

Standards and Indicators of Effective Teaching Practice:

Teacher Rubric

Standard I: Curriculum, Planning, and Assessment. *The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.	Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

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I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-3. Rigorous Standards- Based Unit Design	Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.	Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.	Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.	Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.
I-A-4. Well- Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

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Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.				
I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Variety of Assessment Methods	Administers only the assessments required by the school and/or measures only point-in-time student achievement.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.	Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element.
I-B-2. Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.

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Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.				
I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Analysis and Conclusions	Does not draw conclusions from student data beyond completing minimal requirements such as grading for report cards.	Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions.	Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.	Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions. Is able to model this element.
I-C-2. Sharing Conclusions With Colleagues	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback.	Only occasionally shares with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning.	Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning. Is able to model this element.
I-C-3. Sharing Conclusions With Students	Provides little or no feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance.	Provides some feedback about performance beyond grades but rarely shares strategies for students to improve their performance toward objectives.	Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.	Establishes early, constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement. Is able to model this element.

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Educator Collection of Evidence Form



Educator—Name/Title: Ms. Melville

Primary Evaluator—Name/Title: Mr. Ahab

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): Moby Dick Middle School

Evidence pertains to (check all that apply)¹:

- Fulfillment of professional responsibilities and growth
- Evidence of outreach to and ongoing engagement with families
- Progress toward attaining student learning goal(s)
- Progress toward attaining professional practice goal(s)
- Other: Evidence of Standard I

Summary of Evidence	
<i>Summarize the evidence compiled to be presented to evaluator with a brief analysis. Attach additional pages as needed.</i>	
<p>The first attachment is an example of a Unit Plan for Expressions & Equations in 6th grade. I follow the lesson objectives laid out in this plan and structure my lessons around the essential questions. The plan also shows that I do formative assessments (3 quizzes) and stagger them throughout the 4-week unit.</p> <p>The second attachment is an example of a formative quiz with answers given in 7th grade on ratios and proportions. I hand out the answer key and explanations to students with their quizzes so they can evaluate their own performance. I use these quizzes to find out where students struggle, to form groups, and to re-teach as needed.</p>	

Signature of Educator _____ Date _____

Signature of Evaluator _____ Date _____

Attachment(s) included

¹ Per 603 CMR 35.07(1)(c)1, "Evidence compiled and presented by the educator includ[es]: 1. Evidence of fulfillment of professional responsibilities and growth, such as: self-assessments; peer collaboration; professional development linked to goals and or educator plans; contributions to the school community and professional culture; 2. Evidence of active outreach to and ongoing engagement with families." However, educator collection of evidence is not **limited** to these areas.

Attachment 1

Mathematics Curriculum Unit Plan # 5	
Title: Expressions & Equations	
Grade Level: 6	Length of Time: 4 weeks
Unit Summary: Introduce students to powers, order of operations, algebraic expressions, distributive property, combining like terms.	
Learning Targets	
Objective 1: Apply and extend previous understandings of arithmetic to algebraic expressions.	
Objective 2: Reason about and solve one-variable equations and inequalities.	
Unit Essential Questions:	
<ul style="list-style-type: none"> • How do powers affect numbers? • How can order of operations, the distributive property, and combining like terms help solve an algebraic equation? • How can an algebraic expression help me solve a real-world application problem? 	
Unit Objectives:	
<ul style="list-style-type: none"> • <i>Students will be able to write, read, and evaluate expressions in which letters stand for numbers.</i> <ul style="list-style-type: none"> ○ <i>Write expressions from sentences</i> ○ <i>Use mathematical terms – sum, product, factor, quotient, coefficient</i> • <i>Students will be able to apply the properties of operations to evaluate and simplify expressions.</i> <ul style="list-style-type: none"> ○ <i>Apply distributive property</i> ○ <i>Apply properties of operations</i> • <i>Students will be able to apply the properties of operations to evaluate and simplify expressions.</i> • <i>Students will be able to identify when expressions are equivalent</i> • <i>Students will be able to use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</i> 	
Evidence of Learning	
Formative Assessments:	
<ul style="list-style-type: none"> • 3 Quizzes 	
Summative Assessment:	
<ul style="list-style-type: none"> • 1 Unit Test 	
Lesson Plans	
Lessons	
Lesson #1: Exponents	
Lesson #2: Order of Operations	
Lesson #3: Vocabulary / Quiz #1	
Lesson #4: Identifying Algebraic Expressions and Equations	
Lesson #5: Translating between Words and Expressions	
Lesson #6: Evaluating Expressions/ Quiz #2	
Lesson #7: The Distributive Property & Applications	
Lesson #8: Combining Like Terms/ Quiz #3	
Review and Unit Test	
Curriculum Development Resources:	
<ul style="list-style-type: none"> • https://njctl.org/courses/math/6th-grade-math/ 	

