

MONTANA EDUCATOR PERFORMANCE APPRAISAL SYSTEM (MONTANA-EPAS)

A State Model for Teacher Evaluation
Teacher Evaluation Rubrics and Indicators



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Montana
Office of Public Instruction
Denise Juneau, State Superintendent



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DOMAIN 1: PLANNING AND PREPARATION – TEACHER EVALUATION RUBRIC

COMPONENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1a: Selecting Instructional Goals	Teacher's goals for learning are at an inappropriate level or are stated only as instructional activities, and the goals do not permit viable methods of assessment.	Teacher's goals for learning are of moderate value or suitability for students in the class consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals for learning are appropriate for most students in the class; the goals reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals for learning expect high-level learning and the goals cultivate high-learning expectations relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students and permit viable methods of assessment.
1b: Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has little or no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
1c: Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the subject, or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions or alternative thinking.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge including alternative thinking.	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding while allowing for alternative thinking.
1d: Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses the knowledge to plan for diverse groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for individual student learning.
1e: Designing Student Assessments	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for some students. Teacher uses assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of most students. Teacher intends to use assessment results to plan for future instruction for diverse groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and uses clear criteria and standards that show evidence of student contribution to his or her development. Assessment methodologies have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.



Component 1a: Selecting Instructional Goals

The teacher selects instructional goals that are aligned with the Montana Content and Common Core Standards and the district's curricula. Goals must be appropriate for the learners and reflect high expectations for all students.

Component 1a Elements and Indicators of Performance

Value, Sequence, and Alignment

- The teacher selects learning goals that are aligned with the Montana Content and Common Core Standards and the district's curricula.
- Goals are appropriate for the learners and represent high expectations and rigor for the students.
- Goals reflect important learning in the discipline.
- The teacher communicates how and why the goals are important in building a strong understanding of the content.
- Goals are congruent with the sequence of learning being taught.
- The sequence moves seamlessly from simple to more complex expectations; the teacher adjusts the expectations for learning as the students acquire the knowledge.
- Goals promote learning connections within the discipline and in other related disciplines.

Clarity

- Goals are clearly presented in written plans.
- Goals define and describe what students will know and be able to do as a result of the teaching.
- Each of the goals can be readily assessed through both formative and summative assessments.

Balance

- Students demonstrate his or her understanding and knowledge in multiple formats.
- Where appropriate, goals reflect several different learning styles.
- When possible, goals include coordination and integration both within the content area and in other related content areas.

Suitability for Diverse Learners

- Goals are based on a comprehensive assessment of student learning.
- The teacher collects and analyzes both group and individual student data.
- The teacher identifies prerequisite skills and knowledge of the students and uses the information to plan to meet the individual needs of the students.
- The teacher uses a variety of information to plan to meet the individual needs of the students.



Component 1b: Designing Coherent Instruction

The teacher plans learning activities that align with instructional goals and support student learning. Instructional planning must show a structure. Selection of materials and activities must support student learning relative to the district's curricula.

Component 1b Elements and Indicators of Performance

Learning Activities

- Learning activities designed and/or selected are suitable for diverse learners and support the instructional goals.
- Activities reflect a common target for students to master but are adapted to meet the needs of the individual students.
- Activities and tasks are designed to engage all students in cognitive activity.
- Activities require students to think and problem solve, provide choice and initiative in how the student might demonstrate knowledge, and provide for depth rather than breadth.

Instructional Materials and Resources

- All materials and resources are suitable for the students and support the stated instructional goals of the lesson.
- Materials and resources support cognitive engagement.
- The teacher assures that activities and tasks support meaningful learning.
- When appropriate and possible, the teacher uses technology to enhance the learning experience.
- When students are working independently or in groups, students may select and/or adapt materials to be used during learning.

Instructional Grouping

- The teacher creates instructional groups that are varied, appropriate to student learning, and meet instructional goals.
- When appropriate, students are encouraged to have input into constructing the groups.

