

DOMAIN 1: PLANNING AND PREPARATION

Evaluative Domains	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
<p align="center">1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p>				
<p>1a: Demonstrating Knowledge of Content and Pedagogy</p>	<ul style="list-style-type: none"> ● In planning and practice, the teacher makes content errors or does not correct errors made by students. ● The teacher displays little understanding of prerequisite knowledge important to student learning of the content. ● The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. 	<ul style="list-style-type: none"> ● The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. ● The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. ● The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 	<ul style="list-style-type: none"> ● The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. ● The teacher demonstrates accurate understanding of prerequisite relationships among topics. ● The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. 	<ul style="list-style-type: none"> ● The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. ● The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. ● The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ● The teacher makes content errors. ● The teacher does not consider prerequisite relationships when planning. ● The teacher’s plans use inappropriate strategies for the 	<ul style="list-style-type: none"> ● The teacher’s understanding of the discipline is rudimentary. ● The teacher’s knowledge of prerequisite relationships is inaccurate or incomplete. ● Lesson and unit plans use limited instructional strategies, 	<ul style="list-style-type: none"> ● The teacher can identify important concepts of the discipline and their relationships to one another. ● The teacher provides clear explanations of the content. ● The teacher answers students’ 	<p>In addition to the critical attributes in “Effective”,</p> <ul style="list-style-type: none"> ● The teacher cites intra- and interdisciplinary content relationships. ● The teacher’s plans demonstrate awareness of

PEEP Teacher Evaluation Rubric 2020-2021



Evaluative Domains	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
	<p>discipline.</p> <ul style="list-style-type: none"> Unit and/or lesson plans do not include content standards. Unit and/or lesson plans do not include strategies that require reading, writing or thinking in the content area. Unit and/or lesson plans include content that is not sequenced based on prior lessons or prior student knowledge. Unit and/or lesson plans include instructional strategies that are not appropriate for the content or students' learning styles. 	<p>and some are not suitable to the content.</p> <ul style="list-style-type: none"> Unit and/or lesson plans include content standards but they may not be entirely appropriate for the grade level or properly sequenced. Unit and/or lesson plans include some strategies that require reading, writing or thinking in the content area but they may not be fully described or appropriately selected. Unit and/or lesson plans include some gaps in appropriate content or the sequence of content does not fully build on prior lessons or student knowledge. Unit and/or lesson plans include a limited range of instructional strategies that are somewhat appropriate for the content and students' learning styles. 	<p>questions accurately and provides feedback that furthers their learning.</p> <ul style="list-style-type: none"> Instructional strategies in unit and lesson plans are entirely suitable to the content. Unit and/or lesson plans include content standards that are grade level appropriate and are properly sequenced. Unit and/or lesson plans include appropriate and articulated strategies requiring reading, writing or thinking in the content area. Unit and/or lesson plans include content that is well sequenced and builds on prior lessons and student knowledge. Unit and/or lesson plans include a diverse range of instructional strategies that are entirely appropriate for the content and students' learning styles. 	<p>possible student misconceptions and how they can be addressed.</p> <ul style="list-style-type: none"> The teacher's plans reflect recent developments in content-related pedagogy Unit and/or lesson plans include connections to content standards from related disciplines. Unit and/or lesson plans include strategies that connect reading, writing or thinking within the content area or to related disciplines. Unit and/or lesson plans include strategies to clarify connections between major concepts in the content. Unit and/or lesson plans include instructional strategies to anticipate student questions and student interest.

Evaluative Domains	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
<p>1c: Designing Coherent Instruction</p> <p>Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide non- instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and which will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can access the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives.</p>				

