

Appendix E – Teachers’ Rubric
Categories, Indicators, and Attributes of Effective Practice for Teachers

I. Knowledge of Curriculum Content
(State Standard I: Curriculum, Planning, and Assessment)

Indicator #1: Curriculum Knowledge as evidenced by participation in curriculum work at department/grade/team/school meetings, teaching artifacts (i.e. curriculum documents), classroom observations, attendance at professional development activities (i.e. curriculum related workshops/conferences)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Demonstrates a knowledge of teaching content area(s)	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may lack an awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Contributes to the ongoing renewal of curriculum	Teacher rarely engages in professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient or required.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.

II. Curriculum and Instruction Planning and Assessment
(State Standard I: Curriculum, Planning, and Assessment)

Indicator #1: Planning for Instruction as evidenced by standards-based curriculum units, curriculum roadmaps, standards-based plan books, planning using differentiated materials and/or activities, planning work with colleagues, teaching artifacts (i.e., student guides, unit overviews)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Sets goals to achieve state, district, and school learning standards	Goals reflect little or no correlation to relevant learning standards.	Goals reflect loose or uneven correlation to relevant learning standards.	Goals reflect clear correlation to relevant learning standards.	Goals reflect clear correlation to relevant learning standards and allow for extension by individual students or class as a whole.
Identifies individual and group needs in planning of appropriate strategies to meet those needs	Teacher fails to identify individual or group needs.	Teacher identifies group needs and plans an appropriate strategy to meet those needs but does not plan alternative strategies for the group or individual students.	Teacher identifies group needs and individual needs and plans at least two appropriate strategies to meet those needs.	Teacher identifies group needs and individual needs and readily matches the appropriate strategy to individual students or the group at large to meet the needs of all students.
Collaborates with colleagues and support staff to meet learning goals of all students	There is little or no evidence of communication with colleagues.	There is some evidence of communication with colleagues but little or no evidence of collaboration.	There is clear evidence of effective communication and collaboration.	There is clear evidence of consistent and effective communication and collaboration.

Plans instructional opportunities for students to assume responsibility for their own learning	Activities and assignments are inappropriate for students' ages or backgrounds; students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	All activities and assignments are appropriate to most students and almost all students are cognitively engaged in exploring content; students have some chances to initiate or adapt activities and projects to enhance their understanding.	All students are cognitively engaged in the activities and assignments in their exploration of content; students regularly have the chance to initiate or adapt activities and projects to enhance their understanding.
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Indicator #2: Assessment Design as evidenced by review of classroom assessments (i.e., portfolios, writing folders)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Determines specific and challenging standards for students	Teacher does not set learning standards.	Teacher sets learning standards, but standards are vague and/or not challenging.	Teacher sets clear standards that challenge all students.	Teacher sets clear and challenging standards and encourages students to initiate or adapt goals to enhance their understanding, where appropriate.
Plans appropriate strategies for assessing	Assessment strategies have little or no connection to	Assessment strategies relate to learning standards but have limited	Assessment strategies clearly relate to learning	Assessment strategies clearly relate to learning standards and

students' progress on learning standards	learning standards.	value in assessing students' progress.	standards and effectively assess students' progress.	effectively assess students' progress and allow timely remediation or extension of learning.
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Indicator #3: Assessment Use as evidenced by teacher record – keeping system, use of individual (teacher) and group (state, district, school) data in curriculum, instruction, and assessment planning

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Uses a variety of formal and informal assessments of students' achievement and progress for instructional revisions and decision – making	Teacher uses a limited number and variety of assessments and does not use the data to guide instructional decisions.	Teacher uses a limited number or variety of assessments but sometimes makes use of data to guide instructional decisions.	Teacher uses a variety of formal and informal assessments and effectively uses the data to guide future instructional decisions.	Teacher uses a variety of formal and informal assessments and effectively uses the data to guide instructional decisions both during and after lessons.
Communicates student progress to parents, students, and staff members in a timely fashion	Teacher does not communicate student progress to any others in a timely fashion.	Teacher sometimes communicates student progress to others in a timely fashion.	Teacher consistently communicates student progress to others in a timely fashion.	Teacher proactively communicates student progress to others, maximizing the support for student learning.