Lesson and Unit Sequence

- The lesson structure is coherent, meaning that it moves from easy to hard and/or simple to complex over the course of the learning sequence.
- The teacher plans time allocations that are reasonable, including planning to accommodate the diverse student needs in the class.
- The lesson has a beginning, middle, and end.
- Time and opportunities for closure and reflection are included.



Component 1c: Demonstrating Knowledge of Content and Pedagogy

This component focuses on the teacher's ability to show his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans should include natural connections among content areas that deepen student learning. The content that he or she teaches must be aligned to the district's curricula.

Component 1c Elements and Indicators of Performance

Knowledge of Content and the Structure of the Discipline

- The teacher uses their deep knowledge of the content while planning.
- The teacher identifies the important concepts in the discipline and organizes concepts to make them suitable for the learners in the class.
- The teacher considers intra-disciplinary connections and plans how he or she will help students see the connections between what the students learned previously and what the students will be learning.
- The teacher identifies how the content in this discipline is related to and supports the content in other disciplines.
- The teacher assists students in understanding the importance of the discipline and how it may be used in the "real world."

Knowledge of Prerequisite Relationships

- The teacher's plans reflect the ability to identify the prerequisite relationships between topics and concepts necessary for student success in the lesson and throughout the sequence of learning.
- The teacher determines the students' current skill levels and uses that information in planning the lesson.
- Plans reflect understanding of the relationships among topics and concepts and a link to necessary cognitive structures of students to ensure learning.

Knowledge of Content-Related Pedagogy

- The teacher selects a wide range effective pedagogical approaches that may be used during the sequence of learning.
- The teacher selects specific strategies for each lesson and can discuss why these strategies are appropriate for the students in the class at this time.
- The teacher anticipates student misconceptions or alternative ideas related to learning content and plans for how to address those situations during instruction.
- The teacher encourages critical thinking.



Component 1d: Demonstrating Knowledge of Students

This component focuses on the teacher's ability to show his or her knowledge of student developmental characteristics and approaches to learning, knowledge, skills, interests, cultural heritage, and, where applicable, State Assessment performance levels.

Component 1d Elements and Indicators of Performance

Knowledge of Child and Adolescent Development

- The teacher displays current and accurate knowledge of child and adolescent development.
- The teacher uses his or her knowledge of child and adolescent development to plan lessons.
- The plans indicate how the teacher meets the needs of the general population of students.
- The plans include adaptations or modifications to meet the needs of individual learners in the class.

Knowledge of the Learning Process

- The teacher uses knowledge of how students learn when crafting plans.
- Plans reflect a variety of approaches to learning to assure all students have access to learning.

Knowledge of Students' Skills, Knowledge, and Language Proficiency

- The teacher displays understanding of individual students' skills, knowledge, and language proficiency.
- The teacher makes use of relevant student data when planning instruction and/or communication with the students.

Knowledge of Students' Interests and Cultural Heritage

- The teacher values student interests and cultural heritage.
- The teacher considers student interests and heritage when planning lessons.
- The teacher encourages students to share his or her expertise related to the student's cultural heritage and/or interests.
- The teacher actively engages students by tapping into student interests in the lesson.

Knowledge of Students' Special Needs

- The teacher collects information about each student's learning and medical needs.
- The teacher collects student information from a variety of sources.
- When planning, the teacher considers the Individualized Education Plan of the students and/or any other special needs.
- The teacher refers to student information when considering adaptations or accommodations for instruction and assessment.
- The teacher uses student information when creating groups or considering seating arrangements.



Component 1e: Designing Student Assessments

This Component focuses on the teacher's ability to create and/or select assessments that are congruent with instructional goals, criteria, and standards and to plan for the use of formative and summative assessments of their students.