Attachment 2

Grade 7 Math Quiz (20 minutes)

Unit: Ratios & Proportions

Questions	Answers
<p>1. 1m of ribbon is cut into 5 equal lengths. To work this out.....</p> <p>A) divide 100 cm by 5 B) 1 m multiplied by 5 C) 1m minus 5</p>	<p>1. 1m of ribbon is cut into 5 equal lengths. To work this out.....</p> <p>The correct answer is A. Divide 100 cm (1m) by 5 to get 5 equal lengths of 20 cm.</p>
<p>2. If 500 g of fruit is needed to make a fruit crumble for four people, then 250 g would be enough for just two people.</p> <p>A) True B) False</p>	<p>2. If 500 g of fruit are needed to make a fruit crumble for four people, then 250 g would be enough for just two people.</p> <p>The correct answer is: A. True. Two people is half of 4 people so to get the answer you divide 500 g by 2 which gives 250 g.</p>
<p>3. In a group of 10 diners in a restaurant, 5 are vegetarians. As a proportion of the whole group, half are vegetarians.</p> <p>A) True B) False</p>	<p>3. In a group of 10 diners in a restaurant, 5 are vegetarians. As a proportion of the whole group, half are vegetarians.</p> <p>The correct answer is: A. True. 5 out of 10 is the same as half.</p>
<p>4. A man earns £15 an hour as a gardener. How much is that per half-hour?</p> <p>A) £10 B) £7.50 C) £30</p>	<p>4. A man earns £15 an hour as a gardener. How much is that per half-hour?</p> <p>The correct answer is: B. £7.50. To halve £15 you divide it by 2, which gives £7.50.</p>
<p>Divide £25 between 2 people:</p> <p>A) £12 B) £2.50 C) £12.50</p>	<p>5. Divide £25 equally between 2 people:</p> <p>The correct answer is: C. £12.50. $25 \div 2$ is $12\frac{1}{2}$ which is £12.50 in currency.</p>
<p>6. Barleyade: Pour equal quantities of lemon barley and lemonade into a tumbler, add ice and a slice of lemon. How much lemon barley will you add to 50 cl of lemonade?</p>	<p>6. Barleyade: Pour equal quantities of lemon barley and lemonade into a tumbler, add ice and a slice of lemon. How much lemon barley</p>

<p>A) 100 cl B) 50 cl C) 75 cl</p>	<p>will you add to 50 cl of lemonade?.</p> <p>The correct answer is: B. 50 cl. The recipe says equal quantities.</p>
<p>7. Two people working together normally take $\frac{1}{2}$ a day to fit a new boiler. It is likely to take longer if there is only one person on the job. True or False?</p> <p>A) False B) True</p>	<p>7. 2 people working together normally take $\frac{1}{2}$ a day to fit a new boiler.</p> <p>It is likely to take longer if there is only one person on the job.</p> <p>The correct answer is: B. True. One person would take a whole day to do what two people do in half a day.</p>
<p>8. If you are scaling down this recipe for bread and only using 250g flour how much salt should you add?</p> <p>500g flour 2 teaspoons of salt 7g dry yeast 4 tablespoons of olive oil 300ml water</p> <p>A) 1 tsp B) 1.5 tsp C) 2.5 tsp</p>	<p>8. If you are scaling down this recipe for bread and only using 250g flour how much salt should you add?</p> <p>The correct answer is: A. 1 tsp</p> <p>You have halved the amount of flour from 500 g to 250 g so you should halve the salt as well from 2 teaspoons to 1.</p>
<p>9. A shopkeeper has increased her orders for The Times newspaper (from 20 copies to 60 copies) and The Guardian (from 25 copies to 75 copies). In what proportion has she increased her order?</p> <p>A) $\times 3$ B) $\times 4$ C) $\times 5$</p>	<p>9. A shopkeeper has increased her orders for The Times newspaper (from 20 copies to 60 copies) and The Guardian (from 25 copies to 75 copies). In what proportion has she increased her order?</p> <p>The correct answer is: A. She has increased her orders by 3.</p> <p>$20 \times 3 = 60$ and $25 \times 3 = 75$</p>
<p>10. A student scores 7 out of 10 in a class test. What is the equivalent score out of 100?</p> <p>A) 30 B) 70 C) 75</p>	<p>10. A student scores 7 out of 10 in a class test. What is the equivalent score out of 100?</p> <p>The correct answer is: B. 70</p> <p>$7/10$ is the same as 70 out of 100 (multiply both numerator and denominator by 10)</p>