

**BOISE INDUCTION PROGRAM
PROFESSIONAL DEVELOPMENT CORE RUBRIC**

Elements	Unsatisfactory	Basic	Proficient	Distinguished
Classroom Management/ Environment				
Expectations	No expectations for behavior or procedures appear to have been established or communicated. Students seem to be confused as to what expectations are.	Expectations appear to have been established and communicated. Most students appear to be aware of and understand them.	Expectations have been established and communicated with students and their families. Expectations are posted in the classroom. All students appear to be aware of and understand them.	Expectations are clearly communicated and appear to have been developed with student participation.
Procedures	No clear processes for handling routines have been established. Students frequently ask questions about expectations for daily chores, routines and learning activities	Establishes process for completing classroom chores, tasks, and routines. Not consistently requiring and/or reinforcing students for adhering to these procedures.	Establishes and communicates effective classroom procedures. Rules and routines are maintained and modified as needed.	Uses strategies that enable students to maintain and implement equitable rules and routines. The teacher also assists all students in internalizing these routines. Students show ownership of rules.
Physical Environment	Classroom is unsafe, and/or the physical arrangement of furniture is not suited for instructional activities. The classroom appears to be unorganized and cluttered.	Uses physical resources adequately to promote student safety. Furniture is adjusted for instruction with limited effectiveness. The physical arrangement is adequately organized and uncluttered.	Classroom is safe and physical resources are arranged skillfully for a variety in instruction. Furniture is arranged to facilitate teacher proximity to students. The physical arrangement is highly organized, allowing for flexible group activities.	Classroom is safe, and physical resources are arranged skillfully for lesson activities. Furniture arrangement promotes teacher proximity to students. Students participate in the arrangement of physical resources in the classroom and are empowered to help keep the physical arrangement organized.
Teacher/Student Interaction	Interaction with at least some students is demeaning, sarcastic, or inappropriate to the age or culture of the students. Absence of mutual respect between the teacher and students is evident in the classroom	Interactions are generally appropriate, but inconsistencies, favoritism, or occasional negative interaction with some students occurs. Respect for the teacher appears to be conditional, based on the student's perception of acceptance.	Interaction with students is supportive and positive reflecting warmth, caring, and reciprocal respect. Students are valued for who they are, regardless of developmental or cultural norms.	Demonstrates genuine personal warmth, caring, and respect toward students. Students are valued for who they are, regardless of developmental or cultural norms. Students demonstrate genuine respect for the teacher.
Management of Groups	Most classroom activities take place using total/whole group instruction. Time spent moving into and out of groups occupies most of the instructional time.	Creates opportunities for students to interact and work together that supports learning. Instructional activities appear to include a variety of grouping strategies. Time spent moving into and out of groups is minimal.	Uses a variety of grouping strategies to facilitate activities that develops student's communication skills, academic skills, group responsibility and sense of community. Movement into and out of groups is efficient and may relate to the learning activity.	Effectively uses flexible grouping strategies. Grouping strategies mesh with the intended instructional goals which support student learning. Students take responsibility for management of group activities and behavior. Movement into and out of groups is efficient and largely managed by students.
Effective Transitions	Loss of instructional time is excessive due to inefficient transitions in the classroom.	Transition procedures are established but inconsistent, resulting in some loss of instructional time.	Transitions are systematic and efficient with minimal loss of instructional time.	Transitions are systematic, efficient, and maximize learning time. Students are empowered to assume some/or all responsibility for efficient transitions.