Component 1e Elements and Indicators of Performance

Congruence with Instructional Goals

- The teacher creates and/or selects assessments that are fully aligned with the instructional goals in both the content and process.
- The teacher ensures assessment methods have been adapted for the individual needs of the students including identified accommodations and/or allowing students to demonstrate his or her knowledge through an alternate measure.

Criteria and Standards

- Assessment criteria and standards are clear to the teachers and the students including rubrics that will be used to evaluate work.
- The teacher encourages students to be involved in the development of the criteria and standards.
- The teacher encourages students to use formative assessment data to evaluate their own work and guide their learning.

Design of Formative Assessments

- The teacher includes formative assessment data in designing future instruction.
- The teacher aligns formative assessments to instructional goals including content and process goals.
- The teacher uses formative assessments as student practice and allows the assessments to be revised.

Use for Planning

- The teacher plans for the use of formative and summative assessments to closely monitor student learning.
- The teacher is familiar with a broad array of assessment data related to the students in the class.
- The teacher uses information such as state assessment data, district assessment data, and classroom data when planning.
- The teacher uses the collective data to design instruction for both the class and for individual students within the class.



DOMAIN 2: LEARNING ENVIRONMENT – TEACHER EVALUATION RUBRIC

COMPONENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
2a: Managing Learning Environment Procedures	Routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Routines and procedures have been established but function unevenly or inconsistently with some loss of instruction time.	Routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
2b: Managing Student Behavior	Student behavior is poor, with little or no clear expectations or monitoring of student behavior. Teacher reacts inappropriately to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, with the use of student participation in setting expectations and monitoring behavior. Teacher establishes clear standards of conduct and responds to student misbehavior in ways that are appropriate and respectful of students.	Student behavior is entirely appropriate, with the use of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.
2c: Establishing a Culture of Learning	The learning environment does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The learning environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The learning environment represents a genuine culture for learning, with commitment to the subject on the part of the teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher is firmly committed to establishing a culture of learning.
2d: Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's learning environment is safe and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's learning environment is safe and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's learning environment is safe and students contribute to ensuring that the physical environment supports the learning of all students.



Component 2a: Managing Classroom Procedures

The teacher has clearly defined procedures for managing learning time, transitions between learning events, and routine procedures that maximize learning time.

Component 2a Elements and Indicators of Performance

Management of Instructional Groups

- Student grouping is well organized and constructed to maximize learning.
- Students interact well with one another.
- The teacher assists students in developing the skills to effectively work in a group setting.
- The teacher sets and models student group behavior expectations.
- The teacher orchestrates all aspects of the grouping process.
- The teacher relinquishes control as students become more effective in assuming responsibility for his or her work within the group.

Management of Transitions

- Transitions are seamless and result in little loss of instructional time.
- The teacher plans and monitors changes in activities and/or grouping.
- The teacher anticipates the time needed to shift focus from one activity to another.
- Students are partners in assuring that no time for learning is lost.
- The teacher has clear and overt signals for students indicating when the students are to be in a location and ready to work.

Management of Materials and Supplies

- Students assume routine classroom duties and activities.
- Classroom procedures allow for students to hand out and/or collect the materials.
- Supplies and materials are set up in an area of the classroom where the “supply managers” can find them for distribution.
- Supplies and resources are at the group location before the students arrive.
- Students understand how to receive and hand in work.
- The teacher prepares resources ahead of time to facilitate the smooth operation of the classroom.

Performance of Noninstructional Duties

- Students are engaged in learning tasks directly related to the lesson while their teacher is performing necessary noninstructional duties.
- The teacher establishes and monitors ways to have noninstructional activities conducted while learning continues.



Component 2b: Managing Student Behavior

The teacher establishes behavioral expectations and consequences and monitors student conduct. The teacher responds to student behavior in appropriate and effective ways to minimize disruptions.

Component 2b Elements and Indicators of Performance

Expectations

- The teacher has clearly established standards of conduct and students can articulate what is expected of them both academically and behaviorally.
- Actions and reactions of the students clearly demonstrate understanding of the expectations.

