

**Eugene School District 4J
LICENSED EDUCATOR RUBRIC**

Aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards
developed by the Council of Chief State School Officers

DOMAIN I: The Learner and Learning Environment

STANDARDS	DESCRIPTORS OF EACH PERFORMANCE LEVEL			
	Ineffective	Area for Growth	Effective	Exemplary
I-A Demonstrates knowledge of learner development	Minimal or no evidence of knowledge of student patterns of learning and development.	Some evidence of knowledge of student patterns of learning and development.	Demonstrates knowledge of student patterns of learning and development.	Demonstrates expert knowledge of student patterns of learning and development. Could be or is a resource for colleagues in this area.
I-B Demonstrates knowledge of individual learners	Minimal or no evidence of becoming familiar with students as individual learners. Minimal or no attempt to consult and collaborate with colleagues to address student needs.	Some evidence of becoming familiar with students as individual learners. Some attempt to consult and collaborate with colleagues to address student needs.	Is familiar with each student's individual learning needs. Demonstrates the belief that all students can learn. Consults and collaborates with colleagues to address individual student needs.	Demonstrates an in-depth knowledge of each student and their individual learning traits. Demonstrates the belief that all students can learn. Consults and collaborates with colleagues to address diverse needs and abilities of individual students on a daily basis.
I-C Demonstrates sensitivity to all cultures	Demonstrates minimal or no understanding and sensitivity to social and cultural differences. Minimal or no evidence of providing equitable opportunities for every student.	Demonstrates some understanding and sensitivity to social and cultural differences. Some evidence of providing equitable opportunities for every student.	Demonstrates understanding and sensitivity to social and cultural differences. Provides equitable opportunities for every student.	Continually demonstrates an in-depth understanding and sensitivity to social and cultural differences. Proactively provides equitable opportunities for every student on a daily basis and uses creative strategies to encourage each student to succeed to their full potential.
I-D Creates a safe environment of respect, inclusion, and collaboration	Minimal or no evidence of establishing a respectful and collaborative learning environment. Minimal or no evidence of affirming and appreciating individual differences. Minimal or no attempt to arrange a safe,	Some evidence of establishing a respectful and collaborative learning environment. Some evidence of affirmation and appreciation for individual differences. Portions of the learning space and/or materials are safe, accessible,	Establishes a respectful and collaborative learning environment where each student feels they are included. Demonstrates affirmation and appreciation for individual differences. The learning space and materials	Establishes a respectful and collaborative learning environment where each student feels they are included. Students actively affirm and appreciate individual differences. The learning space, materials, and resources are safe, accessible, and appropriate to the learning activities.

	accessible, and/or appropriate learning space and materials.	and/or appropriate to the activities.	are safe, accessible, and appropriate to the activities.	
I-E Manages student behavior	Minimal or no evidence of establishing clear and appropriate expectations and routines. Minimal or no attempt to monitor student behavior and/or respond appropriately to misbehavior.	Some evidence of establishing clear and appropriate expectations and routines. Attempts to monitor student behavior and/or respond appropriately to misbehavior.	Establishes clear and appropriate expectations and routines that maximize learning time. Monitors student behavior and encourages students to monitor their own behavior. Responds appropriately and consistently to misbehavior.	Engages students in establishing clear and appropriate expectations and routines that maximize learning time. Actively monitors student behavior and students take an active role in monitoring their own behavior and are engaged in preventing behaviors that interfere with learning. Responds appropriately and consistently to misbehavior.

Examples of Evidence

<ul style="list-style-type: none"> • Learning style inventories • Skills hierarchy • Teacher reference materials • Course syllabi and student materials • Career-related materials • Community resources • Adaptation of lesson plans, teacher-structured activities, and student-directed activities • Assessment data and adaptation of assessments • Adaptation of student grouping • Student work samples/portfolios/demonstrations • Parent and student feedback • Student voice, engagement, interaction, and attendance 	<ul style="list-style-type: none"> • Multiple ways that students demonstrated learning • Classroom décor and instructional materials that celebrate human diversity • Handling of transition times • Discipline referrals • Classroom rules and procedures • Student-developed behavior rubrics • Students' ability to explain classroom procedures • Integration of social skills and social responsibility into the instruction of academic material • Involvement in and use of school-wide positive behavior systems • Classroom observations • Handouts/guides from professional development
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DOMAIN II: Content Knowledge and Instructional Practice

