

MSFE TEPG Rubric

Core Proposition 1. Teachers are committed to students and their learning.

Standard Indicator 1.1. Understanding of Students. The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and instruction.

Standard Indicator 1.2. Application of Learning Theory. The teacher demonstrates an understanding of how students develop and learn.

Standard Indicator 1.3. Classroom Climate. The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.

Core Proposition 2. Teachers know the subjects they teach and how to teach those subjects to students.

Standard Indicator 2.1. Subject Knowledge. The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate.

Standard Indicator 2.2. Pedagogical Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.

Standard Indicator 2.3. Goal-Focused Planning. The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.

Core Proposition 3. Teachers are responsible for managing and monitoring student learning.

Standard Indicator 3.1. Managing Classroom Routines and Expectations. The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.

Standard Indicator 3.2. Student Engagement. The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.

Standard Indicator 3.3. Assessment of Student Progress. The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback and adjust instructional decision making.

Core Proposition 4. Teachers think systematically about their practice and learn from experience.

Standard Indicator 4.1. Reflective Practice. The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about adjustments in practice and goals for professional growth.

Standard Indicator 4.2. Continuous Professional Growth. The teacher uses current research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth.

Core Proposition 5. Teachers are members of learning communities.

Standard Indicator 5.1. Professional Collaboration. The teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.

Standard Indicator 5.2. Engagement With Caregivers* and Community. The teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.

* The terms "family," "parent," and "caregiver" are used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of students.

NBPTS Core Proposition 1. Teachers are committed to students and their learning.

Standard Indicator 1.1. Understanding of Students. The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and to instruction.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p><i>Teacher provides primarily whole-group instruction with no differentiation. This results in accessible and challenging instruction for few to no students.</i></p> <p>Teacher demonstrates little or no awareness or understanding of individual students' learning needs or their backgrounds, abilities, and interests.</p>	<p><i>Teacher is aware of student needs and interests but tends to teach to the whole group with few differentiated opportunities for students. Teacher shows limited understanding of students' backgrounds and interests. This results in accessible and challenging instruction for only some students.</i></p> <p>Teacher demonstrates some recognition and understanding of some individual students' learning needs, as well as their backgrounds, abilities, and interests.</p>	<p><i>Teacher differentiates instruction for multiple groups and some individuals within those groups on the basis of backgrounds, readiness, and interests. This results in accessible and challenging instruction for most students.</i></p> <p>Teacher demonstrates thorough recognition and understanding of all individual students' learning needs, as well as their backgrounds, abilities, and interests.</p>	<p><i>Teacher differentiates instruction for individual and groups of students on the basis of backgrounds, readiness, and interests, resulting in accessible and challenging instruction for all students.</i></p> <p><i>Teacher provides opportunities for meaningful student choice where appropriate.</i></p> <p>Teacher demonstrates thorough recognition and understanding of all individual students' learning needs, as well as their backgrounds, abilities, and interests.</p>

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NBPTS Core Proposition 1. Teachers are committed to students and their learning.