Monitoring of Student Behavior

- Students monitor his or her own personal and group behaviors in the classroom.
- When students monitor and correct each other, it is done in a respectful manner.
- The teacher uses preventive strategies to monitor student behavior.
- The teacher intervenes before student behaviors impact student learning.

Response to Student Behavior

- The teacher responds to misbehavior effectively.
- Teacher interactions with the student(s) are sensitive to the student's individual needs.
- Teacher reactions to student misbehavior are entirely appropriate in tone, wording, and action.



Component 2c: Establishing a Culture of Learning

The teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.

Component 2c Elements and Indicators of Performance

Teacher Interaction with Students

- The teacher's interactions with students reflect genuine respect and caring for individual students and groups of students.
- The teacher establishes a climate in which students are willing to take risks in extending their learning.
- The teacher's interactions are appropriate for the age and culture of the students.
- The teacher deals with sensitive interactions with students appropriately.
- The teacher models and sets expectations for student interactions.

Students Interactions with Others

- Students display respect and caring for their teachers.
- Students demonstrate genuine caring and respect for one another.
- Students may monitor the interactions of others in the class or in a group.
- The teacher monitors interactions between the students and intervenes when interactions are inappropriate.
- All corrective interactions exhibit respect for the individual.

Importance of the Content

- Students participate in class activities and demonstrate his or her understanding of the content within and outside of the discipline.
- The teacher discusses and models the importance of content and connections.
- Students understand that the content is important for him or her to acquire.
- The teacher uses student interest to build upon that understanding.

Expectations for Learning and Achievement

- Students are actively involved during class, have internalized expectations, work hard, and persist to accomplish the goals.
- Students understand the teachers are there to support him or her.
- Instructional goals, activities, and assignments convey high expectation for student learning.
- Activities are carefully crafted and/or selected to engage the students in learning.



Pride in Student Work

- Students demonstrate attention to detail and take obvious pride in his or her work.
- Students initiate improvements on individual or group assignments sometimes prompted by teacher feedback and at other times prompted by the students themselves.



Component 2d: Organizing Physical Space

The teacher organizes, allocates, and manages physical space to create a safe learning environment. The teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.

Component 2d Elements and Indicators of Performance

Safety and Accessibility

- The classroom is safe and students assist in monitoring for safety.
- Aisles/passage areas are clear to ensure the safe movement of the students.
- The room arrangement assures that all students have access to the learning.
- The teacher models and sets expectations for appropriate equipment use and safety procedures.
- The teacher monitors and corrects any safety infractions.
- The teacher ensures all students have the needed materials to be successful in learning.

Arrangement of Furniture and Use of Physical Resources

- Students know where the needed materials are located and acquire the resources in a manner that does not disrupt the learning for others.
- The teacher arranges the setting to maximize learning.
- The teacher implements different grouping strategies during the class period.



DOMAIN 3: INSTRUCTIONAL EFFECTIVENESS FOR STUDENT LEARNING – TEACHER EVALUATION RUBRIC

COMPONENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
3a: Engaging Students in Learning	Students are not at all intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content or uneven structure or pacing.	Students are intellectually engaged throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson.	Students are intellectually engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
3b: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher inconsistently demonstrates flexibility and responsiveness to students' needs and interests during a lesson and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is consistently responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.
3c: Communicating Clearly and Accurately	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
3d: Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques with low-level questions, limited student participation, and little substantive discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level questions, attempts at substantive discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, substantive discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in substantive discussion. Teacher employs cognitive coaching in questioning.
3e: Using Assessment in Instruction	Assessment is used for the purpose of grading rather than informing instruction. Students are not aware of the assessment criteria; the teacher does not monitor progress of students, nor provide feedback to the students. Students are not engaged in self-assessment.	Assessment is occasionally used to support instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. Assessment is primarily summative, although formative and informal assessments are used occasionally.	Assessment is regularly used during instruction through monitoring of progress of learning by teacher and/or students and through high-quality feedback to students. Occasional formative assessment is used and students are aware of most summative assessment criteria.	Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources. Formative assessment is used regularly and students are aware of summative assessment criteria.