STANDARDS	DESCRIPTORS OF EACH PERFORMANCE LEVEL			
	Ineffective	Area for Growth	Effective	Exemplary
II-A Demonstrates knowledge of content	Demonstrates minimal or no content knowledge and related vocabulary. Minimal or no evidence of connecting content to real-world concepts. Minimal or no evidence of collaborating within their content area.	Demonstrates some content knowledge and related vocabulary. Some evidence of connecting content to real-world concepts. Some evidence of collaborating within their content area.	Demonstrates content knowledge and related vocabulary. Connects content to real-world concepts. Collaborates to provide cross-curricular opportunities as opportunities arise.	Demonstrates expert content knowledge and mastery of related vocabulary. Connects content to real-world concepts and shows how they relate to other disciplines. Looks for opportunities to collaborate to provide cross-curricular opportunities. Adjusts these opportunities to remediate or deepen student understanding.
II-B Designs and delivers coherent and relevant instruction	Minimal or no evidence of designing and delivering coherent and relevant instruction that is aligned to standards and rigorous. Few or no lessons have clearly stated objectives and outcomes and meet the needs of diverse groups of learners.	Some evidence of designing and delivering coherent and relevant instruction that is aligned to standards and rigorous. Some lessons have clearly stated objectives and outcomes and meet the needs of diverse groups of learners.	Designs and delivers coherent, relevant, and developmentally appropriate instruction that is aligned to standards and rigorous. Lessons have clearly stated objectives and outcomes and meet the needs of diverse groups of learners.	Designs and delivers coherent, relevant, and developmentally appropriate instruction that is aligned to standards and rigorous. Lessons have clearly stated objectives and outcomes and meet the needs of each individual learner. Instruction reflects integration of content standards and the relationships between them.
II-C Communicates with students	Minimal or no evidence of communicating and interacting clearly and appropriately with students. Minimal or no attempt to explain content accurately with appropriate directions. Minimal or no attempt to reinforce high expectations for students and/or clarify the purpose for lessons.	Some evidence of communicating and interacting clearly and appropriately with students. Some attempt to explain content accurately with appropriate directions. Some attempt to reinforce high expectations for students and/or clarify the purpose for lessons.	Communicates and interacts clearly and appropriately with students. Explains content accurately with appropriate directions. Reinforces high expectations for all students and clarifies the purpose for lessons.	Communicates and interacts clearly and appropriately with students. Thoroughly explains and models content accurately with appropriate directions. Reinforces high expectations for each student. Clarifies the purpose for lessons and how they support broader learning objectives.
II-D Questions students and promotes discussion	Minimal or no attempt to use questioning strategies to promote higher level thinking	Some attempt to use questioning strategies to promote higher level thinking	Uses questioning strategies to promote higher level thinking and understanding. Engages	Uses questioning strategies based on in-the-moment analysis of student understanding to

