

## Troy Educator Appraisal Model Rubric

### **DOMAIN 1: PLANNING AND PREPARATION**

*Component 1a: Demonstrating Knowledge of Content and Pedagogy*

**Elements:** Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	GAINING PROFICIENCY	PROFICIENT	EXCEEDS PROFICIENCY
<b>Knowledge of content and the structure of the discipline</b>	Teacher makes content errors or does not correct content errors made by students.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
<b>Knowledge of prerequisite relationships</b>	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans actively build on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstandings.
<b>Knowledge of content-related pedagogy</b>	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of proven effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of proven effective pedagogical approaches in the discipline, anticipating student misconceptions.

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### **DOMAIN 1: PLANNING AND PREPARATION**

*Component 1b: Demonstrating Knowledge of Students*

**Elements:** Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	GAINING PROFICIENCY	PROFICIENT	EXCEEDS PROFICIENCY
<b>Knowledge of child and adolescent development</b>	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
<b>Knowledge of the learning process</b>	Teacher is unfamiliar with the different learning styles that students exhibit and does not plan lessons accordingly.	Teacher displays general understanding of the different approaches to learning styles that students exhibit and sporadically plans lessons accordingly.	Teacher displays solid understanding of the different approaches to learning styles that different students exhibit and frequently plans lessons accordingly.	Teacher consistently uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.

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<b>Knowledge of students' skills, knowledge, and language proficiency</b>	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
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### **DOMAIN 1: PLANNING AND PREPARATION**

*Component 1b: Demonstrating Knowledge of Students* (continued)

**Elements:** Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

<b>ELEMENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>UNSATISFACTORY</b>	<b>GAINING PROFICIENCY</b>	<b>PROFICIENT</b>	<b>EXCEEDS PROFICIENCY</b>
<b>Knowledge of students' interests and cultural heritage</b>	Teacher displays little or no knowledge of students' interests or cultural heritage and does not plan lessons accordingly.	Teacher recognizes the value of understanding students' interests and cultural heritage and includes this knowledge in planning when appropriate.	Teacher displays knowledge of the interests or cultural heritage of groups of students and includes this knowledge in planning when appropriate.	Teacher display knowledge of the interests or cultural heritage of each student and includes this knowledge in planning when appropriate.
<b>Knowledge of students' special needs</b>	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

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### **DOMAIN 1: PLANNING AND PREPARATION**

*Component 1c: Setting Instructional Outcomes/Goals*

**Elements:** Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	GAINING PROFICIENCY	PROFICIENT	EXCEEDS PROFICIENCY
<b>Value, sequence, and alignment</b>	Outcomes/Goals represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes/Goals represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes/goals represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes/goals represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
<b>Clarity</b>	Outcomes/Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Outcomes/Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the outcomes/goals are clear, written in the form of student learning, and permit viable methods of assessment.
<b>Balance</b>	Outcomes/Goals reflect only one type of learning and only one discipline or strand.	Outcomes/Goals reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes/Goals reflect several - different types of learning and opportunities for coordination.	Outcomes/goals reflect several different types of learning and opportunities for both coordination and integration.

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<b>Suitability for diverse learners</b>	Outcomes/Goals are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes/goals are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes/goals are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes/Goals are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.
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### **Domain 1: PLANNING AND PREPARATION**

*Component 1d: Demonstrating Knowledge of Resources*

**Elements:** Resources for teaching • Resources for students

<b>ELEMENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>UNSATISFACTORY</b>	<b>GAINING PROFICIENCY</b>	<b>PROFICIENT</b>	<b>EXCEEDS PROFICIENCY</b>
<b>Resources for teaching</b>	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through community.
<b>Resources for students</b>	Teacher is unaware of resources for students available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

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### **Domain 1: PLANNING AND PREPARATION**

*Component 1e: Designing Coherent Instruction*

**Elements:** Learning activities • Instructional materials and resources

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	GAINING PROFICIENCY	PROFICIENT	EXCEEDS PROFICIENCY
<b>Learning activities</b>	Learning activities are not suitable to students or to instructional outcomes; they do not follow an organized progression, and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge; progression of activities is uneven with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, progression of activities is fairly even with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated; progression is coherent and as appropriate, for individual learners.
<b>Instructional materials and resources</b>	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.