Component 3a: Engaging Students in Learning

Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district's curricula and the Montana Content and Common Core Standards. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.

Component 3a Elements and Indicators of Performance

Activities and Assignments

- Students demonstrate his or her knowledge and understanding of the content in a variety of ways.
- Activities require students to think and problem solve.
- Activities promote cognitive engagement which promotes students' exploration of the content.
- Tasks provide for some student choice and initiative.
- Students are encouraged to initiate or adapt activities and projects to enhance his or her understanding.

Grouping of Students

- Students are actively engaged in group work.
- Student groups are structured to promote a productive learning experience.
- Student groups are appropriate to the purpose of the lesson.

Instructional Materials and Resources

- Materials and resources are suitable to the instructional purposes of the lesson.
- Materials and resources promote the cognitive engagement of students.
- Materials and resources are aligned to the goals of the lesson and sequence of learning.

Structure and Pacing of the Lesson

- Students are actively engaged in learning throughout the period.
- The lesson has a logical and well-structured sequence of learning experiences.
- Lesson pacing is neither belabored nor rushed.
- Lesson pacing is appropriate for all students within the class.
- Time for reflection and closure is built into the lesson.



Component 3b: Demonstrating Flexibility and Responsiveness

The teacher has a repertoire of instructional strategies and makes use of the strategies to make modifications to lessons as needed. The teacher differentiates instruction based on learner characteristics and achievement data.

Component 3b Elements and Indicators of Performance

Lesson Adjustment

- The teacher accurately observes the actions and reactions of the students as the lesson is being implemented.
- The teacher adjusts his or her plans and pacing based on students needs and progress through the lesson.
- Adjustments to the lesson occur smoothly.

Response to Students

- The teacher enhances learning by building on a student's interests and/or talents.
- Spontaneous events within a class are used to enhance understanding of the content.

Persistence

- The teacher seeks effective approaches for students who need help in their classes.
- The teacher uses his or her repertoire of strategies to assist the students in learning.
- The teacher is knowledgeable of and solicits resources from the school and/or community.



Component 3c: Communicating Clearly and Accurately

Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.

Component 3c Elements and Indicators of Performance

Expectations for Learning

- Students understand how the current lesson fits into the broader sequence of learning.
- The teacher communicates the purpose of the lesson or unit (sequence of learning) clearly.
- The teacher links the purpose of the learning to the interests of students.
- The teacher helps students make connections between lesson content and the “real world.”

Directions and Procedures

- Directions are presented to students in clear and “student friendly” terms.
- Classroom procedures are clear and understood by the students.
- The teacher helps students work through misconceptions.
- The teacher intervenes and assists students when appropriate.

Explanation of Content

- Students accurately explain lesson concepts to his or her peers.
- The teacher’s explanation of content is accurate and appropriate.
- The teacher helps students connect previous experience to current learning.



Component 3d: Using Questioning and Discussion Techniques

Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates student-led discussions.

Component 3d Elements and Indicators of Performance

Quality of Questions

- Students deepen his or her understanding as the lesson evolves.
- The teacher asks questions that are appropriate (depth and breadth) to the sequence of learning.
- The teacher applies appropriate questioning techniques to deepen student understanding and the quality student responses.
- The teacher provides adequate wait time for students to process responses.
- The teacher supports and encourages students to pose his or her own questions.

Discussion Techniques

- Students engage in discussions related to the lesson.
- Students initiate discussion topics related to the lesson.
- Students working in groups actively listen, accept multiple perspectives, and respectfully address others during conversation.
- The teacher facilitates student learning rather than directing it.