Standard Indicator 1.2. Application of Learning Theory. The teacher demonstrates an understanding of how students develop and learn.			
1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p><i>Teacher does not choose developmentally appropriate instructional strategies.</i></p> <p><i>Teacher rarely or never supports multiple ways for students to input information or retrieve information and expects all students to demonstrate understanding in a single context determined by the teacher.</i></p> <p><i>Teacher does not connect learning to needs and events present in students' lives and the world.</i></p> <p>Teacher rarely uses his or her understanding of and familiarity with social learning theory, child and adolescent development theory, and cognitive sciences to form decisions about how to plan and provide instruction.</p>	<p><i>Teacher implements some developmentally appropriate instructional strategies.</i></p> <p><i>Teacher sometimes supports multiple ways for students to input information, retrieve information, and demonstrate understanding.</i></p> <p><i>Teacher sometimes connects learning to needs and events present in students' lives and the world.</i></p> <p>Teacher sometimes uses his or her understanding of and familiarity with social learning theory, child and adolescent development theory, and cognitive sciences to form decisions about how to plan and provide instruction.</p>	<p><i>Teacher implements developmentally appropriate instructional strategies.</i></p> <p><i>Teacher consistently supports multiple ways for students to input information, retrieve information, and demonstrate understanding.</i></p> <p><i>Teacher consistently supports students in connecting learning to needs and events present in their lives and the world.</i></p> <p>Teacher frequently uses his or her understanding of and familiarity with social learning theory, child and adolescent development theory, and cognitive sciences to form effective decisions about how to plan and provide instruction.</p>	<p><i>Teacher implements developmentally appropriate strategies and modifies them for effective use on the basis of the social and developmental characteristics of the group of students being taught.</i></p> <p><i>Teacher consistently supports multiple ways for students to input information, retrieve information, and demonstrate understanding on the basis of knowledge of student strengths.</i></p> <p><i>Teacher frequently and consistently makes connections between learning and students' lives and the world.</i></p> <p>Teacher frequently uses his or her deep understanding of and familiarity with social learning theory, child and adolescent development theory, and cognitive sciences to form highly effective decisions about how to plan and provide instruction to optimize learning for students.</p>
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NBPTS Core Proposition 1. Teachers are committed to students and their learning.

Standard Indicator 1.3. Classroom Climate. The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p><i>Teacher does not treat all students respectfully.</i></p> <p><i>Teacher does not encourage students to participate and provides few or no opportunities for them to do so. Opportunities allow certain students or groups to participate more actively than others.</i></p> <p><i>Teacher does not model or support students in developing noncognitive competencies, such as self-confidence, motivation, and an acceptance of personal responsibility.</i></p> <p><i>Teacher does not encourage students to accomplish challenging learning goals or encourage students to persevere in challenging situations.</i></p> <p>Teacher does not plan for student participation or plans for extremely limited participation that focuses on allowing a few students to participate voluntarily.</p>	<p><i>Teacher treats all students respectfully.</i></p> <p><i>Teacher encourages some students to participate and provides some opportunities for them to do so. Opportunities allow certain students or groups to participate more actively than others.</i></p> <p><i>Teacher inconsistently models and supports students in developing noncognitive competencies such as self-confidence, motivation, and an acceptance of personal responsibility.</i></p> <p><i>Teacher inconsistently encourages students to accomplish challenging learning goals and to persevere in challenging situations.</i></p> <p>Teacher plans for student participation but uses a limited range of strategies that do not ensure equitable participation. Few or no strategies to encourage reluctant students are included.</p>	<p><i>The teacher treats all students respectfully and insists that all students treat each other with respect.</i></p> <p><i>Teacher encourages most students to participate and provides multiple opportunities for them to do so. Opportunities are structured to support reluctant students in participating.</i></p> <p><i>Teacher consistently models and supports most students in developing noncognitive competencies such as self-confidence, motivation, and an acceptance of personal responsibility.</i></p> <p><i>Teacher consistently encourages nearly all students to persevere in challenging situations and accomplish challenging learning goals.</i></p> <p>Teacher plans various ways for all students to participate, ensuring equitable participation for most students. Strategies to encourage reluctant students are included.</p>	<p><i>Teacher treats all students respectfully and insists that all students treat each other with respect.</i></p> <p><i>Teacher encourages nearly all students to participate and provides multiple opportunities for them to do so. Opportunities are structured to ensure equitable participation by all students.</i></p> <p><i>Teacher consistently models and supports nearly all students in developing noncognitive competencies such as self-confidence, motivation, and a sense of personal responsibility.</i></p> <p><i>Teacher consistently encourages nearly all students to persevere in challenging situations and accomplish challenging learning goals. Teacher helps students develop self-efficacy.</i></p> <p>Teacher plans various ways for all students to participate, ensuring equitable participation for all students. Highly effective strategies to encourage reluctant students are included, and students encourage each other to participate.</p>

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NBPTS Core Proposition 2. Teachers know the subjects they teach and how to teach those subjects to students.

