Idaho State Department of Education

STANDARDS FOR ASSESSING TEACHER PERFORMANCE
and
PROFICIENCY RUBRIC

(For use in Classroom Observations – all Candidates)

The Idaho Department of Education also recognizes the Charlotte Danielson's *Framework for Teaching* (1996) as an important tool to assess teacher competency, and serves as a model for exemplary teaching. Therefore, Danielson's *Framework for Teaching* and the *Idaho Core Teaching Standards* are both referenced here as the framework for assessing the proficiency of teacher performance through classroom observation.

The four Danielson Domains are followed by the more detailed Idaho Core Teaching Standards. Note the key indicators for each category to assist both mentor and teacher in having a common understanding of performance expectations both in completing the proficiency rubric (mentor) and in providing guidance for teacher reflection (candidate).

Danielson's Domain # 1: Planning and Preparation

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students
- Selecting instructional goals
- Demonstrating knowledge of resources
- Designing coherent instruction
- Assessing student learning

Idaho Core Teaching Standard #1:

Knowledge of Subject Matter
The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

KEY INDICATORS
The Candidate:

- demonstrates an understanding of the central concepts of his or her discipline.
- uses explanations and representations that link curriculum to prior learning.
- evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
- engages students in interpreting ideas from a variety of perspectives.
- uses interdisciplinary approaches to teaching and learning.
- uses methods of inquiry that are central to the discipline.

Idaho Core Teaching Standard #2:

Knowledge of Human Development and Learning

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

KEY INDICATORS

The Candidate:

- evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
- creates relevance for students by linking with their prior experiences.
- provides opportunities for students to assume responsibility for and be actively engaged in their learning.
- encourages student reflection on prior knowledge and its connection to new information.
- accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).

Idaho Core Teaching Standard #7:

Instructional Planning Skills

The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

KEY INDICATORS

The Candidate:

- plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.
- develops plans that are appropriate for curriculum goals and are based on effective instruction.
- adjusts plans to respond to unanticipated sources of input and/or student needs.
- develops short- and long-range plans.

Danielson's Domain #2: The Classroom Environment

- Creating an environment of respect and rapport
- Establishing a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

Idaho Core Teaching Standard #5:

Classroom Motivation and Management Skills

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

KEY INDICATORS

The Candidate:

- encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, works collaboratively and independently, and engages in purposeful learning activities.
- engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.
- organizes, allocates, and manages time, space and activities in a way that is conducive to learning.
- organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
- analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

Danielson's Domain #3: Instruction and Assessment

- Communicating clearly and accurately
- Using questioning and discussion techniques
- Engaging students in learning
- Providing feedback to students
- Demonstrating flexibility and responsiveness

Idaho Core Teaching Standard #3:

Adapting Instruction for Individual Needs

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

KEY INDICATORS

The Candidate:

- designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- selects approaches that provide opportunities for different performance modes.
- accesses appropriate services or resources to meet exceptional learning needs when needed.
- adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).
- uses knowledge of different cultural contexts within the community (socioeconomic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
- creates a learning community that respects individual differences.

Idaho Core Teaching Standard #4:

Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

KEY INDICATORS

The Candidate:

- selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.
- encourages students to assume responsibility for identifying and using learning resources.
- assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

Idaho Core Teaching Standard #6:

Communication and Technology

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

KEY INDICATORS

The Candidate:

- models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received).
- provides support for learner expression in speaking, writing, and other media.
- demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
- uses a variety of media communication tools to enrich learning opportunities.

Idaho Core Teaching Standard #8:

Assessment of Student Learning

The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.

KEY INDICATORS

The Candidate:

- selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
- uses a variety of informal and formal strategies to make informed choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher-made tests).
- uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analyzing student work.
- maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.
- solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students themselves.

