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.  The teacher makes effective use of wait time.  The teacher effectively builds on student responses to questions.  Discussions enable students to talk to one another without ongoing mediation by the teacher.  The teacher has a “no hands up” approach to question response.  Teacher incorporates students’ questions into the heart of the lesson.  Many students actively engage in the discussion through small group techniques. |
| **Exemplary** | Question/discussion techniques consistently involve all and encourage the formation of students’ questions that provide application to authentic use in multiple disciplines. | Students initiate higher-order questions.  Students extend the discussion, enriching it.  Students invite comments from their classmates during a discussion. |

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| **Component: 3.5** | **Assesses Learning** | **Indicators and Critical Attributes** |
| **Unsatisfactory** | Lack of assessment to inform instruction or measure progress. | The teacher gives no indication of what  high-quality work looks like.  The teacher makes no effort to determine whether students understand the lesson.  Feedback is only global.  The teacher does not ask students to evaluate their own or classmates’ work. |
| **Basic** | The teacher’s inconsistent feedback has limited value. Assessments are limited and occasionally inform instruction. | There is little evidence that the students understand how their work will be evaluated.  Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.  Teacher requests global indications of student understanding.  Feedback to students is not uniformly specific and not oriented towards future improvement of work.  The teacher makes only minor attempts to engage students in self-assessment or peer assessment. |
| **Proficient** | Consistent feedback and ongoing assessments are used to adjust instruction, differentiate goals and inform planning. | Students indicate that they clearly understand the characteristics of high-quality work.  The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.  Feedback includes specific and timely guidance, at least for groups of students.  The teacher attempts to engage students in self-assessment or peer assessment.  Teacher analyzes assessment results to measure or improve student achievement |
| **Exemplary** | A variety of high quality assessment tools are consistently used to provide students with feedback that will inform learners and improve achievement. | There is evidence that students have helped establish the evaluation criteria.  Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class.  Teacher makes frequent use of strategies to elicit information about individual student understanding.  Feedback to students is specific and timely, and is provided from many sources including other students.  Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.  Teacher uses assessment data to compare current achievement to expected student growth outcomes. |