PEEP Teacher Evaluation Rubric 2020-2021



Evaluative Domains	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
1e: Designing Coherent Instruction	<ul style="list-style-type: none"> ● Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. ● Instructional groups are not suitable to the activities and offer no variety. 	<ul style="list-style-type: none"> ● Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. ● Instructional groups partially support the activities, with some variety. ● The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. 	<ul style="list-style-type: none"> ● Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. ● The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. 	<ul style="list-style-type: none"> ● The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. <p>These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>
Critical Attributes	<ul style="list-style-type: none"> ● Unit and/or lesson plan does not align knowledge of student achievement levels and learning styles to content and resources. ● Classroom activities are not planned to correspond to learning objectives. ● Classroom activities are not planned to account for student interest and only ask students to recall or provide rote responses. ● Classroom activities are not planned based on knowledge of the range of student achievement levels and learning styles. ● Classroom activities are not planned in sequence and either do not provide enough or provide too much time for student completion. 	<ul style="list-style-type: none"> ● Unit and/or lesson plan reflects some knowledge of student achievement levels and learning styles, but content and resources may not be entirely aligned to that knowledge. ● Classroom activities are planned to sometimes address learning objectives. ● Classroom activities are sometimes planned to interest and engage students and require some higher order thinking skills. ● Classroom activities are planned to meet the needs of a limited range of student achievement levels and learning styles. ● Classroom activities somewhat build on one another and mostly appropriate amounts of time are provided for student 	<ul style="list-style-type: none"> ● Unit and/or lesson plan reflects student achievement levels and learning styles which are aligned to appropriate content and resources. ● Classroom activities are designed and aligned to address various learning objectives. ● Classroom activities are designed to interest and engage students and challenge them to use higher order thinking skills. ● Classroom activities are designed to meet the needs of most student achievement levels and learning styles. ● Classroom activities are planned and paced so the class can achieve the learning objectives. 	<p>In addition to the characteristics of “Effective,”</p> <ul style="list-style-type: none"> ● Unit and/or lesson plan integrates knowledge of individual student needs with specific or unique content and resources. ● Classroom activities are coordinated to address student selected learning objectives or the objectives for individual students. ● Classroom activities incorporate individual student interests and promote student choice and inquiry. ● Classroom activities include ways to meet the needs of individual students’ achievement levels and learning styles. ● Classroom activities are planned and paced to be

PEEP Teacher Evaluation Rubric 2020-2021



Evaluative Domains	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
	<ul style="list-style-type: none"> ● Classroom texts and other materials are too easy and/or are not content appropriate. ● Unit and/or lesson plan does not include anything except full class instruction. ● Unit and/or lesson plan is not organized and/or does not have a logical progression. 	<p>completion.</p> <ul style="list-style-type: none"> ● Classroom texts or other materials are sometimes challenging and/or relevant to support some students' learning. ● Unit and/or lesson plan includes the use of instructional groups, but they may not be aligned to learning objectives or student learning needs. ● Unit and/or lesson plan is somewhat organized and follows a logical progression. 	<ul style="list-style-type: none"> ● Classroom texts or other materials are challenging and relevant to support nearly all students' learning. ● Unit and/or lesson plan incorporates the use of instructional groups when appropriate based on student learning needs. ● Unit and/or lesson plan is organized and follows a progression designed to address the learning objectives and student learning needs. 	<p>appropriate for individual students.</p> <ul style="list-style-type: none"> ● Classroom texts or other materials are sometimes selected through a process of student-teacher collaboration. ● Unit and/or lesson plan includes flexible instructional groups that vary based on learning objectives, needs and student input when appropriate. ● Unit and/or lesson plan incorporates student input into activities or assessments.

DOMAIN 2: CLASSROOM ENVIRONMENT

Evaluative Domains	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
<p align="center">2b: Establishing a Culture for Learning</p> <p>“A culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.</p>				
<p>2b: Establishing a Culture for Learning</p>	<ul style="list-style-type: none"> The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. 	<ul style="list-style-type: none"> The classroom culture is characterized by some commitment to learning by teachers and/or students and there is some evidence of varying levels of energy and investment. Students show investment in completion of task without evidence of focus on quality and thoroughness. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject. 	<ul style="list-style-type: none"> The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work. When student(s) are asked to answer a question the “No opt out” strategy is implemented most of the time. The teacher addresses expectations that students fail to complete correctly and requires them to complete it again and again (if necessary) until students have met the stated expectation. 	<ul style="list-style-type: none"> The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers. All components of the effective standard are met
<p>Critical Attributes</p>	<ul style="list-style-type: none"> The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is 	<ul style="list-style-type: none"> The teacher’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. The teacher conveys high 	<ul style="list-style-type: none"> The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher uses strategies that address a wide range of student 	<p>In addition to the characteristics of “Effective,”</p> <ul style="list-style-type: none"> The teacher communicates passion for the subject. The teacher conveys the satisfaction that accompanies a

