**Morris School District – Level of Performance Rubric: Component Level Work Sheet**

**Domain 1 Planning and Preparation**

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| **Component: 1.1** | **Designs Assessments for Student Learning** | **Critical Attributes** |
| **Unsatisfactory** | The teacher does not design or use assessments, in any form, therefore there are no assessments aligned to instructional goals or communication around assessment that could be used to inform instructional planning. | Assessments do not match instructional outcomes.  Assessments have no criteria.  No formative assessments have been designed.  Assessment results do not affect future plans. |
| **Basic** | The teacher sometimes communicates to students the goal aligned methods of assessments and infrequently uses multiple assessments and tools to inform instructional planning. | Only some of the instructional outcomes are addressed in the planned assessments.  Assessment criteria are vague.  Plans refer to the use of formative assessments, but they are not fully developed.  Assessment results are used to design lesson plans for the whole class, not individual students. |
| **Proficient** | The teacher designs and updates a repertoire of multiple and authentic assessments aligned to instructional goals that are clearly communicated to students and the results are used to inform instructional planning. | All the learning outcomes have a method for assessment.  Assessment types match learning expectations.  Plans indicate modified assessments for some students as needed.  Assessment criteria are clearly written.  Plans include formative assessments to use during instruction.  Lesson plans indicate possible adjustments based on formative assessment data.  Digital assessments are used to inform instruction |
| **Exemplary** | The teacher continually designs and updates an extensive repertoire of multiple authentic and alternative assessments which are aligned to instructional goals. Students have the opportunity to contribute to the development of assessment criteria which the results are used to inform instructional planning. | Assessments provide opportunities for student choice.  Students participate in designing assessments for their own work.  Teacher-designed assessments are authentic with real-world application, as appropriate.  Students develop rubrics according to teacher specified learning objectives.  Students are actively involved in collecting information from formative assessments and provide input. |

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| **Component: 1.2** | **Knowledge of Materials and Resources** | **Indicators and Critical Attributes** |
| **Unsatisfactory** | The teacher does not access or have knowledge of resources and materials available within the school or on the Internet to extend beyond what is readily available. | The teacher uses only district-provided materials, even when more variety would assist some students.  The teacher does not seek out resources available to expand his or her own skill.  Materials are not engaging nor do they meet instructional outcomes.  Use of technology is absent.  Although aware of some student needs, the teacher does not inquire about possible resources. |
| **Basic** | The teacher occasionally accesses and has some knowledge of digital and non-digital resources and materials available within the school and attempts to incorporate and extend beyond what is readily available. | The teacher uses materials in the school (e.g. library) but does not search beyond the school for resources.  The teacher participates in content-area workshops offered by the school but does not pursue other resource inquiry.  Learning resources are suitable, but there is limited variety.  There is limited evidence of the use of technology as a resource  The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. |
| **Proficient** | The teacher frequently accesses and is knowledgeable of digital and non-digital resources and materials available within the school and appropriately extends beyond what is readily available. | Texts are at varied levels.  Texts are supplemented by guest speakers and field experiences.  Teacher facilitates Internet resources.  Resources are multidisciplinary.  Teacher expands resource knowledge via professional learning groups and organizations.  Teacher provides lists of resources outside the class for students to draw on.  Teacher knows how to access the Internet to locate resources  Teacher provides a variety of appropriately challenging materials and resources. |
| **Exemplary** | The teacher consistently accesses and has extensive knowledge of digital and non-digital resources and materials available within the school and appropriately extends beyond what is readily available. | Texts are matched to student skill level.  The teacher has ongoing relationship with colleges and universities that support student learning.  The teacher maintains log of resources for student reference.  The teacher pursues apprenticeships to  increase discipline knowledge  The teacher facilitates student contact with resources outside the classroom.  Teacher knows how to access the internet to consistently locate reliable resources. |