Standard Indicator 2.1. Subject Knowledge. The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p><i>Teacher rarely addresses central organizing concepts as well as factual information.</i></p> <p><i>Statements of content include many errors. Essential questions are not posted or referred to.</i></p> <p><i>Teacher does not include reading, writing, listening, or speaking strategies, academic language, or connections to other disciplines.</i></p> <p><i>Teacher does not encourage alternative perspectives or interpretations.</i></p> <p>Teacher does not plan and integrate instruction or activities to highlight cross-curricular connections.</p>	<p><i>Teacher periodically addresses central organizing concepts, as well as factual information.</i></p> <p><i>Most statements of content are accurate. Essential questions are communicated and/or referred to but are not clearly tied to content of instruction.</i></p> <p><i>Teacher sometimes includes reading, writing, listening, and speaking strategies and academic language or makes appropriate connections to other disciplines.</i></p> <p><i>Teacher encourages some alternative perspective and interpretations but does not provide students the opportunity to think analytically about the content.</i></p> <p>Teacher occasionally plans and integrates instruction and activities to highlight cross-curricular connections but may not always do so successfully.</p>	<p><i>Teacher clearly and consistently addresses central organizing concepts, as well as factual information.</i></p> <p><i>Statements of content are accurate. Essential questions are posted or referred to and clearly tied to content of instruction.</i></p> <p><i>Teacher regularly integrates reading, writing, listening, and speaking strategies, academic language, and connections to other disciplines, as appropriate for the student learning goals for the lesson.</i></p> <p><i>Teacher encourages multiple perspectives and interpretations, questioning prevailing beliefs and assumptions, and supports students in thinking analytically about content.</i></p> <p>Teacher consistently plans and integrates instruction and activities to highlight cross-curricular connections.</p>	<p><i>Teacher clearly and consistently addresses central organizing concepts, as well as factual information.</i></p> <p><i>Statements of content are accurate and structured around essential questions, which are clearly and directly related to student learning outcomes.</i></p> <p><i>Teacher regularly integrates reading, writing, listening, and speaking strategies and academic language, and students are enabled to independently make connections to other disciplines as appropriate for their learning goals for the lesson.</i></p> <p><i>Teacher encourages multiple alternative perspectives and interpretations, questioning prevailing beliefs and assumptions, and supports students' metacognition in continually deepening their analysis of content.</i></p> <p>Teacher consistently plans and integrates instruction and activities to highlight cross-curricular connections in ways that give students a rich, nuanced understanding of connections.</p>

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NBPTS Core Proposition 2. Teachers know the subjects they teach and how to teach those subjects to students.