PEEP Teacher Evaluation Rubric 2020-2021



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	<p>too challenging for them.</p> <ul style="list-style-type: none"> ● Students exhibit little or no pride in their work. ● Students use language incorrectly; the teacher does not correct them. 	<p>expectations for only some students.</p> <ul style="list-style-type: none"> ● Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.” ● The teacher’s primary concern appears to be to complete the task at hand. ● The teacher urges, but does not insist, that students use precise language.” 	<p>abilities.</p> <ul style="list-style-type: none"> ● The teacher conveys an expectation of high levels of student effort (i.e. expectations around participation, expectations around physical engagement, etc.) ● The teacher gives constant feedback to students; students adjust strategies and effort based on feedback ● The teacher insists on precise use of language by students.” ● Teacher consistently uses the No opt out strategy which requires the students to answer questions that are asked of them correctly. Incorrect or partially answered questions are corrected by other students who have their hands raised, continuing until the right answer is given. 	<p>deep understanding of complex content.</p> <ul style="list-style-type: none"> ● Students indicate through their questions and comments a desire to understand the content. ● Students assist their classmates in understanding the content. ● Students take initiative in improving the quality of their work. ● Students correct one another in their use of language. ● When asked, students are able to articulate the value and purpose for their learning in terms of larger goals. ● Students help keep one another’s energy focused and engaged on academic tasks. ● When asked, students convey that they can achieve at high levels. ● Students help one another to improve their work and understandings and reach higher levels of achievement.

Evaluative Domains	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
<p style="text-align: center;">2c: Managing Classroom Procedures</p> <p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and</p>				

PEEP Teacher Evaluation Rubric 2020-2021



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transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”				
2c: Managing Classroom Procedures	<ul style="list-style-type: none"> ● Much instructional time is lost through inefficient classroom routines and procedures. ● There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. ● There is little evidence that students know or follow established routines. 	<ul style="list-style-type: none"> ● Some instructional time is lost through only partially effective classroom routines and procedures. ● The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. ● With regular guidance and prompting, students follow established routines. 	<ul style="list-style-type: none"> ● There is little loss of instructional time because of effective classroom routines and procedures. ● The teacher’s management of instructional groups and the handling of materials and supplies are consistently successful. ● With minimal guidance and prompting, students follow established classroom routines. ● First 10 (High School Only): The teacher implements all components of the instructional design for the first 10 minutes of class ● Teacher consistently reinforces and addresses expectations of “cameras on” and sitting upright during virtual lessons 	<ul style="list-style-type: none"> ● Instructional time is maximized because of efficient classroom routines and procedures. ● Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	<ul style="list-style-type: none"> ● Teacher does not establish and/or maintain regular classroom policies and procedures. Students require frequent teacher reminders. ● Teacher does not have a system for distribution and collection of materials causing regular loss of instructional time. ● Teacher’s transitions are disorganized and/or unsafe and delay instruction. ● When in groups away from 	<ul style="list-style-type: none"> ● Teacher has established regular classroom policies and procedures in place but may not fully enforce them. Students require some teacher reminders. ● Teacher attempts to use system for distribution and collection of materials, but sometimes there is a loss of instructional time. ● Teachers’ transitions do not always include clear instructions which sometimes cause a loss of instructional 	<ul style="list-style-type: none"> ● Teacher enforces regular classroom policies and procedures. Students require few teacher reminders. ● Teacher has a largely efficient system for distribution and collection of materials leading to minimal loss of instructional time. ● Teachers’ transitions include clear instructions leading to minimal loss of instructional time. ● When in groups away from 	In addition to the characteristics of “Effective,” <ul style="list-style-type: none"> ● Students assist teacher in enforcing regular classroom policies and procedures. Students initiate the performance of or prompt each other to perform basic classroom functions. ● Students are included in and help maintain the system for the collection and distribution of materials. ● Students help facilitate