Student Participation

- Students are prepared to contribute to the conversation.
- Class "experts" are permitted to share his or her skills and knowledge with his or her peers.
- The teacher ensures all voices are heard in discussion.
- The teacher sets expectations for all students to participate.
- The teacher draws members of the group into the discussion.
- The teacher uses cues to indicate when a particular student is expected to speak and/or when all other students are expected to be active listeners.



Component 3e: Using Assessment in Instruction

The teacher demonstrates understanding of assessment for, and of, learning and how each plays a valuable part in teaching and learning. The teacher can analyze data presented in reports and determine how to plan instruction for the students in their classroom. The teacher uses formative assessments like observations, homework, and conferences to track and understand student progress.

Component 3e Elements and Indicators of Performance

Assessment Criteria

- Students are fully aware of the criteria and performance standards to be used in assessments.
- In some cases, the students contribute to the development of the criteria.

Monitoring of Student Learning

- The teacher actively and systemically designs assessments to collect useful information about student learning.
- The teacher uses varied types of formal and informal assessments to collect student learning data.
- The teacher analyzes assessment responses and student behaviors to assess student learning.
- The teacher uses assessment data to inform future instruction.

Feedback to Students

- Students effectively use feedback to correct and/or revise his or her work.
- Students find teacher comments valuable.
- The teacher provides accurate, constructive, substantive, specific, and timely feedback to students.
- The teacher provides sufficient time and support for students to improve.

Student Self-Assessment and Monitoring of Progress

- Students are part of the assessment process and accept responsibility for his or her learning.
- Students are able to accurately assess and monitor the quality of his or her own work against established criteria and performance standards.
- Students use self-assessment information to set goals for improvement.
- The teacher provides students with examples of different levels of performance against which the student can evaluate his or her own work.



DOMAIN 4: PROFESSIONAL RESPONSIBILITIES – TEACHER EVALUATION RUBRIC

COMPONENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
4a: Communicating with Family	The teacher provides little or no information to families and makes no effort to engage families in the instructional program.	The teacher complies with school procedures/policies for providing information to families and makes an effort to engage families in the instructional program.	The teacher communicates frequently with families and successfully engages families in the instructional program.	The teacher communicates frequently with families; communication is sensitive to families' cultures and values. The teacher successfully engages families in the instructional program. Students participate in communication with families.
4b: Developing and Maintaining an Accurate Record System	The teacher does not maintain and record accurate data which results in errors and confusion.	The teacher maintains accurate data, but the teacher officially records data in a rudimentary and ineffective manner.	The teacher maintains and records accurate data in an efficient and effective manner.	The teacher maintains and records accurate data in an efficient and effective manner. Data are always recorded in a timely manner and readily accessible for those who have permission to access them.
4c: Demonstrating Professional Work Ethic	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher rarely participates in team decision making. The teacher does not comply with school and district policies and procedures.	The teacher is honest in interactions with colleagues, students, and the public. The teacher is an inconsistent participant in team decision making. The teacher must be reminded by supervisors about complying with school and district policies and procedures.	The teacher maintains the highest standard of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher maintains an open mind in team decision making. The teacher complies fully with school and district policies and procedures.	The teacher maintains the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher takes a leadership role in team decision making. The teacher complies fully with school and district policies and procedures.
4d: Growing and Developing Professionally	The teacher does not participate in professional development activities even when such activities are clearly needed for the development of teaching skills.	The teacher has limited participation or involvement in professional development activities.	The teacher actively participates in professional development activities and contributes to the profession.	The teacher makes a substantial contribution to the profession through activities such as action research and mentoring new teachers and actively pursues professional development.
4e: Reflecting on Professional Practice and Engaging in a Professional Community	The teacher does not accurately reflect on professional practice or propose ideas on how his or her practice could be improved.	The teacher's reflection on professional practice is generally accurate and the teacher makes global suggestions about how to improve his or her practice.	The teacher's reflection on professional practice is accurate, citing general characteristics of his or her practice, and the teacher provides specific suggestions about how his or her practice may be improved.	The teacher's reflection on professional practice is accurate and perceptive, citing specific examples for improvement. The teacher draws on an extensive repertoire to support suggestions for alternative strategies.