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### **DOMAIN 1: PLANNING AND PREPARATION**

*Component 1e: Designing Coherent Instruction (continued)*

**Elements:** Instructional groups • Lesson and unit structure

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	GAINING PROFICIENCY	PROFICIENT	EXCEEDS PROFICIENCY
<b>Instructional groups</b>	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
<b>Lesson and unit structure</b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

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### **DOMAIN 1: PLANNING AND PREPARATION**

*Component 1f: Designing Student Assessments*

**Elements:** Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	GAINING PROFICIENCY	PROFICIENT	EXCEEDS PROFICIENCY
<b>Congruence with instructional outcomes</b>	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
<b>Criteria and standards</b>	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students There is evidence that students contributed to the development of the criteria and standards.
<b>Design of formative assessments</b>	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

## Troy Educator Appraisal Model Rubric

<b>Domain 2: THE CLASSROOM ENVIRONMENT</b>				
<i>Component 2a: Creating an Environment of Respect and Rapport</i>				
<b>Elements:</b> Teacher interaction with students • Student interactions with other students				
<b>ELEMENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>UNSATISFACTORY</b>	<b>GAINING PROFICIENCY</b>	<b>PROFICIENT</b>	<b>EXCEEDS PROFICIENCY</b>
<b>Teacher interaction with students</b>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.	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 developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
<b>Student interactions with other students</b>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Student interactions demonstrate minimal conflict, sarcasm, or put-downs.	Student interactions are consistently polite and respectful.	Student interactions demonstrate genuine caring for one another. Student interactions are consistently polite and respectful.
<b>Use for planning</b>	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of - students.	Teacher plans to use assessment results to plan future instruction for individual students.



## Troy Educator Appraisal Model Rubric

### **Domain 2: THE CLASSROOM ENVIRONMENT**

*Component 2b: Establishing a Culture for Learning*

**Elements:** Importance of the content • Expectations for learning and achievement

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	GAINING PROFICIENCY	PROFICIENT	EXCEEDS PROFICIENCY
<b>Importance of the content</b>	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.
<b>Expectations for learning and achievement</b>	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.

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### **DOMAIN 2: THE CLASSROOM ENVIRONMENT**

*Component 2c: Managing Classroom Procedures*

**Elements:** Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	GAINING PROFICIENCY	PROFICIENT	EXCEEDS PROFICIENCY
<b>Management of instructional groups</b>	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
<b>Management of transitions</b>	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.
<b>Management of materials and supplies</b>	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.
<b>Performance of non-instructional duties</b>	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.

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<b>Supervision of volunteers and paraprofessionals (only evaluated if applicable)</b>	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.
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### **DOMAIN 2: THE CLASSROOM ENVIRONMENT**

*Component 2d: Managing Student Behavior*

**Elements:** Expectations • Monitoring of student behavior • Response to student misbehavior

<b>ELEMENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>UNSATISFACTORY</b>	<b>GAINING PROFICIENCY</b>	<b>PROFICIENT</b>	<b>EXCEEDS PROFICIENCY</b>
<b>Expectations</b>	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.
<b>Monitoring of student behavior</b>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own behavior and support one another respectfully.
<b>Response to student misbehavior</b>	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

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### **DOMAIN 2: THE CLASSROOM ENVIRONMENT**

*Component 2e: Organizing Physical Space*

**Elements: Safety and accessibility • Arrangement of furniture and use of physical resources • Aesthetically conducive and invites learning**

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	GAINING PROFICIENCY	PROFICIENT	EXCEEDS PROFICIENCY
<b>Safety and accessibility</b>	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
<b>Arrangement of furniture and use of physical resources</b>	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.
<b>Aesthetically conducive and invites learning</b>	Classroom is disorganized and displays are either lacking or untidy.	Classroom is partially or inconsistently inviting, somewhat organized, with basic displays.	Classroom is completely and consistently organized with neat displays.	Classroom is inviting and organized with neat displays that are engaging, related to content, and updated periodically.

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### **DOMAIN 3: INSTRUCTION**

*Component 3a: Communicating with Students*

**Elements:** Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

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

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	students confused.	ages or backgrounds.		extend students' vocabularies.
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### **DOMAIN 3: INSTRUCTION**

*Component 3b: Using Questioning and Discussion Techniques*

**Elements:** Quality of questions • Discussion techniques • Student participation

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

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<b>DOMAIN 3: INSTRUCTION</b>				
<i>Component 3c: Engaging Students in Learning</i>				
<b>Elements:</b> Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing				
<b>ELEMENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>UNSATISFACTORY</b>	<b>GAINING PROFICIENCY</b>	<b>PROFICIENT</b>	<b>EXCEEDS PROFICIENCY</b>
<b>Activities and assignments</b>	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
<b>Grouping of students</b>	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.

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<b>Instructional materials and resources</b>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
<b>Structure and pacing</b>	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

### **DOMAIN 3: INSTRUCTION**

*Component 3d: Using Assessment in Instruction*

**Elements:** Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

<b>ELEMENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>UNSATISFACTORY</b>	<b>GAINING PROFICIENCY</b>	<b>PROFICIENT</b>	<b>EXCEEDS PROFICIENCY</b>
<b>Assessment criteria</b>	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.