PEEP Teacher Evaluation Rubric 2020-2021



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	<p>teacher or working independently, students are consistently off task and/or disruptive.</p> <ul style="list-style-type: none"> Volunteers and paraprofessionals have no defined role and/or are idle much of the time. 	<p>time.</p> <ul style="list-style-type: none"> When in groups away from teacher or working independently, students are mostly on task but teacher redirection is often necessary. Volunteers and paraprofessionals have some set tasks and sometimes need further teacher instructions to assist students. 	<p>teacher or working independently, students are mostly on task and need minimal teacher redirection.</p> <ul style="list-style-type: none"> Volunteers and paraprofessionals have regular tasks that are performed throughout class with minimal additional instruction from teacher. 	<p>transitions.</p> <ul style="list-style-type: none"> When in groups away from teacher or working independently, students facilitate staying on task themselves. Teacher develops the skills and capacity of volunteers and paraprofessionals. Students may initiate appropriate interaction with volunteers and paraprofessionals to get assistance with their learning.

DOMAIN 3: INSTRUCTION

Evaluative Domains	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
<p style="text-align: center;">3a: Communicating with Students</p> <p>Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so students know what it is that they are to do. When they present concepts and information, those presentations are made with accuracy, clarity and imagination; where appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher's use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.</p>				

PEEP Teacher Evaluation Rubric 2020-2021



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3a: Communicating with Students	<ul style="list-style-type: none"> The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher’s explanation of the content contains major errors. The teacher’s spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. 	<ul style="list-style-type: none"> Teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher’s explanation consists of a monologue, with limited invitation to the students for intellectual engagement. Teacher’s spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds. 	<ul style="list-style-type: none"> The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to the students’ ages and interests. 	<ul style="list-style-type: none"> The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.
Critical Attributes	<ul style="list-style-type: none"> At no time during the lesson does the teacher convey to the students what they will be learning. Students indicate through their questions that they are confused as to the learning task. The teacher makes a serious content error that will affect students’ understanding of the lesson. Students indicate through body language or questions that they don’t understand the content being presented. Teacher’s communications include errors of vocabulary or usage. 	<ul style="list-style-type: none"> The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. Teacher must clarify the learning task so students can complete it. The teacher makes no serious content errors, although may make a minor error. The teacher’s explanation of the content consists of a monologue or is purely procedural with minimal participation by students. Vocabulary and usage are correct but unimaginative. 	<ul style="list-style-type: none"> The teacher states clearly, at some point during the lesson, what the students will be learning. If appropriate, the teacher models the process to be followed in the task. Students engage with the learning task, indicating that they understand what they are to do. The teacher makes no content errors. Teacher’s explanation of content is clear, and invites student participation and thinking. 	<p>In addition to the characteristics of “Effective,”</p> <ul style="list-style-type: none"> The teacher points out possible areas for misunderstanding. Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. All students seem to understand the presentation. The teacher invites students to explain the content to the class, or to classmates. Teacher uses rich language, offering brief vocabulary lessons where appropriate.

PEEP Teacher Evaluation Rubric 2020-2021



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	<ul style="list-style-type: none"> Vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> Vocabulary is too advanced or juvenile for the students. 	<ul style="list-style-type: none"> Vocabulary and usage are correct and completely suited to the lesson. Vocabulary is appropriate to the students' ages and levels of development. 	

Evaluative Domains	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
3b: Using Questioning and Discussion Techniques				
<p>Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.</p> <p>Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component.</p> <p>In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.</p>				
3b: Using Questioning and Discussion Techniques	<ul style="list-style-type: none"> The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate 	<ul style="list-style-type: none"> The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain 	<ul style="list-style-type: none"> While the teacher may use some low-level questions, he/she poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully 	<ul style="list-style-type: none"> The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