Standard Indicator 2.2. Pedagogical Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p><i>Teacher does not use a variety of content-appropriate instructional strategies nor those that extend student thinking beyond the knowledge and comprehension levels such as open-ended probing, redirection, and reinforcement.</i></p> <p><i>Teacher uses no tools, resources, representations, or approaches—or only the most basic ones—and presents the subject matter in ways that support few or no students in building bridges between what they know and can do with new learning.</i></p> <p>Teacher is unaware of common misconceptions or does not plan for ways to address them.</p> <p>Teacher relies on known curricular materials and is resistant to the adoption of new materials or teaching methods.</p>	<p><i>Teacher employs a limited range of teacher-directed content-appropriate instructional strategies and occasionally those that extend student thinking beyond the knowledge and comprehension levels, such as open-ended probing, redirection, or reinforcement.</i></p> <p><i>Teacher uses a limited range of common tools, resources, representations, and approaches, presenting the subject matter in ways that support some students in building bridges between what they know and can do with new learning.</i></p> <p>Teacher is aware of some common misconceptions and sometimes plans for ways to address them.</p> <p>Teacher adopts curricular materials that are mandated or shared by fellow faculty members but does not independently seek out information on new curricular materials or teaching methods.</p>	<p><i>Teacher uses a variety of teacher-, and sometimes student-, directed, content-appropriate instructional strategies, as well as those that result in extending student thinking beyond the knowledge and comprehension levels, such as open-ended probing, redirection, or reinforcement.</i></p> <p><i>Teacher uses a broad range of tools, resources, representations, and approaches most appropriate to the subject matter, presenting the subject matter in ways that support most students in building bridges between what they know and can do with new learning.</i></p> <p>Teacher is aware of and plans for ways to address common student misconceptions.</p> <p>Teacher expands knowledge of curricular resources, new materials, methods, and technological developments and uses them effectively to enhance teaching and engage students.</p>	<p><i>Teacher employs a balance of teacher- and student-directed content-appropriate strategies, such as open-ended probing, redirection, and reinforcement, to improve the quality of student responses. Teacher supports nearly all students in using questioning to elicit elaboration from one another.</i></p> <p><i>Teacher uses a broad range of tools, resources, representations, and approaches most appropriate to the subject matter, presenting the subject matter in ways that support nearly all students in building bridges between what they know and can do with new learning.</i></p> <p>Teacher is aware of and plans for ways to address common student misconceptions.</p> <p>Teacher expands knowledge of curricular resources, new materials, methods, and technological developments; uses them effectively to enhance teaching and engage students; and contributes to the development of new materials and shares this knowledge with colleagues.</p>

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NBPTS Core Proposition 2. Teachers know the subjects they teach and how to teach those subjects to students.

Standard Indicator 2.3. Goal-Focused Planning. The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p><i>Learning objectives are not posted/communicated to students. The focus of the lesson is unclear. Few students demonstrate that they understand the learning objectives through classroom discussion or in their work.</i></p> <p><i>Teacher never provides higher order learning opportunities for students through questioning strategies and assignments.</i></p> <p>Lesson and unit plans are not completed by the teacher or plans lack standards-based goals and learning objectives for students, learning tasks, and higher order thinking.</p>	<p><i>Learning objectives are posted/communicated at the beginning of the lesson but not clearly tied to instruction or revisited during the lesson.</i></p> <p><i>Some students demonstrate that they understand the learning objectives through classroom discussion and in their work.</i></p> <p><i>Teacher sometimes provides higher order learning opportunities for students through questioning strategies and assignments.</i></p> <p>Lesson and unit plans include standards-based goals and learning objectives for students.</p> <p>Teacher develops an instructional plan that sometimes includes higher order thinking but may contain some inappropriate goals and objectives for student learning.</p>	<p><i>Learning objectives are posted/communicated, drive instruction, and are revisited during the lesson. Most students demonstrate that they understand the learning objectives through classroom discussion and in their work.</i></p> <p><i>Planned learning experiences support student interaction with the content and with one another.</i></p> <p><i>Teacher regularly provides higher order learning opportunities for students through questioning and discussion strategies and assignments. Higher order questions are aligned to lesson objectives and scaffold student learning.</i></p> <p>Lesson and unit plans are aligned with approved curriculum and standards.</p> <p>Teacher develops an instructional plan that consistently includes higher order thinking, provides a variety of learning tasks that require the students to construct understanding, and contains appropriate, standards-based goals and objectives for student learning.</p>	<p><i>Learning objectives are posted/communicated, drive instruction, and are revisited during the lesson. Most students can identify the learning objectives and relate them to learning activities.</i></p> <p><i>Planned learning experiences support student interaction with the content and with one another.</i></p> <p><i>Teacher regularly provides higher order learning opportunities that are aligned to learning objectives and skillfully scaffolded as students' understanding advances throughout the lesson.</i></p> <p>Lesson and unit plans are aligned with approved curriculum and standards.</p> <p>Teacher develops an instructional plan that consistently includes multiple opportunities for higher order thinking, includes a variety of learning tasks that require the students to construct understanding, and reflects rigorous, clearly described, standards-based goals and objectives for student learning.</p>

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NBPTS Core Proposition 3. Teachers are responsible for managing and monitoring student learning.

