***EPPING SCHOOL DISTRICT***

TEACHER EXPECTATIONS RUBRIC Name:

Epping School District teachers are expected to meet standards as defined by proficient.

The “exceeds standard” level is reserved for truly exceptional performance. Teachers actively serve on committees, volunteer with students, share expertise with colleagues, serve as mentors to new teachers, and demonstrate teacher leadership. Teachers’ students meet or exceed their annual learning growth.

The “needs improvement” level is indicative of performance that needs to change.

The “does not meet standard” denotes unacceptable performance that will result in job action.

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| ***Instructional Framework*** | **Exceeds Standard** | **Meets**  **Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet**  **Standard** | **Reference** |
| **Planning and Preparation** |  |  | Follows the standards addressed in the Framework for Instruction for planning and preparation |  |  | Framework for Instruction, Job description |
| **Lesson Implementation** |  |  | Follows the standards addressed in the Framework for Instruction for focus/mini lesson and practice/application |  |  | Framework for Instruction, Job description |
| **Assessment and Reflection** |  |  | Follows the standards addressed in the Framework for Instruction for assessment and reflection |  |  | Framework for Instruction, Job description |
| **Data** |  |  | Uses available data to plan instruction for students who are not learning what is being taught |  |  | Framework for Instruction |
| **Efficiency** |  |  | Maintains academic learning time through coherence, lesson momentum and smooth transitions |  |  | Job description, Policy IF |
| **Environment** |  |  | Follows the standards addressed in the Framework for Instruction for classroom management and environment |  |  | Framework for Instruction, Job description, Policy IF |
| ***Curriculum***  ***Framework*** | **Exceeds Standard** | **Meets**  **Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet**  **Standard** | **Reference** |
| **Knowledge of development** |  |  | Demonstrates deep understanding of child development and how students learn |  |  | Policy IGA, IGD & IF, Job description |
| **Knowledge of content** |  |  | Knows the subject matter well and incorporates this into instruction |  |  | Policy IGA & IGD, Job description |
| **Knowledge of standards** |  |  | Knows the state standards, district curriculum frameworks and district competencies and uses them in planning |  |  | Policy IGA & IGD , Job description |
| **Strategy** |  |  | Plans the year so students will meet state standards and be ready for external assessments |  |  | Framework for Curriculum, Job description |
| **Organization** |  |  | Plans curriculum units using district model and can articulate expected outcomes (competencies and proficiencies) |  |  | Policy IGA & IGD, Job description |
| **Differentiation** |  |  | Designs lessons that target diverse learning needs, styles and interests and address requirements for special education and 504 |  |  | Policy IGA & IGD, Job description |
| **Materials** |  |  | Uses district adopted materials for instruction |  |  | Policy IGA & IGD, Job description |
| ***Assessment***  ***Framework*** | **Exceeds Standard** | **Meets**  **Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet**  **Standard** | **Reference** |
| **Criteria** |  |  | Posts clear criteria for proficiency including rubrics and exemplars of student work |  |  | Framework for Instruction, Job description |
| **Design** |  |  | Designs a variety of assessments to provide students with the opportunity to show mastery |  |  | Framework for Instruction, Job description |
| **Variety** |  |  | Uses a variety of assessments to identify gaps in student learning to remediate/support |  |  | Policy IF, Job description |
| **Assessment Alignment** |  |  | Demonstrates understanding of district competencies in creating assessments |  |  | District Competencies, Job description |
| **Individualized learning goals** |  |  | Uses assessments to develop individualized learning goals to address student’s strengths or gaps in skills |  |  | Policy IF & GA, Job description |
| ***Accountability for Student Learning*** | **Exceeds Standard** | **Meets**  **Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet**  **Standard** | **Reference** |
| **Responsibility** |  |  | Takes responsibility for students who have not mastered information by developing and implementing additional or alternative instruction |  |  | Policy IF & GA, Job description |
| **Reflection** |  |  | Reflects on the effectiveness of lessons and units and continuously works to improve them |  |  | Job description |
| **Student Performance** |  |  | Provides evidence of appropriate student achievement throughout the school year by using at least two of the following measures:   * Classroom assessments (tests, work samples, portfolios, etc.) * District assessments (common) * State assessments (NECAP or equivalent) * National assessments (AP, NAEP, SAT, etc.) |  |  | NHDOE Effective Teacher, Policy GA, Job description |
| ***Professional Responsibilities*** | **Exceeds Standard** | **Meets**  **Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet**  **Standard** | **Reference** |
| **Attendance** |  |  | Practices good attendance and punctuality habits |  |  | Policy GA & GBE |
| **Reliability** |  |  | Submits reports and paperwork, cares for and protects school property, insures the safety and welfare of the students at all times |  |  | Policy GBE |
| **Professionalism** |  |  | Behaves in an appropriate manner considerate of one’s self and community, is accountable for one’s actions and choices, is truthful and courteous, and takes pride in one’s work |  |  | Policy GA |
| **Judgment** |  |  | Uses good judgment regarding relationships with students both in and out of the school context; maintains confidentiality with student records and student issues |  |  | Policy GBEA |
| **Boundaries** |  |  | Maintains professional boundaries with students, parents and staff in daily interactions and in electronic communications |  |  | Policy GBEBB & GBEBD |
| **Ethics** |  |  | Respects the institution and avoids conflicts of interest |  |  | Policy GBEA |
| **Communication** |  |  | Communicates promptly and respectfully with students, parents and staff as required by and within guidelines of school and district policies |  |  | Policy GBEF & GBEF-R, Job description |
| **Teamwork** |  |  | Shares responsibility for grade-level and/or content team and school wide activities and volunteers to serve on committees |  |  | Policy GA, Job description |
| **Openness** |  |  | Keeps administration informed about concerns, follows school and district chain of command, and is open-minded about change by participating in the process and supporting the end result |  |  | Policy GBD & GBK |
| **Responsibility** |  |  | Supports and enforces policies of the Board and School Administration |  |  | Policy GBE |
| **Technology** |  |  | Uses technological tools effectively and respectfully for instruction and communication as is required by district and school policies |  |  | Job description |
| ***Professional Learning*** | **Exceeds Standard** | **Meets**  **Standard** | **Proficient Defined** | **Needs Improvement** | **Does Not Meet**  **Standard** | **Reference** |
| **Responsibility** |  |  | Respects the right to learn and takes responsibility by participating in school and district professional learning opportunities (PD days, faculty meetings, committees, etc.) |  |  | Policy GA and GCI, Job description |
| **Collaboration** |  |  | Participates as a member of a Professional Learning Team being responsible for personal learning but also that of others |  |  | Policy GA, PD Master Plan, Job description |
| **Self-assessment** |  |  | Reflects on professional practice and seeks areas for growth |  |  | Policy GA, PD Master Plan,  Job description |
| **Certification** |  |  | Follows the procedures in the district’s Professional Development Plan to maintain NH certification |  |  | Policy GA, PD Master Plan |