

## ADEPT Performance Standards Rubric: Domain 2 – Instruction

<b>APS 4: Establishing and Maintaining High Expectations for Learners</b>				
An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.				
	<b>4: Exemplary</b>	<b>3: Proficient</b>	<b>2: Needs Improvement</b>	<b>1: Unsatisfactory</b>
<b>APS 4A:</b> The teacher establishes, communicates, and maintains high expectations <sup>a</sup> for student achievement.	The teacher consistently establishes high achievement expectations for the particular students <sup>b</sup> . The teacher clearly communicates, and clarifies and reviews (as needed), learning objectives and purpose/relevance.	The teacher establishes appropriate achievement expectations for the particular students <sup>b</sup> . The teacher communicates learning objectives and purpose/relevance.	The teacher establishes achievement expectations that are somewhat appropriate for the particular students <sup>b</sup> . The teacher’s attempts to communicate learning objectives and purpose/relevance are inconsistently clear.	The teacher does not establish achievement expectations, or achievement expectations do not align with the particular students <sup>b</sup> . The teacher fails to communicate learning objectives and/or purpose/relevance.
<b>APS 4B:</b> The teacher establishes, communicates, and maintains high expectations for student participation.	The teacher consistently establishes, communicates, and assesses understanding of appropriate, explicit participation expectations that students apply to instructional activities during and beyond the lesson.	The teacher establishes and communicates appropriate participation expectations that students apply to instructional activities during the lesson.	The teacher establishes participation expectations that are somewhat appropriate. Students inconsistently apply participation expectations to instructional activities during the lesson.	The teacher does not establish participation expectations, or participation expectations are not appropriate. Students do not apply participation expectations to instructional activities during the lesson.
<b>APS 4C:</b> The teacher helps students assume responsibility for their own participation and learning <sup>c</sup> .	The teacher consistently and clearly communicates the importance and relevance of standards and objectives, and relates current learning with prior and/or future achievement. The teacher consistently facilitates active and extensive student ownership of learning and assists students in development of compensatory strategies (as needed).	The teacher communicates the importance of standards and objectives, and relates current learning with prior and/or future achievement. The teacher facilitates student ownership of learning and assists students in development of compensatory strategies (as needed).	The teacher inconsistently attempts to communicate the importance and relevance of standards and objectives, or the relationship between current learning and prior and/or future achievement is unclear. The teacher provides limited opportunities that facilitate student ownership of learning, or offers few needed compensatory strategies <sup>d</sup> .	The teacher does not communicate the importance of relevance of standards and objectives. The teacher fails to relate current learning with prior and/or future achievement. The teacher does not provide opportunities that facilitate student ownership of learning, and fails to offer needed compensatory strategies <sup>d</sup> .

### Notes.

<sup>a</sup>Examples of high expectations include student exemplars, rubrics, scaffolding, activation of prior knowledge, connections to relevant applications, and student-maintained records (e.g., portfolios).

<sup>b</sup>Expectations for particular students refers to appropriately challenging standards for the grade, development, and ability level of students.

<sup>c</sup>Examples of student ownership of learning include encouraging initiative and personal goal-setting, and structuring opportunities for self-assessment.

<sup>d</sup>Compensatory strategies support varied student weaknesses (e.g., targeted interventions and peer assistance).

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<b>APS 5: Using Instructional Strategies to Facilitate Learning</b>				
An effective teacher promotes student learning through the effective use of appropriate instructional strategies.				
	<b>4. Exemplary</b>	<b>3: Proficient</b>	<b>2: Needs Improvement</b>	<b>1: Unsatisfactory</b>
<b>APSs 5A/5B:</b> The teacher uses appropriate and varied instructional strategies.	The teacher consistently uses a substantial and varied repertoire of strategies that are appropriate for specific content/objectives and stage of learning. The teacher consistently varies formats and approaches, exchanges roles with students, and provides opportunities for both independent and collaborative learning for all students.	The teacher uses varied strategies that are appropriate for specific content, specific content/objectives and stage of learning. The teacher varies formats and approaches, may exchange roles with students, and provides opportunities for both independent and collaborative learning for most students.	The teacher uses limited strategies that are somewhat appropriate for specific content/objectives and stage of learning. The teacher uses limited formats and approaches, or does not exchange roles with students, and provides opportunities for either independent or collaborative learning.	The teacher uses a singular instructional strategy that is inappropriate for specific content/objectives and stage of learning. The teacher does not vary formats and approaches, or does not exchange roles with students, or does not provide opportunities for both independent and collaborative learning.
<b>APS 5C:</b> The teacher uses instructional strategies effectively	The teacher consistently uses instructional strategies that provide differentiated learning opportunities for all students based on students' specific levels, interests, and prior learning. The teacher's instruction consistently engages all students in meaningful learning throughout the lesson.	The teacher uses instructional strategies that provide differentiated learning opportunities for most students based on students' specific levels, interests, and prior learning. The teacher engages most students in meaningful learning for the majority of the lesson.	The teacher uses instructional strategies that provide limited differentiated learning opportunities for a few students. Instructional evidence of the teacher's use of students' specific levels, interests, and/or prior learning is sparse. The teacher engages few students in meaningful learning or students are only engaged for part of the lesson.	The teacher uses instructional strategies that fail to provide differentiated learning opportunities for students. Strategies are not based on students' specific levels, interests, and prior learning. The teacher fails to engage students in meaningful learning.