Standard Indicator 3.1. Managing Classroom Routines and Expectations. The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p><i>Teacher uses limited classroom management techniques. Techniques used may not be age- or situation-appropriate.</i></p> <p><i>Students need continual redirection when asked to work independently and in small groups, which is infrequent. Disruptions are common and often lead to lost learning time.</i></p> <p><i>Classroom norms, rules, and routines are not evident.</i></p> <p><i>Teacher does not alter the social and physical organizational structure of the learning environment according to the content or student needs.</i></p>	<p><i>Teacher shows basic use of classroom management techniques. Teacher applies mostly simple techniques with little adaptation to student needs or classroom events.</i></p> <p><i>Students have trouble working independently and in small groups and need frequent redirection. Disruptions sometimes lead to lost learning time.</i></p> <p><i>Classroom norms, rules, and routines are in place but not implemented consistently.</i></p> <p><i>Teacher sometimes alters the social and physical organizational structure of the learning environment, but only when a problem or conflict necessitates the adjustment.</i></p>	<p><i>Teacher uses of a variety of classroom management techniques that are developmentally and situationally appropriate.</i></p> <p><i>Most students are able to work independently and in small groups, and there are few disruptions.</i></p> <p><i>Classroom norms, rules, and routines are well established, maintaining the effectiveness of learning time. Rules are implemented consistently.</i></p> <p><i>Teacher frequently alters the social and physical organizational structure of the learning environment according to the content and student needs.</i></p>	<p><i>Teacher shows exceptional use of classroom management techniques; explicit behavioral techniques may not be observed because classroom expectations are sufficiently well established that overt reminders are not necessary.</i></p> <p><i>Nearly all students are able to work independently and in small groups, and disruptions are rare, insignificant, and resolved quickly.</i></p> <p><i>Classroom norms, rules, and routines maximize and increase the effectiveness of learning.</i></p> <p><i>Teacher frequently alters the social and physical organizational structures of the learning environment according to the content and student needs; students are invited or allowed to independently make adjustments as needed.</i></p>

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NBPTS Core Proposition 3. Teachers are responsible for managing and monitoring student learning.