PEEP Teacher Evaluation Rubric 2020-2021



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	in the discussion.	their thinking, with uneven results.	engages most students in the discussion, employing a range of strategies to ensure that most students are heard. <ul style="list-style-type: none"> When student(s) are asked to answer a question the “No opt out” strategy is implemented to support scholars in taking academic risks 	
Critical Attributes	<ul style="list-style-type: none"> Teacher does not engage students in questioning or questions asked are low-level, rote, and/or only ask students to recall information. Questions are too easy or too hard for students’ age and achievement levels. Teacher does not provide time between questions or between questions and answers. Teacher asks questions that are irrelevant to the content and/or does not allow students to ask questions of one another. After asking a question, teacher does not ask students to explain their answers or thinking in the content. Teacher may accept inaccurate answers. Few students participate in discussion. Teacher does not encourage further participation. 	<ul style="list-style-type: none"> Teacher attempts to engage students in questioning, but questions are mostly low-level, and/or limit students from developing deeper understandings of content. Questions are sometimes too easy or too hard for students’ age and achievement levels. Teacher sometimes provides time for students to think and respond to questions. Most discussion is teacher-led but sometimes students are asked to share their ideas and questions with one another about the content. After asking a question, teacher sometimes asks students to explain their answers or thinking. Teacher may not persist in asking students to explain their thinking and/or may accept incomplete or inaccurate answers. Some students volunteer to participate in discussion. Teacher attempts to use some strategies to increase 	<ul style="list-style-type: none"> Teacher engages students in questioning by asking questions that range from low to high-level and have multiple answers. Questions are appropriately challenging for students’ age and achievement levels. Teacher provides time for students to purposefully think through and respond to questions. When appropriate, students engage in discussion of the content with one another with minimal teacher mediation. After asking a question, teacher regularly asks students to defend their answers or thinking. Teacher only accepts answers that are based accurately on content knowledge. Teacher uses multiple strategies to encourage most students to participate in discussion beyond students who regularly volunteer. Teacher consistently uses the 	In addition to the characteristics of “Effective,” <ul style="list-style-type: none"> Teacher invites student inquiry, debate, and encourages students to reference text(s) or their own life experiences. Students may contribute to discussion by asking high-level questions themselves. Teacher uses additional strategies to encourage all students to think and respond to questions. Students initiate, lead or extend discussion of the content. Students ask one another questions, push each other to defend their answers or thinking and/or build on or challenge each other’s ideas. Students encourage one another to actively participate in discussion.

PEEP Teacher Evaluation Rubric 2020-2021



Evaluative Domains	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
		participation.	No opt out strategy which requires the students to answer questions that are asked of them correctly. Incorrect or partially answered questions are corrected by other students who have their hands raised, continuing until the right answer is given.	

Evaluative Domains	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
3c: Engaging Students in Learning				
<p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.</p> <p>In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.</p>				
3c: Engaging Students in Learning	<ul style="list-style-type: none"> The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. 	<ul style="list-style-type: none"> The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.” 	<ul style="list-style-type: none"> The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most 	<ul style="list-style-type: none"> Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. <p>The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually</p>