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<b>Monitoring of student learning</b>	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
<b>Feedback to students</b>	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.
<b>Student self-assessment and monitoring of progress</b>	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

### **DOMAIN 3: INSTRUCTION**

*Component 3e: Demonstrating Flexibility and Responsiveness*

**Elements:** Lesson adjustment • Response to students • Persistence

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	GAINING PROFICIENCY	PROFICIENT	EXCEEDS PROFICIENCY

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

### **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

*Component 4a: Reflecting on Teaching*

**Elements:** Accuracy • Use in future teaching

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	GAINING PROFICIENCY	PROFICIENT	EXCEEDS PROFICIENCY

## Troy Educator Appraisal Model Rubric

<b>Accuracy</b>	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a fair impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
<b>Use in future teaching</b>	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what s/he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

## Troy Educator Appraisal Model Rubric

### **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

*Component 4b: Maintaining Accurate Records*

**Elements:** Student completion of assignments • Student progress in learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	GAINING PROFICIENCY	PROFICIENT	EXCEEDS PROFICIENCY
<b>Student completion of assignments</b>	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is incomplete and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
<b>Student progress in learning</b>	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is incomplete and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.

## Troy Educator Appraisal Model Rubric

### **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

*Component 4c: Communicating with Families*

**Elements:** Information about the instructional program • Information about individual students • Engagement of families in the instructional program

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	GAINING PROFICIENCY	PROFICIENT	EXCEEDS PROFICIENCY
<b>Information about the instructional program</b>	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families, when appropriate.
<b>Information about individual students</b>	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with families about students' progress on a regular basis, respecting norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress. Response to family concerns is handled with great professionalism and sensitivity.
<b>Engagement of families in the instructional program</b>	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

## Troy Educator Appraisal Model Rubric

### **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

*Component 4d: Participating in a Professional Community*

**Elements:** Relationships with colleagues • Service to the school • Participation in school and district projects

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	GAINING PROFICIENCY	PROFICIENT	EXCEEDS PROFICIENCY
<b>Relationships with colleagues</b>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
<b>Service to the school</b>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
<b>Participation in school and district projects</b>	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

## Troy Educator Appraisal Model Rubric

### **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

*Component 4e: Growing and Developing Professionally*

**Elements:** Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	GAINING PROFICIENCY	PROFICIENT	EXCEEDS PROFICIENCY
<b>Enhancement of content knowledge and pedagogical skill</b>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and implements those strategies.
<b>Receptivity to feedback from colleagues</b>	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
<b>Service to the profession</b>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, for example, mentoring new teachers, writing articles for publication, and making presentations.

## Troy Educator Appraisal Model Rubric

### **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

*Component 4f: Showing Professionalism*

**Elements:** Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	GAINING PROFICIENCY	PROFICIENT	EXCEEDS PROFICIENCY
<b>Service to students</b>	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 necessary.
<b>Advocacy</b>	Teacher contributes to practices that result in some students being adversely affected.	Teacher does not knowingly contribute to some students being adversely affected.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
<b>Decision making</b>	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited through genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

## Troy Educator Appraisal Model Rubric

<b>DOMAIN 5: STUDENT GROWTH</b>				
<i>Component 5a: Measuring Student Growth</i>				
Elements: Demonstrates student growth				
<b>ELEMENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>UNSATISFACTORY</b>	<b>GAINING PROFICIENCY</b>	<b>PROFICIENT</b>	<b>EXCEEDS PROFICIENCY</b>
<b>Demonstrates student growth</b>	Few students demonstrated growth toward student learning objectives.	Growth goal is not achieved, but some students demonstrated growth toward student learning objectives.	All students demonstrated growth toward student learning objectives.	Students demonstrated growth toward student learning objectives and exceeded goals.
<b>Adherence to District Policies and Procedures</b>	Teacher makes little or no effort to adhere to school and district policies and procedures.	Teacher adheres to most school and district policies but is inconsistent.	Teacher consistently adheres to all school and district policies and procedures.	Teacher takes a leadership role in support of school and district policies and procedures. Teacher is highly proactive in supporting a culture of adherence to school and district policies and procedures.

## Troy Educator Appraisal Model Rubric

### **DOMAIN 5: STUDENT GROWTH**

*Component 5b: Demonstrates Ability to Enhance Student Growth Through Professional Practice*

Elements: Modifies Instruction Based on Student Growth • Collaborates with Colleagues to Enhance Student Growth

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	GAINING PROFICIENCY	PROFICIENT	EXCEEDS PROFICIENCY
<b>Modifies instruction based on student growth</b>	Teacher does not utilize student growth data to modify instruction.	Teacher inconsistently utilizes student growth data to modify instruction.	Teacher consistently utilizes student growth data to modify instruction.	Teacher consistently uses multiple indicators of student growth data to modify instruction.
<b>Collaborates with colleagues to enhance student growth</b>	Demonstrates no collaborative practice that enhances student growth.	Demonstrates collaborative practice on a limited basis within grade level/department enhancing student growth.	Demonstrates collaborative practice within and across grade level/subject areas enhancing student growth.	Demonstrates collaborative practice consistently within grade level/department enhancing student growth.