Standard Indicator 3.2. Student Engagement. The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p><i>Teacher does not communicate or demonstrate expectations for student involvement in the learning process.</i></p> <p><i>Teacher rarely or never uses strategies that motivate students and capture their interest by actively engaging students in learning. Content is presented in ways that do not encourage students to explore or interact with the content.</i></p> <p><i>Teacher typically does not create authentic tasks, problems, or simulations and rarely or never makes connections to real-life situations.</i></p> <p><i>Teacher employs few if any group learning opportunities and settings that enhance student learning by encouraging students to interact and engage with the content and with one another.</i></p> <p><i>Most learning is through passive reception of information, and pacing is inconsistent and often inappropriate.</i></p> <p>Groups are set at the beginning of the year and rarely, if ever, changed.</p>	<p><i>Teacher communicates expectations for student involvement in the learning process.</i></p> <p><i>Teacher sometimes uses strategies that motivate students and capture their interest by actively engaging students in learning. Learning tasks are primarily teacher-directed with some opportunity for students to interact with the content using appropriate tools, technology, or resources.</i></p> <p><i>Teacher sometimes creates authentic tasks, problems, or simulations and makes some more obvious connections to real-life situations.</i></p> <p><i>Teacher employs a small number of group learning opportunities and settings that enhance student learning by encouraging students to interact and engage with the content and with one another.</i></p> <p><i>Some learning is active, and pacing is sometimes too slow or too fast.</i></p> <p>The teacher does not vary grouping methods; groups are generally not flexible, although an occasional change in grouping may be made.</p>	<p><i>Teacher uses multiple methods to clearly communicate the expectations for student involvement in the learning process.</i></p> <p><i>Teacher regularly uses strategies that motivate students and capture their interest. Most students actively engage in learning tasks that provide opportunities to explore and select appropriate tools, technology, or resources to research, learn, and communicate.</i></p> <p><i>Teacher regularly creates authentic tasks, problems, and simulations and makes appropriate connections to real-life situations.</i></p> <p><i>Teacher employs a variety of group learning opportunities and settings that enhance student learning by encouraging students to interact and engage with the content and with one another.</i></p> <p><i>Most learning is active with appropriate pacing.</i></p> <p>Changes in grouping are made regularly on the basis of students' academic and social needs.</p>	<p><i>Teacher uses multiple methods to clearly communicate and model the expectations for student involvement in the learning process.</i></p> <p><i>Teacher regularly uses strategies that motivate students and capture their interest. Some strategies are innovative or not commonly used. Nearly all students actively engage in complex learning tasks, providing opportunities to explore and select appropriate tools, technology, or resources to develop a deep understanding and construct meaning.</i></p> <p><i>Teacher regularly creates a wide range of authentic tasks, problems, or simulations that help students develop an understanding of how practitioners in the content area construct knowledge and makes connections to real-life situations as appropriate.</i></p> <p><i>Teacher employs a wide variety of group learning opportunities and settings that significantly enhance student learning by encouraging students to interact and engage with the content and with one another.</i></p> <p><i>Most learning is active with appropriate pacing.</i></p> <p>Changes in grouping are made regularly on the basis of students' needs and interests. Multiple grouping strategies are used so that groups are sometimes heterogeneous and sometimes homogeneous.</p>

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NBPTS Core Proposition 3. Teachers are responsible for managing and monitoring student learning.

Standard Indicator 3.3. Assessment of Student Progress. The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback to students and adjust instructional decision making.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p><i>Teacher does not monitor or rarely monitors individual and class learning. Teacher incorrectly administers assessment methods or uses results incorrectly to adjust instruction or provide feedback to students or others.</i></p> <p><i>Checks for understanding are rare and provide the teacher with little data about the nature of student misunderstandings.</i></p> <p><i>Assessments are not standards-based, aligned to curriculum, adapted for student needs, or used to provide specific and timely feedback to students.</i></p> <p>Teacher inaccurately interprets assessment results.</p>	<p><i>Teacher infrequently monitors individual and class learning. Checks for understanding provide the teacher with little data about the nature of student misunderstandings. Some assessments are standards-based, aligned to curriculum, adapted for student needs, and used to provide specific and timely feedback to students.</i></p> <p>Teacher accurately interprets assessment results but does not use them to plan effective changes in instruction or to inform judgments about the relative success and failure of instructional delivery.</p>	<p><i>Teacher periodically monitors individual and class learning, checking for understanding with a variety of assessment methods.</i></p> <p><i>Checks for understanding provide the teacher with data about the nature of student misunderstandings, which is used to adjust instruction and provide feedback to students during instruction.</i></p> <p><i>Assessments are standards-based, aligned to curriculum, adapted for student needs, and used to provide specific and timely feedback to students.</i></p> <p>Teacher accurately interprets assessment results and uses them to plan and adjust instruction and to inform judgments about the relative success or failure of an instructional strategy.</p>	<p><i>Teacher consistently monitors individual and class learning, checking for understanding with a variety of assessment methods, including peer and self-assessments.</i></p> <p><i>Checks for understanding provide the teacher with data about the nature of student misunderstandings, which is used to adjust instruction and provide feedback to students during instruction. Teacher uses assessment data to engage students in self-reflection and monitoring progress toward academic goals.</i></p> <p><i>Assessments are standards-based, aligned to curriculum, adapted to student needs, and used to provide specific and timely feedback to students.</i></p> <p>Teacher accurately interprets assessment results and uses them to self-evaluate, to plan and adjust instruction, and to inform judgments about the relative success or failure of an instructional strategy.</p>

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NBPTS Core Proposition 4. Teachers think systematically about their practice and learn from experience.