PEEP Teacher Evaluation Rubric 2020-2021



Evaluative Domains	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
			students the time needed to be intellectually engaged.	engage with and reflect upon their learning but also to consolidate their understanding.
Critical Attributes	<ul style="list-style-type: none"> ● Teacher asks students to complete activities and assignments that do not address stated learning objectives. ● Few students attempt to complete learning tasks. Tasks only require students to apply low level thinking skills. ● Texts or materials are too easy and do not require students to practice new skills or deepen content understanding. ● Tasks and/or materials are not modified to address students' learning needs. ● Teacher delivers instruction and/or transitions to new tasks at an inappropriate pace. The order of tasks does not support students' learning needs or engagement. ● Teacher does not group students based on the learning objectives or task. Teacher may only use one type of instructional grouping. 	<ul style="list-style-type: none"> ● Teacher asks students to complete activities and assignments that sometimes address stated learning objectives. ● Some students attempt to complete learning tasks. Most tasks require students to apply low level thinking skills. ● Texts or materials are sometimes too easy and sometimes require students to practice new skills or deepen content understanding. ● Tasks and/or materials are sometimes modified to address students' learning needs and support some student engagement. ● Teacher sometimes delivers instruction or transitions to new tasks at an inappropriate pace. Sometimes the order of tasks does not support students' learning needs or engagement. ● Teacher sometimes groups students based on the learning objectives or tasks. Grouping may not support students' learning needs or engagement. 	<ul style="list-style-type: none"> ● Teacher asks students to complete activities and assignments that address stated learning objectives. ● Most students attempt to complete the learning task. Tasks challenge students to apply an appropriate range of low and high level thinking skills. ● Texts or materials represent appropriate challenge for students and require them to practice new skills and deepen content understanding. ● Tasks and materials are appropriately modified to address learning needs of groups of students and support high student engagement. ● Teacher delivers instruction and transitions to new tasks at a pace and in an order that supports students' learning needs and engagement. ● Teacher groups students based on the learning objectives and tasks. Grouping supports students' learning needs and engagement. 	<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> ● Teacher asks students to complete challenging and/or inquiry-based activities and assignments that address stated learning objectives, encourage in-depth study of content, and/or engage individual students. ● Students have input and/or choice of learning tasks and/or how to complete them. ● Students have input about and/or choice of texts or materials. ● Tasks and materials are modified to address individual student learning needs. Students have input about how modify them. ● Teacher adjusts pacing of instruction and transitions based on student needs or input. Teacher provides time and strategies for students to review or discuss the tasks, skills or content. ● Students have input about grouping and/or initiate groups that support the needs of their peers.

PEEP Teacher Evaluation Rubric 2020-2021



Evaluative Domains	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
<p style="text-align: center;">3d: Using assessment in instruction</p> <p>Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it’s important for teachers to know whether students have learned what they intend) assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on “the pulse” of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.</p> <p>Of course, a teacher’s actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing do is quite different in the two situations.</p> <p>Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students’ revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component.</p> <p>But as important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a teacher’s skill in making mid-course corrections when needed, seizing on a “teachable moment.”</p>				
<p>3d: Using assessment in instruction</p>	<ul style="list-style-type: none"> ● There is little or no assessment or monitoring of student learning. ● Feedback is absent, or of poor quality. ● Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. 	<ul style="list-style-type: none"> ● Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. ● Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. ● Questions/prompts/assessments are inconsistently used to diagnose evidence of learning. 	<ul style="list-style-type: none"> ● Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. ● Students appear to be aware of the assessment criteria; some of them engage in self-assessment. ● Questions/prompts/assessments are used to diagnose evidence of learning 	<ul style="list-style-type: none"> ● Assessment is fully integrated into instruction, through extensive use of formative assessment. ● Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. ● Students self-assess and monitor their progress. ● A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. ● Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.

PEEP Teacher Evaluation Rubric 2020-2021



Evaluative Domains	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ● The teacher gives no indication of what high quality work looks like. ● The teacher makes no effort to determine whether students understand the lesson. ● Feedback is only global. ● The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> ● There is little evidence that the students understand how their work will be evaluated. ● Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. ● Teacher requests global indications of student understanding. ● Feedback to students is not uniformly specific, not oriented towards future improvement of work. ● The teacher makes only minor attempts to engage students in self- or peer- assessment. ● The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> ● Students indicate that they clearly understand the characteristics of high-quality work. ● The teacher elicits evidence of student understanding during the lesson Students are invited to assess their own work and make improvements. ● Feedback includes specific and timely guidance for at least groups of students. ● The teacher attempts to engage students in self- or peer-assessment. ● When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. 	<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> ● There is evidence that students have helped establish the evaluation criteria. ● Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. ● Teacher makes frequent use of strategies to elicit information about individual student understanding. ● Feedback to students is specific and timely, and is provided from many sources, including other students. ● Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. ● The teacher's adjustments to the lesson are designed to assist individual students.