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| **Component: 1.3** | **Knowledge of Pedagogy in Designing Coherent Instruction** | **Indicators and Critical Attributes** |
| **Unsatisfactory** | The teacher does not design coherent instruction that includes best practices, clear goals, student prerequisite knowledge, and individual differences. There is no use of data to inform planning | Outcomes lack rigor.  Outcomes do not represent important learning in the discipline.  Outcomes are not clear or are stated as activities.  Outcomes are not suitable for many students in the class.  Learning activities are boring and/or not well aligned to the instructional goals.  Use of technology is absent.  Instructional groups do not support learning.  Lesson plans are not structured or sequenced and are unrealistic in their expectations.  Unit planning is absent. |
| **Basic** | The teacher ineffectively designs coherent instruction that includes best practices, use of data, clear goals, student prerequisite knowledge, and individual differences. | Outcomes represent a mixture of low expectations and rigor.  Some outcomes reflect important learning in the discipline.  Outcomes are suitable for most of the class.  Learning activities are moderately challenging.  Instructional groups are random or only partially support objectives.  Use of technology is rare.  Lesson structure is uneven or may be unrealistic in terms of time expectations.  Units are poorly designed and do not foster understanding. |
| **Proficient** | The teacher effectively designs coherent instruction that includes best practices, clear, informed use of data, goals, student prerequisite knowledge, and individual differences while motivating and engaging students in relevant and meaningful activities. | Outcomes represent high expectations and rigor.  Outcomes are related to the “big ideas” of the discipline and are accessed via well planned out units.  Outcomes are written in terms of what students will learn rather than do.  Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication.  Outcomes are suitable to groups of students in the class and are differentiated where necessary.  Learning activities are matched to instructional outcomes.  Activities provide opportunity for higher-level thinking.  Instructional student groups are organized thoughtfully, based on data, to maximize learning and build on student strengths.  The plan for the lesson or unit is well structured, with reasonable time allocations. |
| **Exemplary** | The teacher demonstrates expertise in their design of coherent instruction that includes best practices, clear goals, student prerequisite knowledge, and individual differences while motivating and engaging students in relevant and meaningful activities that are current and relevant to their lives.  The teacher uses data to identify and inform the starting point for instruction and consistently follows up with targeted instruction in a logically sequenced design that supports student growth outcomes. | Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.  Teacher connects outcomes to previous and future learning.  Outcomes are differentiated to encourage individual students to take educational risks.  Activities permit student choice.  Learning experiences connect to other disciplines.  Teacher provides a variety of appropriately challenging tasks, which include the use of technology, tasks are differentiated for students in the class.  Lesson plans differentiate for individual student needs. |

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| **Component: 1.4** | **Knowledge of Content and Curriculum** | **Indicators and Critical Attributes** |
| **Unsatisfactory** | Teacher is unaware of content errors by self or students, unclear on how make connections within discipline and to other content areas, does not use digital resources and makes minimal applications to district, state and national standards. | Teacher makes content errors. Teacher does not consider prerequisite relationships when planning. Teacher’s plans use inappropriate strategies for the discipline |
| **Basic** | Teacher displays basic content knowledge, Inconsistently provides feedback regarding student misconceptions, sometimes connects content to other disciplines, rarely uses technology and does incorporate district curriculum and most state and national standards. | Teacher is familiar with the discipline but does not see conceptual relationships.  Teacher’s knowledge of prerequisite relationships is inaccurate or incomplete.  Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content. |
| **Proficient** | Teacher displays solid content knowledge, provides appropriate feedback regarding student misconceptions, regularly makes connections to other disciplines, uses technology frequently and incorporates district, state and national standards. | The teacher can identify important concepts of the discipline and their relationships to one another.  The teacher consistently provides clear explanations of the content.  The teacher answers student questions accurately and provides feedback that furthers their learning.  Evidence of students using technology |
| **Exemplary** | Teacher displays extensive knowledge of content, anticipates student misconceptions, consistently makes connections to other disciplines, consistently incorporates technology and digital resources and incorporates all local, state and national standards | Teacher cites intra- and interdisciplinary content relationships.  Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.  Students outcomes display use of technology |

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| **Component: 1.5** | **Knowledge of Students** | **Indicators and Critical Attributes** |
| **Unsatisfactory** | The teacher displays unfamiliarity with age appropriate developmental characteristics, cultural heritage, learning styles and individual differences. | Teacher does not understand child development characteristics and has unrealistic expectations for students.  Teacher does not try to ascertain varied ability levels among students in the class.  Teacher is not aware of student interests or cultural heritages.  Teacher takes no responsibility to learn about students’ medical or learning disabilities. |
| **Basic** | The teacher displays some familiarity of appropriate developmental characteristics of the age group, is somewhat aware of the students’ cultural heritage, learning styles and individual student differences. | Teacher cites developmental theory but does not seek to integrate it into lesson planning.  Teacher is aware of the different ability levels in the class but tends to teach to the “whole group.”  The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.  The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. |
| **Proficient** | The teacher displays appropriate knowledge of age appropriate developmental characteristics of the age group, has adequate awareness of the students’ cultural heritage, learning styles and individual differences. | The teacher knows, for groups of students, their levels of cognitive development.  The teacher is aware of the different cultural groups in the class.  The teacher has a good idea of the range of interests of students in the class.  The teacher has identified “high,” “medium, and “low” groups of students within the class.  The teacher is well informed about students’ cultural heritage and incorporates this knowledge in lesson planning.  The teacher is aware of the special needs represented by students in the class. |
| **Exemplary** | The teacher displays adept knowledge of age appropriate developmental characteristics of the age group, creates lessons that depict extensive awareness of the students’ cultural heritage, learning styles, and individual student differences. | The teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly.  The teacher seeks out information about their cultural heritage from all students.  The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. |