

Danielson Teacher Rubric

DOMAIN 1: PLANNING AND PREPARATION **Component 1a: Demonstrating Knowledge of Content and Pedagogy**

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|--|---|---|---|---|
| Knowledge of content and the structure of the discipline | Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. | Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. | Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. | In planning and practice, teacher makes content errors or does not correct errors made by students. |
| Knowledge of prerequisite relationships | Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. | Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. | Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. | Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. |
| Knowledge of content related pedagogy | Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. | Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students. | Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. |

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DOMAIN 1: PLANNING AND PREPARATION **Component 1b: : Demonstrating Knowledge of Students**

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
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| Knowledge of child and adolescent development | In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns. | Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. | Teacher displays partial knowledge of the developmental characteristics of the age group. | Teacher displays little or no knowledge of the developmental characteristics of the age group |
| Knowledge of the learning process | Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. | Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students. | Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated. | Teacher sees no value in understanding how students learn and does not seek such information |
| Knowledge of students' skills, knowledge, and language proficiency | Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information. | Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students. | Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. | Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. |
| Knowledge of students' interests and cultural heritage | Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students. | Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students. | Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole. | Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable. |

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|--------------------------------------|---|---|--|--|
| Knowledge of students' special needs | Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources. | Teacher is aware of students' special learning and medical needs. | Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate. | Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important. |

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DOMAIN 1: PLANNING AND PREPARATION **Component 1c: : Setting Instructional Outcomes**

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|----------------------------------|--|---|--|---|
| Value, sequence, and alignment | All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. | Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. | Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. |
| Clarity | All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. | All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. | Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment | Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. |
| Balance | Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. | Outcomes reflect several different types of learning and opportunities for coordination. | Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. | Outcomes reflect only one type of learning and only one discipline or strand. |
| Suitability for diverse learners | Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups | Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated. | Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning | Outcomes are not suitable for the class or are not based on any assessment of student needs. |

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DOMAIN 1: PLANNING AND PREPARATION **Component 1d: Demonstrating Knowledge of Resources**

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|--|---|---|--|--|
| Resources for classroom use | Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. | Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.. | Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. | Teacher is unaware of resources for classroom use available through the school or district. |
| Resources to extend content knowledge and pedagogy | Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the internet. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly | Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district. |
| Resources for students | Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet. | Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly. | Teacher is unaware of resources for students available through the school or district. |

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DOMAIN 1: PLANNING AND PREPARATION **Component 1e: Designing Coherent Instruction**

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|---------------------------------------|---|---|--|---|
| Learning Activities | Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. | All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. | Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. | Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity |
| Instructional materials and resources | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.. | Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning | Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. |
| Instructional groups | Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. | Instructional groups are varied as appropriate to the students and the different instructional outcomes. | Instructional groups partially support the instructional outcomes, with an effort at providing some variety. | Instructional groups do not support the instructional outcomes and offer no variety. |

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|---------------------------|---|--|---|---|
| Lesson and unit structure | The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent. | The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations. | The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable. | The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic |

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DOMAIN 1: PLANNING AND PREPARATION **Component 1f: Designing Student Assessments**

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|--|--|--|--|---|
| Congruence with instructional outcomes | Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed. | All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. | Some of the instructional outcomes are assessed through the proposed approach, but many are not. | Assessment procedures are not congruent with instructional outcomes. |
| Criteria and standards | Assessment criteria and standards are clear; there is evidence that the students contributed to their development. | Assessment criteria and standards are clear. | Assessment criteria and standards have been developed, but they are not clear. | Proposed approach contains no criteria or standards. |
| Design of formative assessments | Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. | Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used. | Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. | Teacher has no plan to incorporate formative assessment in the lesson or unit. |
| Use for planning | Teacher plans to use assessment results to plan future instruction for individual students. | Teacher plans to use assessment results to plan for future instruction for groups of students. | Teacher plans to use assessment results to plan for future instruction for the class as a whole. | Teacher has no plans to use assessment results in designing future instruction. |

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DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2a: Creating an Environment of Respect and Rapport

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|--|---|--|--|---|
| Teacher interaction with students | Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. | Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. | Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. |
| Student interactions with other students | Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed. | Student interactions are generally polite and respectful. | Students do not demonstrate disrespect for one another. | Student interactions are characterized by conflict, sarcasm, or put-downs |

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DOMAIN 2: THE CLASSROOM ENVIRONMENT **Component 2b: Establishing a Culture for Learning**

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|---|--|--|--|--|
| Importance of the content | Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. | Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. | Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. | Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. |
| Expectations for learning and achievement | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. | Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. | Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. |
| Student pride in work | Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers. | Students accept the teacher's insistence on work of high quality and demonstrate pride in that work. | Students minimally accept the responsibility to do good work but invest little of their energy into its quality | Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work. |

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DOMAIN 2: THE CLASSROOM ENVIRONMENT **Component 2c: Managing Classroom Procedures**