	and understanding. Minimal or no evidence of engaging students in problem solving and/or discussions that enhance learning.	and understanding. Some evidence of engaging students in problem solving and/or discussions that enhance learning.	students in problem solving and discussions that enhance learning.	promote higher level thinking and to promote deep understanding. Engages students in leading problem solving discussions and in taking responsibility for framing discussion topics that enhance learning.
II-E Engages students in learning	Minimal or no attempt to provide activities and assignments intended to engage students and motivate learning. Pacing of lessons and/or grouping seldom allows for intellectual engagement.	Some attempt to provide activities and assignments intended to engage students and motivate learning. Pacing of lessons and/or grouping sometimes allows for intellectual engagement.	Provides activities and assignments intended to actively engage all students and motivate learning. Pacing of lessons and grouping allows for intellectual engagement of most students.	Provides activities and assignments that actively engage each student and motivates exploration of the content, during the lesson and during independent work. Pacing of lessons and grouping allows for intellectual engagement of most students. Learning groups are formed and/or adjusted according to student needs.
II-F Integrates technology	Incorporates minimal or no available technology into lessons, student activities, and/or assessments. Uses minimal or no technology to advance professional knowledge and/or skills.	Incorporates some available technology into lessons, student activities, and/or assessments. Uses some technology to advance professional knowledge and/or skills.	Incorporates available technology into lessons, student activities, and assessments. Uses technology to advance professional knowledge and skills.	Incorporates available technology into lessons, student activities, and assessments. Uses a variety of technology applications to advance professional knowledge and skills. Takes initiative to learn new technology applications and skills and/or could be a resource for colleagues in this area.
II-G Demonstrates flexibility and responsiveness	Demonstrates minimal or no flexibility and/or responsiveness in planning, delivering, and assessing instruction. Minimal or no attempts to incorporate a variety of instructional strategies. Minimal or no attempt to transition students into and out of programs and/or grade levels.	Demonstrates some flexibility and/or responsiveness in planning, delivering, and assessing instruction to meet individual student needs. Some attempt to incorporate a variety of instructional strategies. Some attempt to transition students into and out of programs and/or grade levels.	Demonstrates flexibility and responsiveness in planning, delivering, and assessing instruction to meet individual student needs. Incorporates a variety of instructional strategies. Effectively transitions students into and out of programs and/or grade levels.	Demonstrates flexibility and responsiveness in planning, delivering, and assessing instruction, anticipating individual student needs. Incorporates a variety of instructional strategies. Engages with colleagues, specialists, and students in implementing new strategies. Effectively transitions students into and out of programs and/or grade levels.
II-H Uses multiple methods of	Minimal or no attempt to design and/or select interim, formative,	Some attempts to design and/or select interim,	Designs and/or selects a variety of interim, formative, and	Designs and/or selects a variety of interim, formative, and

assessments	and/or summative assessments that align with learning objectives. Provides minimal or no verbal or written feedback to students.	formative, and summative assessments that align with learning objectives. Provides some verbal and written feedback to students	summative assessments that align with learning objectives. Provides timely and specific verbal and written feedback that helps students to improve.	summative assessments that align with learning objectives and are adapted to meet individual student's needs when necessary. Engages students in reflection regarding their knowledge and skills. Provides timely and specific verbal and written feedback, motivating students to improve.
II-I Documents and analyzes student progress data	Minimal or no evidence of documenting, analyzing, and/or interpreting student data to inform instruction.	Some evidence of working independently and/or collaboratively to document, analyze, and/or interpret student data to inform instruction.	Ensures student progress toward meeting standards by working independently and collaboratively to document, analyze, and interpret a variety of student data to inform instruction.	Ensures student progress toward meeting standards by working independently and collaboratively to document, analyze, and interpret a variety of student data. Uses analysis to adapt to individual and group needs, creating a feedback loop of outcome data informing instruction. Could be or is a resource for colleagues in this area.

Examples of Evidence

<ul style="list-style-type: none"> • District curriculum guides • Teacher reference materials • Cross-curricular content materials • Career-related materials • Content-related artifacts and student materials • Course syllabi • Lesson plans and/or units adapted to multiple levels of student ability • Lesson plans aligned with content standards • Identification of students needing extra help • Posted objectives, learning targets, and vocabulary • Review of prior learning • Variety of questioning techniques • Variety of ways students demonstrate learning • Use of cooperative, peer-led, and project-based learning 	<ul style="list-style-type: none"> • Assessments, assessment data, and adaptation of assessments • Student performance on state and summative assessments • Reflection on assessment results, disaggregated in various ways • Instructional activities based on student assessment results • Student reflection and work samples/portfolios/demonstrations • Student engagement, motivation, and confidence • Quantity, quality, and format of feedback to students • Communicates standards, expectations, and guidelines • Copies of correspondence with peers, students, and parents • Incorporation of technology • Data spreadsheets, analyzing various data • Documentation of student baseline data vs. growth data • Correlation of growth data with learning targets • Classroom observations • Handouts/guides from professional development
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DOMAIN III: Professional Responsibility