PEEP Teacher Evaluation Rubric 2020-2021



DOMAIN 4: PROFESSIONALISM

Evaluative Domains	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
<p align="center">4d: Participating in a Professional Community</p> <p>Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, and recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees, or engagement with the parent teacher organization. With experience, teachers assume leadership roles in these activities.</p>				
<p>4d: Participating in a Professional Community</p>	<ul style="list-style-type: none"> ● The teacher's relationships with colleagues are negative or self-serving. ● The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. ● The teacher avoids becoming involved in school events or school and district projects. 	<ul style="list-style-type: none"> ● The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. ● The teacher participates in the school's culture of professional inquiry when invited to do so. ● The teacher participates in school events and school and district projects when specifically asked. 	<ul style="list-style-type: none"> ● The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. ● The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. 	<ul style="list-style-type: none"> ● The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. ● The teacher takes a leadership role in promoting a culture of professional inquiry. ● The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ● The teacher's relationships with colleagues are characterized by negativity or combativeness. ● The teacher purposefully avoids contributing to activities promoting professional inquiry. ● The teacher avoids involvement in school activities and district and community projects. 	<ul style="list-style-type: none"> ● The teacher has cordial relationships with colleagues. ● When invited, the teacher participates in activities related to professional inquiry. ● When asked, the teacher participates in school activities, as well as district and community projects. 	<ul style="list-style-type: none"> ● The teacher has supportive and collaborative relationships with colleagues. ● The teacher regularly participates in activities related to professional inquiry. ● The teacher frequently volunteers to participate in school events and school district and community projects. 	<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> ● The teacher takes a leadership role in promoting activities related to professional inquiry. ● The teacher regularly contributes to and leads events that positively impact school life. ● The teacher regularly contributes to and leads significant district and community projects.

PEEP Teacher Evaluation Rubric 2020-2021



Evaluative Domains	Ineffective	Developing	Effective	Highly Effective
<p style="text-align: center;">4f: Showing Professionalism</p> <p>Expert teachers demonstrate professionalism in both service to students as well as to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this might challenge long-held assumptions, past practice or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism is displayed in a number of ways. For example, interactions with colleagues are conducted with honesty and integrity. Student needs are known and teachers access resources to step in and provide help that may extend beyond the classroom. Professionalism is also displayed in the ways teachers approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures.</p>				
<p>4f: Showing Professionalism</p>	<ul style="list-style-type: none"> ● The teacher displays dishonesty in interactions with colleagues, students, and the public. ● The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. ● The teacher makes decisions and recommendations that are based on self-serving interests. ● The teacher does not comply with school and district regulations as outlined in the Family, Employee, Academic Policies, SPED, ELL and Operations Manuals. 	<ul style="list-style-type: none"> ● The teacher is honest in interactions with colleagues, students, and the public. ● The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. ● The teacher's decisions and recommendations are based on limited though genuinely professional considerations. ● The teacher must be reminded by supervisors about complying with school and district regulations as outlined in the Family, Employee, Academic Policies, SPED, ELL and Operations Manuals. 	<ul style="list-style-type: none"> ● The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. ● The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. ● The teacher maintains an open mind in team or departmental decision making. ● The teacher complies fully with school and district regulations as outlined in the Family, Employee, Academic Policies, SPED, ELL and Operations Manuals. 	<ul style="list-style-type: none"> ● The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. ● The teacher is highly proactive in serving students, seeking out resources when needed. ● The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. ● The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. ● The teacher complies fully with school and district regulations as outlined in the Family, Employee, Academic Policies, SPED, ELL and Operations Manuals and takes a leadership role in enforcing expectations with colleagues.

PEEP Teacher Evaluation Rubric 2020-2021



Evaluation Rating Summary (to be completed at the end of each evaluation):

Indicator	Rating
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content and Pedagogy	
1d: Designing Coherent Instruction	
Domain 2: Classroom Environment	
2b: Establishing a Culture for Learning	
2c: Managing Classroom Procedures	
Domain 3: Instruction	
3a: Communicating with Students	
3b: Using Questioning and Discussion Techniques	
3c: Engaging Students in Learning	
3d: Using assessment in instruction	
*Domain 4 Professional Responsibilities	
4d: Participating in a Professional Community	
4f: Showing Professionalism	

Overall Rating	Points out of 30 from Overall Rating
Ineffective	0 - 9
Developing	10-19
Effective	20-25
Highly Effective	26-30