

# WYNDMERE PUBLIC SCHOOL

## Instructor Professional Practice Rubric

### A. Planning and Preparation for Learning

Staff:

	Highly Effective	Effective	Emerging	Does Not Meet Standards
<b>a. Knowledge</b>	Is well respected for their knowledge in their field.	Knows the subject matter well.	Is somewhat familiar with the subject matter.	Has little familiarity with the subject matter.
<b>b. Standards</b>	Has a detailed plan for the year so students will meet high standards and are ready for standardized assessments.	Plans the year so students will meet high standards and be ready for standardized assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
<b>c. Units</b>	Plans almost all units with big ideas, essential questions, knowledge, skill, transfer, and non-cognitive goals using a variety of media.	Plans most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals using some media.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills using few media.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals using little to no media.
<b>d. Assessments</b>	Prepares diagnostic, summative and formative (on-the-spot) assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests without much forethought.
<b>e. Anticipation</b>	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
<b>f. Lessons-Engagement</b>	Designs highly engaging lessons with clear, measurable, achievable goals closely aligned with standards and unit outcomes.	Designs effective and engaging lessons that are focused on measurable, achievable outcomes aligned with unit goals.	Plans lessons that will catch some students interest with some consideration of long-term goals.	Plans lessons with very little likelihood of engaging students or with attention to long-term goals.
<b>g. Environment</b>	Uses room arrangement, materials, and displays to create an inviting climate and maximize student learning.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

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### B. Classroom Management

Staff:

	Highly Effective	Effective	Emerging	Does Not Meet Standards
<b>a. Expectations</b>	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with <i>ad hoc</i> rules and consequences as events unfold during the year.
<b>b. Relationships</b>	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.
<b>c. Respect</b>	Creates a climate of respect and buy-in such that disruption of learning is virtually unthinkable.	Wins almost all students' respect through fostering positive interactions. Discipline problems are few and far between.	Wins the respect of some students but there are regular disruptions in the classroom and makes examples of "bad" students.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous. Publicly berates "bad" students
<b>d. Routines</b>	Successfully instills class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
<b>e. Responsibility</b>	Gets virtually all students to be self-disciplined, take responsibility for their actions, and be self-motivated.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
<b>f. Efficiency</b>	Skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off-task teacher behavior.
<b>g. Prevention</b>	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.

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### C. Delivery of Instruction

Staff:

	Highly Effective	Effective	Emerging	Does Not Meet Standards
<b>a. Expectations-Growth</b>	Exudes high expectations, urgency, and determination that virtually all students will master the material. Repeatedly teaches a "growth" mindset	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
<b>b. Goals</b>	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without consistently giving students a sense of where instruction is headed.	Lessons lack goals or purpose.
<b>c. Connections</b>	Hooks almost all students in units and lessons by activating knowledge, experience, reading, and vocabulary.	Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
<b>d. Clarity</b>	Presents material clearly, with well-chosen examples and vivid, appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
<b>e. Repertoire</b>	Uses a wide range of well-chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
<b>f. Engagement</b>	Involves all students in focused activities, actively learning and problem-solving.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures with most students not engaged.
<b>g. Differentiation</b>	Successfully reaches almost most students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with mixed success.	Fails to differentiate instruction.
<b>h. Flexibility</b>	Adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes takes advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
<b>i. Closure</b>	Consistently has students summarize and internalize what they learn and apply it to real-life situations and future opportunities	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications	Moves on at the end of each lesson without closure or application to other contexts.

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### D. Monitoring, Assessment, and Follow-Up

Staff:

	Highly Effective	Effective	Emerging	Does Not Meet Standards
<b>a. Criteria</b>	Consistently posts and reviews clear criteria for good work, with rubrics at each level of proficiency.	Posts criteria for proficiency, including rubrics.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
<b>b. Diagnosis</b>	Uses a variety of effective methods throughout the lesson to check for understanding and gives students helpful information if they seem confused.	Frequently checks throughout the lesson for understanding.	Sometimes checks for understanding during a lesson.	Seldom if ever checks for understanding during a lesson.
<b>c. Self-Assessment</b>	Consistently requires students to look over their work, identify where they had trouble and make the necessary corrections.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Occasionally has students self assess their work.	Does not encourage students to self assess their work.
<b>d. Use of Data</b>	Works with colleagues to use assessment data to fine-tune teaching, re-teach, and help struggling students.	Uses data from assessments to adjust teaching, re-teach, and follow up with failing students.	Returns tests to students and follows up by clarifying a few items that caused problems.	Is slow getting test results back to students and moves on without analyzing data and following up with students.
<b>e. Tenacity</b>	Frequently follows up with struggling students, with personal attention so that almost all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
<b>f. Reflection</b>	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

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### E. Family and Community Outreach

Staff:

	Highly Effective	Effective	Emerging	Does Not Meet Standards
<b>a. Respect</b>	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows a lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
<b>b. Expectations</b>	Provides parents clear, learning and behavior expectations of exemplary work for the year.	Provides parents clear expectations for student learning and behavior at a level of proficiency.	Provides parents a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
<b>c. Communication</b>	Makes sure parents hear positive news about their children first, and flags and problems in a timely manner.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
<b>e. Homework</b>	Assigns appropriate homework, holds students accountable for turning it in, and gives timely feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
<b>f. Responsiveness</b>	Deals promptly with parent concerns.	Responds promptly to parent concerns some of the time.	Is slow to respond to some parent concerns.	Does not respond to parent concerns.
<b>g. Reporting</b>	Uses conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
<b>h. Resources</b>	Successfully enlists classroom volunteers and/or extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks volunteers to contribute as extra resources in the classroom.	Does not reach out for extra support from the community.

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### F. Professional Responsibilities

Staff:

	Highly Effective	Effective	Emerging	Does Not Meet Standards
<b>a. Attendance</b>	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
<b>b. Language</b>	In professional contexts, speaks and writes correctly, concisely, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
<b>c. Reliability</b>	Carries out assignments conscientiously and punctually.	Carries out most assignments conscientiously and punctually.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
<b>d. Professionalism</b>	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
<b>e. Judgement</b>	Is invariably ethical, honest, and forthright, uses impeccable judgment, and always respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
<b>f. Above-and-beyond</b>	Is an important member of teacher teams and committees and frequently volunteers for extra activities.	Shares responsibility for grade-level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
<b>g. Leadership</b>	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
<b>h. Collaboration-Growth</b>	Actively seeks new ideas and implements those strategies into the classroom. Assesses the effectiveness for future instruction.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements those strategies.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.