III. Management of Classroom Environment
(State Standard II: Teaching All Students)

Indicator #1: Organizing for Instruction as evidenced by classroom observations, planning documents (i.e. web pages, lesson plans)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Prepares, distributes and utilizes resources effectively	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly with little loss of instructional time.	Routines for handling materials and supplies are seamless with students assuming some responsibility for smooth operation.
Performance of non-instructional duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

Indicator #2: Student Learning Environment as evidenced by classroom observations, teaching/classroom artifacts (i.e. posters, student hand-outs, web resources)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Uses classroom space to promote optimal	The furniture arrangement hinders the learning	Teacher uses physical resources adequately. The furniture may be	Teacher uses physical resources skillfully, and	Both teacher and students use physical resources easily

learning	activities, or the teacher makes poor use of physical resources.	adjusted for a lesson, but with limited effectiveness.	the furniture arrangement is a resource for learning activities.	and skillfully, and students adjust the furniture to advance their learning.
Establishes classroom procedures that maintain a high level of students' time on tasks	Considerable instructional time is lost in performing classroom procedures.	Systems for performing classroom procedures are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing classroom procedures are in place, resulting in minimal loss of instructional time.	Systems for performing classroom procedures are well established, with students assuming considerable responsibility for efficient operation.
Ensures smooth transitions for one activity to another	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Encourages open exchange of ideas	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.

Indicator #3: Interpersonal Interactions as evidenced by classroom observations, teaching artifacts (i.e. student code of behavior hand-outs, class academic expectations hand-outs)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Establishes, models, communicates, and implements consistent, clear, and fair behavioral expectations for students	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Adheres to authorized policies and procedures	Teacher does not adhere to authorized policies and procedures.	Teacher usually adheres to authorized policies and procedures.	Teacher consistently adheres to authorized policies and procedures.	Teacher consistently adheres to authorized policies and procedures and makes helpful suggestions for improving policies and procedures.
Demonstrates appreciation for and sensitivity to the diversity among individuals	Teacher displays little or no knowledge of students' interests or cultural heritage and indicates that such knowledge is not important.	Teacher recognizes the value of understanding students' interests and cultural heritage, but has limited knowledge of the students' interests and cultural heritage.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge in the classroom.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.

Maintains appropriate professional boundaries with students.	Teacher engages in inappropriate interactions with students.	Teacher maintains professional boundaries with students.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with students.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
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**IV. Instruction
(State Standard II: Teaching All Students)**

Indicator # 1: Instructional Goals as evidenced by classroom observations, planning documents, teaching artifacts (i.e. worksheets, student guides, organizational learning tools), materials and resources, formative and summative student assessments

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Clearly communicates learning standards to students and identifies misconceptions as they arise	Teacher's purpose in a lesson is unstated.	Teacher attempts to explain the instructional purpose with limited success.	Teacher's purpose for the lesson is clear to students; students understand what they are being asked to do; teacher checks for and responds to students' misconceptions.	Teacher's purpose for the lesson is clear to students; students understand what they are being asked to do; teacher anticipates and addresses possible student misconceptions.
Understands and shows students the relevance of the subject to life-long learning	Teacher makes no connection between learning and real-world application.	Teacher mentions connection of lesson to real-world application.	Teacher connects learning to real-world application.	Teacher makes clear the connection of learning to real-world application.

				Students demonstrate understanding of this connection through a discussion or activity.
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Indicator # 2: Instructional Strategies as evidenced by classroom observations, planning documents, teaching artifacts (i.e. worksheets, student guides, organizational learning tools), materials and resources, formative and summative student assessments

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Implements a variety of instructional strategies to ensure that students interact with ideas, resources and one another (Student participation)	Interaction between teacher and student is predominately recitation style; teacher ignores or brushes aside students' questions or interests.	Teacher actively attempts to engage students in the lesson and attempts to accommodate students' questions or interests with only limited success.	Teacher successfully engages students in the lesson and accommodates students' questions or interests.	Teacher successfully engages students in the lesson and accommodates students' questions or interests; students initiate ideas and make unsolicited contributions.
Implements a variety of instructional strategies to ensure that students interact with ideas, resources and each other (Learning activities)	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	At times the learning activities are suitable to students or to the instructional outcomes; some represent a moderate cognitive challenge.	Learning activities are consistently suitable to students or to the instructional outcomes; most represent significant cognitive challenge; teacher consistently	Learning activities are consistently suitable to students or to the instructional outcomes; most represent significant cognitive challenge; teacher consistently implements a variety of