Component 4a: Communicating with Family

The teacher shares information about the school's educational program and expectations for student performance. The teacher develops a mechanism for two-way communication with families about student progress, behavior, and personal needs or concerns.

Component 4a Elements and Indicators of Performance

Information about the Instructional Program

- The teacher provides frequent and timely information about the instructional program to families.
- The teacher provides information in a format(s) accessible to all parents.
- The teacher provides information using understandable language and terms.

Information about Individual Students

- The teacher communicates with families about the academic, developmental, and behavioral progress of the student.
- Communication between the teacher and family is two-way and ongoing.
- When appropriate, the teacher involves the student in the conversations.

Engagement of Families in the Instructional Program

- Families are actively engaged in the instructional program.
- The teacher makes frequent attempts to engage families in instruction.



Component 4b: Developing and Maintaining an Accurate Record System

The teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. The teacher shares relevant information with appropriate school personnel.

Component 4b Elements and Indicators of Performance

Student Completion of Assignments

- The teacher records data on student assignment completion and grades.
- Records are entered in a timely fashion.
- Records are accurate.

Student Progress in Learning

- The teacher maintains formative assessment and other relevant data for use in instructional planning.
- The teacher shares data appropriately in his or her Professional Learning Community(s).
- Records are organized and accurate.

Noninstructional Records

- The teacher maintains and records all required and relevant data including, but not limited to, attendance, disciplinary actions, and contact information.
- Records are organized and accurate.



Component 4c: Demonstrating Professional Work Ethic

The teacher adheres to district policy, procedures, and the Montana Code of Ethics. The teacher demonstrates leadership through honesty and integrity in relationship with students, staff and the community.

Component 4c Elements and Indicators of Performance

Integrity and Ethical Conduct

- The teacher acts with integrity and honesty.
- The teacher is trustworthy and is often asked for their professional input.

Student Advocacy

- The teacher puts the best interests of students at the forefront of his or her professional actions.
- The teacher supports students even in the face of difficult situations.

Decision Making

- The teacher solves problems with students' need as the highest priority.

Compliance with District Policies and Procedures

- The teacher consistently fulfills district expectations regarding policies and procedures.



Component 4d: Growing and Developing Professionally

The teacher chooses and participates in professional growth that is aligned with his or her professional needs and aligned with the needs of the students, school, or district.

Component 4d Elements and Indicators of Performance

Enhancement of Content Knowledge and Pedagogical Skills

- The teacher seeks out opportunities to enhance his or her content knowledge and/or pedagogical skills.
- The teacher seeks out/participates in opportunities to stay current in the field.
- The teacher selects professional goals directly related to teaching standards, improving student learning, and school improvement.
- The teacher actively participates in activities that will enhance his or her professional practice and improve student learning.

Receptivity to Feedback from Colleagues

- The teacher welcomes feedback from colleagues and supervisors.
- The teacher effectively and actively participates in his or her Professional Learning Community(s).
- The teacher uses feedback and collegial sharing to improve his or her own practice.

Service to the Profession

- The teacher welcomes the opportunity to help his or her colleagues.
- The teacher participates in school, district, and/or state committees and/or councils, as appropriate.



Component 4e: Reflecting on Professional Practice and Engaging in a Professional Community

The teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

Component 4e Elements and Indicators of Performance

Accuracy

- The teacher assesses his or her own performance against professional standards.
- The teacher accurately assesses student performance based on various inputs and/or conditions.

Use in Future Teaching

- The teacher regularly uses reflection to improve future instruction.
- The teacher sets goals to improve his or her personal practice.
- The teacher documents his or her progress toward goals.
- The teacher asks for assistance to improve future teaching, when appropriate.