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
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| Management of instructional groups | Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. | Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. | Students in only some groups are productively engaged in learning while unsupervised by the teacher. | Students not working with the teacher are not productively engaged in learning. |
| Management of transitions | Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. | Transitions occur smoothly, with little loss of instructional time. | Only some transitions are efficient, resulting in some loss of instructional time. | Transitions are chaotic, with much time lost between activities or lesson segments. |
| Management of materials and supplies | Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. | Routines for handling materials and supplies occur smoothly, with little loss of instructional time. | Routines for handling materials and supplies function moderately well, but with some loss of instructional time. | Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. |
| Performance of non-instructional duties | Systems for performing non- instructional duties are well established, with students assuming considerable responsibility for efficient operation. | Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time. | Systems for performing non- instructional duties are only fairly efficient, resulting in some loss of instructional time. | Considerable instructional time is lost in performing non- instructional duties |
| Supervision of volunteers and paraprofessionals | Volunteers and paraprofessionals make a substantive contribution to the classroom environment. | Volunteers and paraprofessionals are productively and independently engaged during the entire class. | Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision | Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time. |

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DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2d: Managing Student Behavior

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|---------------------------------|---|---|---|--|
| Expectations | Standards of conduct are clear to all students and appear to have been developed with student participation. | Standards of conduct are clear to all students. | Standards of conduct appear to have been established, and most students seem to understand them. | No standards of conduct appear to have been established, or students are confused as to what the standards are. |
| Monitoring of student behavior | Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully | Teacher is alert to student behavior at all times. | Teacher is generally aware of student behavior but may miss the activities of some students. | Student behavior is not monitored, and teacher is unaware of what the students are doing |
| Response to student misbehavior | Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. | Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate. | Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. | Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity. |

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DOMAIN 2: THE CLASSROOM ENVIRONMENT ***Component 2e: Organizing Physical Space***

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|--|--|--|---|---|
| Safety and accessibility | The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. | The classroom is safe, and learning is equally accessible to all students. | The classroom is safe, and at least essential learning is accessible to most students. | The classroom is unsafe, or learning is not accessible to some students. |
| Arrangement of furniture and use of physical resources | Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning. | Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities. | Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness. | The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources. |

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DOMAIN 3: INSTRUCTION **Component 3a: Communicating with Students**

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|----------------------------------|--|---|--|--|
| Expectations for learning | Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. | Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning | Teacher attempts to explain the instructional purpose, with limited success. | Teacher's purpose in a lesson or unit is unclear to students. |
| Directions and procedures | Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding. | Teacher's directions and procedures are clear to students. | Teacher's directions and procedures are clarified after initial student confusion. | Teacher's directions and procedures are confusing to students. |
| Explanations of content | Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers. | Teacher's explanation of content is appropriate and connects with students' knowledge and experience. | Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow. | Teacher's explanation of the content is unclear or confusing or uses inappropriate language. |
| Use of oral and written language | Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies | Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. | Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds. | Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused. |

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DOMAIN 3: INSTRUCTION Component 3b: Using Questioning and Discussion Techniques

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|-----------------------|--|---|---|---|
| Quality of questions | Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. | Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. | Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. | Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. |
| Discussion techniques | Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. | Teacher creates a genuine discussion among students, stepping aside when appropriate. | Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. | Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers |
| Student participation | Students themselves ensure that all voices are heard in the discussion. | Teacher successfully engages all students in the discussion. | Teacher attempts to engage all students in the discussion, but with only limited success. | A few students dominate the discussion. |

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DOMAIN 3: INSTRUCTION Component 3c: Engaging Students in Learning

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|---------------------------------------|--|--|---|--|
| Activities and assignments | All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding | Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. | Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. | Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. |
| Grouping of students | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. | Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. | Instructional groups are inappropriate to the students or to the instructional outcomes. |
| Instructional materials and resources | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. | Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. | Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. |
| Structure and pacing | The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students | The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate. | The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. | The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both. |

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DOMAIN 3: INSTRUCTION **Component 3d: Using Assessment in Instruction**

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|---|--|--|---|---|
| Assessment criteria | Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. | Students are fully aware of the criteria and performance standards by which their work will be evaluated. | Students know some of the criteria and performance standards by which their work will be evaluated. | Students are not aware of the criteria and performance standards by which their work will be evaluated. |
| Monitoring of student learning | Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. | Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. | Teacher monitors the progress of the class as a whole but elicits no diagnostic information. | Teacher does not monitor student learning in the curriculum. |
| Feedback to students | Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. | Teacher's feedback to students is timely and of consistently high quality | Teacher's feedback to students is uneven, and its timeliness is inconsistent. | Teacher's feedback to students is of poor quality and not provided in a timely manner. |
| Student self- assessment and monitoring of progress | Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning | Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. | Students occasionally assess the quality of their own work against the assessment criteria and performance standards. | Students do not engage in self- assessment or monitoring of progress. |