			implements a variety of effective instructional strategies.	effective instructional strategies and is readily able to adapt to demonstrated student needs.
Remediates, re-teaches or extends teaching to meet individual or group needs	The teacher does not provide any variation in the delivery of instruction for the needs of different students.	The teacher actively attempts to provide some variation for students' differing needs with uneven success.	The teacher consistently provides differentiated instruction for students who need more support or extension.	The teacher consistently provides differentiated instruction for students who need more support or extension; the strategies employed show evidence of the teacher seeking out the most effective, current approaches.
Uses a variety of resources in order to reinforce and extend students' knowledge and skills	The teacher displays little understanding of the prior knowledge needed or of varied pedagogical approaches important to student learning of the content.	Teacher's plans and practice indicate limited awareness of varied pedagogical approaches and some awareness of prior knowledge, but knowledge is outdated, limited or inaccurate.	Teacher's plans and practice reflect current knowledge of how students learn, a wide range of effective pedagogical approaches, and accurate understanding of prior knowledge among topics and concepts.	Teacher's plans and practices reflect extensive understanding of how students learn, a wide range of effective pedagogical approaches to anticipate student misconceptions, and a deep understanding of the prior knowledge necessary to

				ensure learning.
Continually evaluates and refines instructional strategies to increase student learning	Teacher adheres rigidly to an instructional plan, does not know if a lesson was effective, or profoundly misjudges the success or outcome of a lesson.	Teacher is partially successful in lesson adjustment, with a generally accurate impression of a lesson's effectiveness and outcomes.	Teacher makes a minor, smooth adjustment to a lesson and makes accurate assessments of lesson's outcomes and effectiveness. Teacher can cite general references to support the judgment.	Teacher successfully makes major adjustments to lesson when needed, makes thoughtful and accurate assessment of lesson's outcome and effectiveness, and can cite specific examples from the lesson, weighing the relative strengths of each.

**V. Expectations for Student Achievement
(State Standard II: Teaching All Students)**

Indicator #1 Communication of Student Expectations as evidenced by correspondence with students and/or parents (i.e., e-mails, web pages, newsletter, parent hand-outs, course outlines), student work, classroom observations, formative and summative student assessments, common grade level or course assessments

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Communication of classroom policies and	Grading policies, guidelines regarding classroom	Grading policies, guidelines regarding classroom	Grading policies, guidelines regarding	Grading policies, guidelines regarding classroom

<p>procedures</p>	<p>procedures, and guidelines regarding work quality and work quantity have not been delineated.</p>	<p>procedures, and guidelines regarding work quality and work quantity are sometimes apparent and sometimes followed.</p>	<p>classroom procedures, and guidelines regarding work quality and work quantity have been clearly delineated and consistently followed.</p>	<p>procedures, and guidelines regarding work quality and work quantity have been clearly delineated and are consistently followed. The teacher may also make appropriate adjustments based on student needs.</p>
<p>Expectations for learning and achievement</p>	<p>Instructional outcomes, activities and assignments, and student interactions with teacher convey low expectations for a noticeable number of students.</p>	<p>Instructional outcomes, activities and assignments, and student interactions with teacher convey modest expectations for student learning and achievement.</p>	<p>Instructional outcomes, activities and assignments, and student interactions with teacher convey high expectations for all students' learning and achievement.</p>	<p>Instructional outcomes, activities and assignments, and student interactions with teacher convey high expectations for all students' learning and achievement. The teacher may also make appropriate adjustments based on student needs.</p>

Indicator #2 Promotion of Student Responsibilities and Autonomy as evidenced by correspondence with students and/or parents (i.e., e-mails, web pages, newsletter, parent hand-outs, course outlines), student work, classroom observations, formative and summative student assessments, common grade level or course assessments

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress, so they do not know their strengths and weaknesses as learners.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards but might not know how to improve.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards and attempt to enhance their learning using more than one approach.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards and make active and effective use of that information in guiding their own learning.