Standard Indicator 4.1. Reflective Practice. The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about goals for professional growth.			
1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p>Teacher creates professional goals without analyzing evidence or develops standalone goals.</p> <p>OR</p> <p>Teacher does not set a goal.</p>	<p>Teacher uses little data to set goals and periodically reflect on practice.</p>	<p>Teacher systematically uses multiple sources of evidence to set goals and continually reflect on practice and its impact on student learning.</p>	<p>Teacher deeply analyzes and strategically selects multiple sources of evidence to set goals and continually reflect on practice and its impact on student learning.</p>
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NBPTS Core Proposition 4. Teachers think systematically about their practice and learn from experience.

Standard Indicator 4.2. Continuous Professional Growth. The teacher uses current research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p>Teacher does not refer to current research-based resources or use feedback from others to inform professional growth.</p> <p>Teacher does not actively participate in professional learning opportunities.</p>	<p>Teacher uses some available current research-based resources or feedback when provided but does not seek out such resources on his or her own.</p> <p>Teacher attempts to apply the knowledge and skills gained from professional learning to his or her practice, but positive impact on student learning is inconsistent or not evident.</p>	<p>Teacher accesses a variety of current research-based resources, feedback from others, and professional learning opportunities.</p> <p>Teacher consistently applies knowledge and skills gained from professional learning to his or her practice in ways that positively affect student learning.</p>	<p>Teacher seeks out and accesses relevant current research-based resources and feedback from others and designs and implements professional learning opportunities to support his or her professional growth.</p> <p>Teacher consistently applies knowledge and skills gained from professional learning to his or her practice in ways that positively affect student learning.</p>

NOTE: Throughout this document, “nearly all” students refers to 96–100% of students, “most” to 80–95% of students, “some” to 50–80% of students, and “few” or “few to no” students to fewer than 50% of students. Descriptors *in italics* refer to elements that can be seen in instruction. Descriptors **in bold** refer to elements that are more closely tied to planning or other preparation and may not be visible during observation.

NBPTS Core Proposition 5. Teachers are members of learning communities.

Standard Indicator 5.1. Professional Collaboration. Teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p>Teacher does not actively participate in collaborative activities.</p>	<p>When invited or required to attend, teacher actively participates in collaborative professional learning activities that contribute to school improvement or student learning.</p>	<p>Teacher engages positively in collaborative professional learning activities that contribute to school improvement and student learning.</p>	<p>Teacher engages positively in, and initiates, collaborative professional learning activities that contribute to school improvement and student learning.</p> <p>Teacher assumes proactive and creative leadership roles within and outside his or her learning community.</p>

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NBPTS Core Proposition 5. Teachers are members of learning communities.

Standard Indicator 5.2. Engagement With Caregivers and Community. Teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p>Teacher does not communicate with students' caregivers.</p> <p>Teacher does not identify or utilize community resources.</p>	<p>Teacher uses one-way communication to inform caregivers of students' progress.</p> <p>Teacher utilizes community resources, when provided, to enhance student learning and well-being.</p>	<p>Teacher uses multiple modes of communication to inform caregivers of students' progress, elicit information about learners, and enlist caregiver support in fostering learning and good habits.</p> <p>Teacher seeks out and builds ongoing connections with community resources and utilizes them to enhance student learning and well-being.</p>	<p>Teacher persistently uses multiple modes of communication to inform caregivers of students' progress, elicit information about learners, and enlist caregiver support in fostering learning and good habits.</p> <p>Teacher seeks out additional modes of communication in an attempt to engage all caregivers.</p> <p>Teacher builds ongoing connections to community resources to enhance student learning and well-being that extend beyond his or her classroom and student population.</p> <p>Teacher advocates in the school and community to meet the needs of learners and their families.</p>

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