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DOMAIN 3: INSTRUCTION Component 3e: Demonstrating Flexibility and Responsiveness

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|----------------------|---|--|---|--|
| Lesson adjustment | Teacher successfully makes a major adjustment to a lesson when needed | Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. . | Teacher attempts to adjust a lesson when needed, with only partially successful results. | Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. |
| Response to students | Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. | Teacher successfully accommodates students' questions or interests. | Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. | Teacher ignores or brushes aside students' questions or interests. |
| Persistence | Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school. | Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on | When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment. |

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4a: Reflecting on Teaching

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|------------------------|---|--|--|---|
| Accuracy | Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. | Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. | Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. | Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. |
| Use in future teaching | Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. | Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught. | Teacher has no suggestions for how a lesson could be improved another time the lesson is taught. |

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES **Component 4b: Maintaining Accurate Records**

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|-----------------------------------|--|---|--|--|
| Student completion of assignments | Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records. | Teacher's system for maintaining information on student completion of assignments is fully effective. | Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective. | Teacher's system for maintaining information on student completion of assignments is in disarray. |
| Student progress in learning | Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate i | Teacher's system for maintaining information on student progress in learning is fully effective. | Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective. | Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. |
| Non-instructional records | Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance. | Teacher's system for maintaining information on non-instructional activities is fully effective. | Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors. | Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion. |

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES **Component 4c: Communicating with Families**

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|---|--|--|--|--|
| Information about the instructional program | Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families. | Teacher provides frequent information to families, as appropriate, about the instructional program. | Teacher participates in the school's activities for family communication but offers little additional information | Teacher provides little or no information about the instructional program to families. |
| Information about individual students | Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity | Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. | Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. | Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students. |
| Engagement of families in the instructional program | Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family | Teacher's efforts to engage families in the instructional program are frequent and successful. | Teacher makes modest and partially successful attempts to engage families in the instructional program | Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate. |

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4d: Participating in a Professional Community

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
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| Relationships with colleagues | Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty. | Relationships with colleagues are characterized by mutual support and cooperation. | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. | Teacher's relationships with colleagues are negative or self-serving |
| Involvement in a culture of professional inquiry | Teacher takes a leadership role in promoting a culture of professional inquiry | Teacher actively participates in a culture of professional inquiry. | Teacher becomes involved in the school's culture of inquiry when invited to do so. | Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved. |
| Service to the school | Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life. | Teacher volunteers to participate in school events, making a substantial contribution. | Teacher participates in school events when specifically asked. | Teacher avoids becoming involved in school events. |
| Participation in school and district projects | Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project. | Teacher volunteers to participate in school and district projects, making a substantial contribution. | Teacher participates in school and district projects when specifically asked. | Teacher avoids becoming involved in school and district projects. |

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES **Component 4e: Growing and Developing Professionally**

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|--|--|--|--|--|
| Enhancement of content knowledge and pedagogical skill | Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill | Teacher participates in professional activities to a limited extent when they are convenient. | Teacher engages in no professional development activities to enhance knowledge or skill. |
| Receptivity to feedback from colleagues | Teacher seeks out feedback on teaching from both supervisors and colleagues. | Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. | Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. | Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. |
| Service to the profession | Teacher initiates important activities to contribute to the profession. | Teacher participates actively in assisting other educators. | Teacher finds limited ways to contribute to the profession. | Teacher makes no effort to share knowledge with others or to assume professional responsibilities |

Danielson Teacher Rubric

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4f: Showing Professionalism

| | Highly Effective(4) | Effective(3) | Partially Effective(2) | Ineffective(1) |
|---|---|---|--|--|
| Integrity and ethical conduct | Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. | Teacher is honest in interactions with colleagues, students, and the public. | Teacher displays dishonesty in interactions with colleagues, students, and the public. |
| Service to students | Teacher is highly proactive in serving students, seeking out resources when needed. | Teacher is active in serving students. | Teacher's attempts to serve students are inconsistent. | Teacher is not alert to students' needs. |
| Advocacy | Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. | Teacher works to ensure that all students receive a fair opportunity to succeed. | Teacher does not knowingly contribute to some students being ill served by the school. | Teacher contributes to school practices that result in some students being ill served by the school. |
| Decision making | Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. | Teacher maintains an open mind and participates in team or departmental decision making. | Teacher's decisions and recommendations are based on limited though genuinely professional considerations. | Teacher makes decisions and recommendations based on self-serving interests. |
| Compliance with school and district regulations | Teacher complies fully with school and district regulations, taking a leadership role with colleagues. | Teacher complies fully with school and district regulations | Teacher complies minimally with school and district regulations, doing just enough to get by. | Teacher does not comply with school and district regulations. |