STANDARDS	DESCRIPTORS OF EACH PERFORMANCE LEVEL			
	Ineffective	Area for Growth	Effective	Exemplary
III-A Communicates with and engages families	Minimal or no attempt to encourage family involvement. Minimal or no evidence of communication with families.	Some use of strategies to encourage family involvement. Some evidence of one-way and/or two-way communication with families to support learner development and achievement. Interactions may be culturally sensitive.	Uses a variety of strategies to encourage family involvement. Engages in two-way communication with families to support learner development and achievement. Interactions are culturally sensitive.	Uses a variety of strategies to encourage family involvement. Engages in two-way communication with families to support learner development and achievement, with students frequently contributing to the communication. Interactions are culturally sensitive. Fosters a culture that assists families and students in articulating learning needs.
III-B Demonstrates professionalism	Demonstrates minimal or no honesty, integrity, and/or confidentiality in actions and/or communication. Makes minimal or no contribution to planning and decision-making. Demonstrates minimal or no understanding of district and state rules, policies, procedures, and/or timelines. Minimal attempt to maintain accurate and organized records. Minimal or no evidence of being punctual and/or dedicated to attending work. Minimal or no evidence of assigning and monitoring daily work of educational assistants.	Demonstrates some honesty, integrity, and/or confidentiality in actions and communication. Contributes some ideas or expertise to planning and decision-making. Demonstrates some understanding of and compliance with district and state rules, policies, procedures, and/or timelines. Maintains some accurate and/or organized records. Some evidence of being punctual and/or dedicated to attending work. Some evidence of assigning and monitoring daily work of educational assistants.	Demonstrates honesty, integrity, and confidentiality in actions and communication. Contributes relevant ideas and expertise to planning and decision-making. Demonstrates understanding of and complies with district and state rules, policies, procedures, and timelines. Maintains accurate and organized records. Is punctual and dedicated to attending work. Appropriately assigns and monitors daily work of educational assistants.	Demonstrates and promotes honesty, integrity, and confidentiality in actions and communication. Contributes as a leader among colleagues in planning and decision-making. Could be or is a resource for colleagues in understanding and interpreting district and state rules, policies, procedures, and timelines. Maintains accurate and organized records. Is punctual and dedicated to attending work. Appropriately assigns and monitors daily work of educational assistants.
III-C Participates in a professional community	Minimal or no collaboration with colleagues in professional learning communities. Minimal or no participation in school and district activities during the	Some collaboration with colleagues in professional learning communities to create a culture of professional inquiry and mutual support.	Collaborates with colleagues in professional learning communities to create a culture of professional inquiry and mutual support.	Leads colleagues in professional learning communities to create a culture of professional inquiry and mutual support and works with others to promote participation.

	contracted day.	Some participation in school and district activities during the contracted day.	Participates in school and district activities during the contracted day and may participate outside the contracted day.	Takes a leadership role in school and district activities, making substantial contributions.
III-D Grows and develops professionally	Minimal or no participation in professional learning opportunities. Minimal or no evidence of receptivity to feedback from supervisor and/or colleagues. Minimal or no attempt at setting and/or monitoring progress on professional goals.	Some participation in professional learning opportunities to enhance skills and content knowledge. Some evidence of receptivity to feedback from supervisor and/or colleagues. Some attempt at setting and/or monitoring progress on professional goals.	Participates in professional learning opportunities to enhance skills and content knowledge. Welcomes feedback from supervisor and colleagues. Sets and monitors progress on professional goals.	Seeks out and participates in professional learning opportunities to enhance skills and content knowledge. Could be or is a resource for others in this area. Seeks out feedback from supervisor and colleagues and carefully reflects on improvement strategies.

Examples of Evidence

<ul style="list-style-type: none"> • Correspondence from families • System of regular communication with families • Family surveys, newsletters, workshops, etc. • Home/school communication log and notes from meetings • Home visits • Parent conferences • Student portfolios in conferences • Family involvement in home and school projects • Family volunteers • Report cards with comments • Family contact list • Classroom website • IEP meetings • Reflection journal • Lesson plans with jotted reflection notes 	<ul style="list-style-type: none"> • Documented feedback from colleagues • Video and audio recording of classroom performance • Assessment results with reflection notes • Professional growth plan • Progress toward professional goals • Handouts/guides and reflections from professional development • Scheduled time for systematic reflection • Student feedback surveys • Professional portfolio • Participation in mentoring and coaching • Participation on school committees • Agendas/notes from leadership roles • Pursuit of advanced degree • Awards and recognitions • Classroom observations
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