Danielson's Domain #4: Professional Responsibilities

- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Contributing to the school and district
- Growing and developing professionally
- Showing professionalism

Idaho Core Teaching Standard #9:

Professional Commitment and Responsibility

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices of actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

KEY INDICATORS

The Candidate:

- uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice.
- uses professional literature, colleagues and other resources to support self-development as a learner and as a teacher.
- consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Idaho Core Teaching Standard #10:

School and Community Involvement

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

KEY INDICATORS

The Candidate:

- participates in collegial activities designed to make the entire school a productive learning environment.

- links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being.

- seeks to establish cooperative partnerships with parents/guardians to support student learning.

- advocates for students.

Proficiency Rubric (All Candidates - Pathway 1, Pathway 2, & ABCTE)

This rubric measures proficiency in each of the four Danielson Domains. Mentor initials indicate that through both observation and candidate reflection, the candidate has completed this component.

Criteria	Incomplete	Complete	Complete with Commendation	Completed
Danielson Domain 1 (Idaho Core 1, 2, and 7)	• Demonstrates weak alignment with discipline specific content standards • Shows few authentic and constructivist approaches to planning and implementing specific content • Chooses somewhat appropriate resources/ technology for instruction • Instructional planning shows few adaptations that meet the learning needs of diverse students • Demonstrates minimal assessment of student learning that is aligned to instructional goals and standards	• Demonstrates alignment with grade-appropriate content standards • Shows authentic and constructivist approaches to planning and implementing specific content • Examines, selects, and uses appropriate resources/ technology for instruction • Instructional planning shows adaptations that meet the learning needs of diverse students • Demonstrates assessment of student learning aligned to instructional goals and adapted as required to meet student needs	• Demonstrates strong alignment with grade-appropriate content standards • Shows many and diverse authentic and constructivist approaches to planning and implementing specific content • Carefully examines, selects, and uses highly appropriate resources/technology for instruction • Instructional planning shows individualized adaptations that meet the learning needs of diverse students • Demonstrates a variety of assessment measures aligned to instructional goals and adapted as required to meet student needs	**YES/No** _____ Mentor Initials
Danielson Domain 2 (Idaho Core 5)	• Minimal evidence of establishing a positive classroom climate, efficient routines, effective management of student behavior, and equitable learning opportunities for all students • No classroom management plan	• Appropriate evidence of establishing a positive classroom climate, efficient routines, effective management of student behavior, and equitable learning opportunities for all students • Classroom management plan included	• Substantial evidence of establishing a positive classroom climate, efficient routines, effective management of student behavior, and equitable learning opportunities for all students • Classroom management plan included	**YES/No** _____ Mentor Initials
Danielson Domain 3 (Idaho Core 3, 4, 6, and 8)	• Weak evidence of clear communication • Little variety of instructional, questioning and assessment strategies • Little active engagement of students • Infrequent or ineffective monitoring of student learning • Lack of integration of disciplines • Ineffective adaptations of instruction to meet learning needs of diverse students	• Moderate evidence of clear communication; • Some variety of instructional, questioning and assessment strategies • Some active engagement of students • Frequent, effective monitoring of student learning • Integration of disciplines • Somewhat effective adaptations of instruction to meet learning needs of diverse students	• Strong evidence of clear communication • Wide variety of instructional, questioning and assessment strategies • Much active engagement of students; • Consistent, assiduous monitoring of student learning • Authentic integration of disciplines • Highly effective adaptations of instruction to meet learning needs of diverse students	**YES/No** _____ Mentor Initials
Danielson Domain 4 (Idaho Core 9 and 10)	• Professional development plan is unfocused and piecemeal • Little evidence of professional relationships beyond the classroom to benefit students • No evidence shown of effective communication skills beyond the classroom	• Professional development plan presents a somewhat logical sequence • Some evidence of professional relationships beyond the classroom to benefit students • Minimal evidence shown of effective communication skills beyond the classroom	• Professional development plan presents a clear and logical sequence demonstrating personal insight • Substantial evidence of professional relationships beyond the classroom to benefit students • Evidence shown of effective communication skills beyond the classroom	**YES/No** _____ Mentor Initials

Note: Document to be used as a formative assessment and not part of the teacher's permanent record