Planning	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content	Demonstrates limited knowledge of subject matter. Content errors are not corrected.	Demonstrates basic knowledge of subject matter. Teacher provides limited connection to "real world" applications.	Demonstrates professional knowledge of the subject matter and is able to connect learning to "real world" applications.	Demonstrates extensive knowledge of the subject matter and continually strives to enhance content knowledge. "Real world" applications guide the teaching of content. The teacher is viewed as a resource for other colleagues.
Instructional Materials and Resources	Provides few instructional materials or allows limited access and use. Students have limited access to any material, resource, and technology that is in the classroom.	Some materials, resources and technology available to students. Equity of use is not fully monitored or there appears to be limited tie to instructional goals.	Materials, resources and technology are accessible to all students. Teacher maintains expectations and procedures while teaching students to value, respect and care for these resources. Use of resources has a direct tie to instructional goals.	Maintains an environment in which all students have access to resources. Students are expected to take responsibility for the use and care of these materials. Use of resources supports all levels of understanding relating to instructional goals.
Unit and Lesson Structure	No written plans are apparent. There is no clear connection between daily lessons, activities or unit plans. There does not appear to be a stated objective or outcome for student learning.	Plans for long term and daily lessons are evident with stated goals for student learning. Instructional activities are related to learning goals.	Establishes long and short-term goals for learning with high expectations for all students. Instructional activities are related to learning goals. Plans are sequenced to promote understanding and critical thinking in students.	Articulates short and long term goals with high expectations for all students. Activities are designed to engage all students and facilitate student participation in goal setting. Instruction is sequenced to help students synthesize and apply new knowledge.
Accommodation and Modification	Lesson planning does not reflect teacher effort to accommodate students with special needs. IEP goals and objectives are not targeted in the planning process.	Awareness of students with special needs is evident but accommodations are sporadic or superficial. IEP goals and objectives are superficially analyzed in the planning process. Collaboration with support personnel is limited.	Awareness of students with special needs is evident and specific modifications to accommodate learning are planned. IEP goals and objectives guide the planning process. Teacher and support personnel collaborate effectively to meet student needs.	Awareness of students with special needs is evident and specific modifications to accommodate learning are planned. IEP goals and objectives guide the planning process. Teacher and support personnel collaborate effectively to meet student needs. Students are encouraged to participate in the development of their learning goals and instructional procedures.
Differentiated Instruction	Lesson activities and assignments are in conflict with student abilities and skill readiness. Students are not engaged in the learning. All students are expected to complete the same assignments	Some lesson activities and assignments engage students in the learning, but others do not. Teacher makes some accommodations in assignments. Little student choice is included.	Lesson activities and assignments are appropriate for the majority of students in the classroom and may be modified to meet the needs of individual students. A high level of student engagement in the learning is evident. The teacher plans alternatives for student choice of activities.	Lesson activities and assignments are designed appropriately for all students. Students are engaged in the learning. Students are encouraged to make choices that allow for modifications in activities and assignments that promote interest and understanding.
Assessing Student Learning	Provides students with some information about their tests scores, grades and report cards. Assessment procedures are minimal and not used for planning future instruction.	Provides students with information about their current progress. Feedback provided may not be consistent in quality or timeliness. Planning is not influenced by outcome of student assessment.	Provides all students with information about their progress over time and helps the students use this data to improve their achievement. Opportunities are provided for students to participate in self-evaluation. Assessment results are used to plan for the class as a whole.	A variety of assessments, including self-assessments, are used to provide all students with comprehensive information about progress over time. Helps all students to engage in reflection about growth over time. Pre and post assessments are used to plan and adjust instruction for individuals and groups of students. Students are involved in goal setting as a result of assessments.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Delivery of Content and Curriculum	Demonstrates limited knowledge of curriculum/subject matter. Content errors are not corrected.	Demonstrates basic curriculum/subject matter. Little connection to relevant or real-world application. Uses knowledge of subject matter and student development to support student learning.	Demonstrates professional knowledge of subject matter and connects learning to relevant and "real world" applications. Integrates subject matter and developmental knowledge into lessons and specific learning activities.	Demonstrates extensive knowledge of curriculum/subject matter and strives to enhance content. Relevant applications for content guides teaching context. Teacher is viewed as a resource. Connects key concepts and themes within and across the curriculum to build a diverse perspective and extend student learning.
Elements of Instruction	No clear objective/goal is communicated. Instruction is dominated by teacher lecture or demonstrations. Activities and assignments are not engaging or appropriate level of difficulty for students. Plans are followed regardless of feedback from students. Little or no attention is given to student behavior.	Objective/goal is evident but not clearly communicated with students. Whole group, direct instruction appears to be the primary method of delivery. Some teacher/student interaction is evident but teacher dominates. Plans are followed with no evidence of attempts to monitor and adjust.	Objective/goals are clearly communicated with students. A variety of instructional strategies are used to motivate and maintain a high level of student engagement in the lesson. Modeling, practice, reinforcement and closure are used to increase the probability that students will remain focused on the lesson and meet stated objectives.	Objectives/goals are clearly communicated. Persistence is demonstrated in selecting appropriate instructional strategies to maintain a high level of student interest and engagement and learning. Appropriate modeling and opportunities for practice are consistently provided. Active participation is used throughout the lesson to engage, reinforce, and promote retention.
Directions and Procedures	Explanations and directions are confusing to students. Students are unable to proceed with independent work.	Explanations and directions often require clarification and restatement before students are able to work independently. Instructions tend to be verbal in nature without visual representation of the task.	Directions and explanations are clear to students with minimal clarification. Directions are modeled effectively to address the varied modalities of the students.	Directions and explanations are clear and address varied learning modalities. The teacher effectively anticipates possible misunderstanding and adjusts directions accordingly.
Discussion Techniques and Questioning Strategies	Questions are vague and of poor quality. Talking out dominates student response to questions.	Questions are primarily at a lower level. Teacher tends to call on the first hands raised. Equitable opportunity for students to respond to teacher questions is limited.	Questioning strategies include high and low levels of complexity. "Wait-time" strategy is used effectively to promote student thinking. A variety of techniques are used to promote equitable response opportunities.	Questions are uniformly of high quality. "Wait-time" strategy is used effectively to promote student thinking. Equitable response opportunities are evident. Students are given opportunity to formulate their own questions.
Feedback/Assessment	Feedback to students is inconsistent or of poor quality. Students are given feedback only at the end of grading periods.	Feedback is provided but is general and repetitive in nature. Grades and test scores help students assess their process.	Feedback is specific and personalized. A variety of tools and strategies are used to help students assess their progress and reflect on work. Feedback extends learning.	Feedback is specific, timely, personalized and extends learning in the classroom. Students are engaged in practicing self-assessment to set and monitor learning goals.