<p>Student belief in value of effort</p>	<p>Students demonstrate little or no effort in their work, motivated by the desire simply to complete the task.</p>	<p>Students sometimes demonstrate effort, but may put little effort in minor assignments.</p>	<p>Students consistently demonstrate effort when preparing for or completing all assignments.</p>	<p>Students consistently demonstrate effort when preparing for or completing all assignments, sometimes showing initiative to extend learning or refine their performance.</p>
<p>Persistence and planning for student difficulty</p>	<p>When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.</p>	<p>Teacher accepts responsibility for the success of all students but has a limited repertoire of instructional strategies on which to draw.</p>	<p>Teacher persists in seeking approaches for students who have difficulty learning, drawing on a repertoire of strategies, and working collaboratively with students to improve learning.</p>	<p>Teacher proactively persists in seeking effective approaches for students who need help or when students first show signs of struggle in meeting learning standards.</p>

Indicator #3 Student Growth as evidenced by correspondence with students and/or parents (i.e., e-mails, web pages, newsletter, parent hand-outs, course outlines), student work, classroom observations, formative and summative student assessments, common grade level or course assessments, and student feedback

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Student Growth	Unable to provide evidence of student growth.	Able to provide some evidence of student growth; low/moderate impact on student growth.	Provides clear and varied evidence of student growth; moderate impact on student growth.	Provides clear, consistent, and dramatic evidence of student growth; high impact on student growth.

VI. Professional Responsibilities

(State Standard III: Family and Community Engagement & State Standard IV: Professional Culture)

Indicator #1: Teacher – Parent Interaction as evidenced by correspondence with students and/or parents (i.e., e-mails, web pages, newsletter, parent hand-outs, course outlines), implementation of student handbook procedures

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Maintains appropriate and effective interactions with parents regarding student behavior and performance	Teacher provides minimal information to families about students' progress, or the communication is inappropriate. Teacher does not respond or responds	Teacher adheres to school's required procedures for communicating with families about students' progress but offers little additional information. Responses to family concerns are	Teacher communicates with families about students' progress on a regular basis. Teacher responds appropriately to family concerns.	Teacher frequently provides information to families regarding students' progress. Teacher responds appropriately to family concerns. Students contribute to the design of the

	inappropriately to family concerns about students.	minimal or occasionally inappropriate.		communication system.
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Indicator #2: Teacher Relationships and Responsibilities as evidenced by participating in school and/or district committees, models professional behaviors (i.e. punctual, accurate and prompt in duties, adheres to school policies and practice), manages student behaviors outside classroom

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Working cooperatively to achieve the goals or address the needs of the grade, team, department, or building	Teacher's relationships with colleagues are negative or self-serving. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher finds limited ways to contribute to the profession.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher participates actively in assisting and working with other educators.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty. Teacher initiates important activities to contribute to the profession.
Fulfills professional responsibilities	Teacher does not comply with school and district regulations. Teacher avoids becoming involved in school and district committees,	Teacher complies minimally with school and district regulations, doing just enough to get by. Teacher participates in school and district committees, projects, and events when	Teacher complies fully with school and district regulations. Teacher volunteers to participate in school and district committees,	Teacher complies fully with school and district regulations, taking a leadership role with colleagues. Teacher volunteers to participate in school and district committees,

	projects, and events.	specifically asked.	projects and events, making a substantial contribution.	projects and events, making a substantial contribution and assuming a leadership role.
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Indicator #3: Teacher Reflection and Learning as evidenced by participating in Dover/Sherborn PD activities, attends workshops and conferences that enhance IPDP, coursework (i.e. graduate coursework and collaborative programs)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Reflects upon what students need to know and how they demonstrate mastery and seeks out appropriate opportunities and/or resources for growth and improvement	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved. Teacher does not take advantage of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher becomes involved in the school's culture of inquiry when required to do so. Teacher takes minimal advantage of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher actively participates in a culture of professional inquiry. Teacher takes advantage of resources to enhance content and pedagogical knowledge available through the school, district, professional organizations, the Internet, or universities.	Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher takes advantage of resources to enhance content and pedagogical knowledge available through the school, district, professional organizations, the Internet, or universities.
Integrates appropriate suggestions for growth and improvement	Teacher resists feedback on teaching performance from either supervisors or	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and	Teacher welcomes feedback from supervisors or colleagues when	Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher integrates

	more experienced colleagues.	professional colleagues and attempts to integrate some suggestions into the teaching.	opportunities arise. Teacher integrates suggestions into the teaching.	suggestions into the teaching and expands upon them.
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VII. Relationship with Students
(State Standard II: Teaching All Students)

Indicator #1: Educator-Student Interactions as evidenced by classroom observations, records of student feedback, utilizes colleagues as resources to support student success (i.e. meetings with guidance, SPED), implements strategies on IEPs, Provides instructional materials to support differentiated instruction