Professional Responsibilities	Unsatisfactory	Basic	Proficient	Distinguished
Reflecting on Teaching	No attention is given to the effectiveness of teaching strategies. The success of a lesson is often misjudged and no suggestions for improvement are given. Suggestions for improvement are disregarded and no attempt to change is evident.	Impressions of teaching strategies and/or lessons effectiveness are accurate. General suggestions for improvement are given. Attempts to make necessary changes are evident.	Impressions of strategy's or lesson's effectiveness and the extent to which goals are achieved are accurate. Examples to support judgments are given. Suggestions for what to try another time are supplied. Responds well to suggestions and implements suggestions for improvement in a timely manner.	Thoughtful and accurate assessment is used to gauge strategy and lesson effectiveness. Examples from the lesson are given to support judgments. Specific alternative actions with probable outcomes are supplied for subsequent lessons. Actively seeks suggestions for professional growth. Requests that changes be reviewed for effectiveness.
Record Keeping	Procedure for maintaining information on student completion of assignments is poorly organized.	Procedure for maintaining information on student completion of assignments is rudimentary with minimal effectiveness.	Procedure for maintaining information on student completion of assignments is highly organized and effective.	Procedure for maintaining information on student completion of assignments is highly organized and effective. There is clear evidence that students participate in the maintenance of records.
Communication with Families	Little or no attempt is made by the teacher to involve parents/patrons in the instructional program.	Attempts to offer opportunity for parents/patrons to be involved in the instructional program but is inconsistent in the effort.	Encourages parents/patrons to be involved in the instructional program and retains a high level of involvement and support from parents/patrons.	Parent/patron participation in the instructional program is very evident. Parents/patrons are given opportunity to provide instructional support and submit ideas for class projects and events.
Legal Policies, Safety, and Procedures	Decisions may be based on self-serving interests rather than attention to legal or safety considerations. May ignore school/district/state policies and guidelines.	Decisions are made with legal and safety measures in mind. Attempts to follow school/district/state policies and guidelines but may be inconsistent in this regard.	Decisions are made with an open mind and attention is given to legal and safety matters. Follows school/district/state policies and guidelines.	Leadership role in decision-making is evident. Decisions are based on high professional and ethical standards. Actively seeks opportunities to assume responsibility. Follows school/district/state policies and guidelines.
Working With Ancillary Personnel and Volunteers	Little or no attempt is made by the teacher to involve parents or volunteers in the instructional program. Ancillary personnel have limited involvement in the classroom or with the students.	Attempts to offer opportunity for parents/volunteers to be involved in the instructional program but is inconsistent in the effort.	Encourages parents/volunteers to be involved in the instructional program and retains a high level of involvement and support from parents/volunteers. Teacher and ancillary personnel work together to meet educational needs of students in the classroom.	Parent/volunteer participation in the instructional program is very evident and effectively organized. Parents/volunteers and ancillary personnel are given opportunity to provide instructional support and submit ideas for class projects and events.
Technology	Unsatisfactory	Basic	Proficient	Distinguished
	Demonstrates an unwillingness and/or inability to make appropriate use of available technology.	Demonstrates basic skill in the use of technology. Most applications are used to enhance the teacher's clerical efficiency. Instructional use of technology is limited.	Demonstrates knowledge and effective use of technology for professional tasks. Available technology enhances and supports instruction in specific areas of the curriculum.	Demonstrates high proficiency in the use of technology. Creative methods are used to integrate a variety of curriculums with technology. Students are encouraged to integrate the use of technology into their own learning and assignments.

Adapted from:

- ❖ [Enhancing Professional Practice: A Framework for Teaching](#) by Charlotte Danielson
- ❖ [The First Days of School: How to be an Effective Teacher](#) by Harry K. Wong and Rosemary Tripi Wong
- ❖ [The Santa Cruz New Teacher Project: Continuum for Developing as a Professional Educator](#), Ellen Moir, Susan Freeman, Lynne Petrock, and Wendy Baron
- ❖ [Meridian School District New Teachers Project Rubric](#), Mark Van Skyver