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Provides opportunities for each student to meet with success	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Works to establish good rapport with students	Teacher interactions with some students are negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Seeks and uses student feedback	Provides little or no evidence as to	Provides evidence as to the use of student	Provides clear evidence as to	Provides clear, consistent, and

to enhance overall classroom experience	use of student feedback.	feedback.	the use of student feedback.	convincing evidence as to the use of student feedback.
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Rubric Point-Weighting System

Categories & State Standards	Category Weight/Rating Points
Category I: Knowledge of Curriculum Content (State Standard I: Curriculum, Planning, and Assessment)	Category Weight = 20% Exemplary = 24 Proficient = 16 Needs Improvement = 8 Unsatisfactory = 0
Category II: Curriculum and Instruction Planning and Assessment (State Standard I: Curriculum, Planning, and Assessment)	Category Weight = 20% Exemplary = 24 Proficient = 16 Needs Improvement = 8 Unsatisfactory = 0
Category III: Management of Classroom Environment (State Standard II: Teaching All Students)	Category Weight = 10% Exemplary = 12 Proficient = 8 Needs Improvement = 4 Unsatisfactory = 0
Category IV: Instruction (State Standard II: Teaching All Students)	Category Weight = 20% Exemplary = 24 Proficient = 16 Needs Improvement = 8 Unsatisfactory = 0
Category V: Expectations for Student Achievement (State Standard II: Teaching All Students)	Category Weight = 20% Exemplary = 24 Proficient = 16 Needs Improvement = 8 Unsatisfactory = 0
Category VI: Professional Responsibilities (State Standard III: Family and Community Engagement & State Standard IV: Professional Culture)	Category Weight = 5% Exemplary = 6 Proficient = 4 Needs Improvement = 2 Unsatisfactory = 0
Category VII: Relationship with Students (State Standard II: Teaching All Students)	Category Weight = 5% Exemplary = 6 Proficient = 4 Needs Improvement = 2 Unsatisfactory = 0

Summative Performance Rating Scale Based on Rubric Point-Weighting System

Exemplary	112-120 Total Points	At least 112 and no Needs Improvement or Unsatisfactory rating on any Category.
Proficient	76-110 Total Points	At least Proficient on all 4 20% Categories and no Unsatisfactory rating on any Category.
Needs Improvement	48-74 Total Points	
Unsatisfactory	≤ 46 Total Points	

Category to State Standard Correlation

State Standard 1

Category I: Knowledge of Curriculum Content

- Exemplary (24 pts.) Proficient (16 pts.) Needs Improvement (8 pts.) Unsatisfactory (0 pts.)

Category II: Curriculum and Instruction Planning and Assessment

- Exemplary (24 pts.) Proficient (16 pts.) Needs Improvement (8 pts.) Unsatisfactory (0 pts.)

Summative State Standard Rating for Standard 1

- Exemplary Proficient Needs Improvement Unsatisfactory

State Standard 2

Category III: Management of Classroom Environment

- Exemplary (12 pts.) Proficient (8 pts.) Needs Improvement (4 pts.) Unsatisfactory (0 pts.)

Category IV: Instruction

- Exemplary (24 pts.) Proficient (16 pts.) Needs Improvement (8 pts.) Unsatisfactory (0 pts.)

Category V: Expectations for Student Achievement

- Exemplary (24 pts.) Proficient (16 pts.) Needs Improvement (8 pts.) Unsatisfactory (0 pts.)

Category VII: Relationship with Students

- Exemplary (6 pts.) Proficient (4 pts.) Needs Improvement (2 pts.) Unsatisfactory (0 pts.)

Summative State Standard Rating for Standard 2

- Exemplary Proficient Needs Improvement Unsatisfactory

State Standard 3

Category VI: Professional Responsibilities

- Exemplary (3 pts.) Proficient (2 pts.) Needs Improvement (1 pt.) Unsatisfactory (0 pts.)

Summative State Standard Rating for Standard 3

- Exemplary Proficient Needs Improvement Unsatisfactory

State Standard 4

Category VI: Professional Responsibilities

- Exemplary (3 pts.) Proficient (2 pts.) Needs Improvement (1 pt.) Unsatisfactory (0 pts.)

Summative State Standard Rating for Standard 4

- Exemplary Proficient Needs Improvement Unsatisfactory

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