### Notes.

<sup>a</sup>For special education students specific content refers to students' IEPs.

<sup>b</sup>Stage of learning refers to placement of lesson content within a unit or course (e.g., initial learning, application of learning, review of learning).

<sup>c</sup>Examples of formats include technology, texts, and DVDs.

<sup>d</sup>Examples of approaches include whole group, small group, manipulatives, stations, labs, tiered activities, guided practice, independent practice, and modeling.

<sup>e</sup>Examples of role exchanges include the teacher functioning as an instructor and then as a coach while the student switches from an observer to a peer mentor.

<sup>f</sup>Examples of effective use of instructional strategies include transferring learning responsibility from teacher to students, students applying knowledge beyond the classroom, and students demonstrating knowledge in a variety of formats. Effective strategies motivate students to maximize their potential beyond the use of rote learning (e.g., worksheets).

<sup>g</sup>Differentiation refers to adjusting instructional practice, process, product, and/or grouping to account for varying student learning levels, interests, and abilities. Examples include tiered assignments/activities based on complexity, intentional student grouping based on achievement levels and goals, and individual learning plans based on assessment and learning goals.

## ADEPT Performance Standards Rubric: Domain 2 – Instruction

<b>APS 6: Providing Content for Learners</b>				
An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.				
	<b>4: Exemplary</b>	<b>3: Proficient</b>	<b>2: Needs Improvement</b>	<b>1: Unsatisfactory</b>
<b>APS 6A:</b> The teacher demonstrates a thorough command of the discipline that he or she teaches.	The teacher consistently provides accurate and current content, demonstrating a comprehensive knowledge of subject matter through the explanation of conceptual relationships and/or procedural steps. The teacher's expertise allows for content enrichment that augments required content. The teacher identifies and corrects students' errors.	The teacher provides accurate and current content, demonstrating knowledge of subject matter through the explanation of conceptual relationships and/or procedural steps. The teacher identifies and corrects students' errors.	The teacher provides accurate content, and some outdated information without the ability to expound. The teacher demonstrates an awareness of subject matter through the identification of conceptual relationships and/or procedural steps. The teacher identifies students' errors.	The teacher provides inaccurate content with several errors and/or with outdated information. The teacher demonstrates a lack of subject matter understanding, failing to identify conceptual relationships and/or procedural steps. The teacher does not identify students' errors, or inaccurately responds to students' errors.
<b>APS 6B:</b> The teacher provides appropriate content.	The teacher provides content consistently aligned with appropriate standards and students' needs. The teacher provides content from multiple sources, exposing students to a variety of perspectives.	The teacher provides content aligned with appropriate standards and students' needs. The teacher provides content from multiple sources or multiple perspectives.	The teacher provides content that is somewhat aligned with appropriate standards or students' needs. The teacher provides content from limited sources and/or from limited perspectives.	The teacher provides content that is not aligned with appropriate standards or students' needs. The teacher provides content from a single source and/or from a singular perspective.
<b>APS 6C:</b> The teacher structures the content to promote meaningful learning.	The teacher consistently provides content in a logical sequence with examples applicable to all students. The teacher provides extensive content beyond factual information, promoting higher order thinking skills <sup>c</sup> for all students. The teacher consistently recognizes, identifies, and clarifies student content problems.	The teacher provides content in a logical sequence with examples applicable to many students. The teacher provides content beyond factual information, promoting higher order thinking skills <sup>c</sup> for majority of students. The teacher recognizes, identifies, and clarifies student content problems.	The teacher provides content in a somewhat logical sequence with few examples applicable to few students. The teacher provides only factual information, with content focused primarily on remembering facts. The teacher inconsistently recognizes, identifies, and clarifies student content problems.	The teacher provides content in an illogical sequence without examples applicable to any students. The teacher provides only factual information, failing to focus on all essential aspects of the content. The teacher does not recognize, identify, or clarify student content problems.

### Notes.

<sup>a</sup>Examples of sources include textbook, district curriculum resources, scripted program, state support documents, etc. Teachers adhering to structured programs (e.g., Voyager) may not use multiple sources.

<sup>b</sup>Logical sequence includes implementation of Mastery Teaching Model components (i.e., lesson set, skill development, check for understanding, guided practice, closure, independent practice).

<sup>c</sup>Examples of higher order thinking that challenge students to extend learning beyond the lesson include: Revised Bloom's Taxonomy levels (e.g., creating, evaluating, analyzing), problem-based learning, case studies, role play, Web quests, graphic organizers, research projects, and multimedia presentations.

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<b>APS 7: Monitoring, Assessing, and Enhancing Learning</b>				
An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.				
	<b>4: Exemplary</b>	<b>3: Proficient</b>	<b>2: Needs Improvement</b>	<b>1: Unsatisfactory</b>
<b>APSs 7A/7B:</b> The teacher continually monitors student learning during instruction by using a variety of informal and/or formal assessment strategies <sup>a</sup> and enhances student learning by using assessment information to guide instruction.	The teacher maintains a constant and accurate awareness of student learning by observing/analyzing all students' verbal and nonverbal responses <sup>b</sup> and adjusts instructional strategies and pace accordingly. The teacher consistently uses effective questioning and monitoring to check for understanding with all students, always provides appropriate response time for questions, and rephrases questions when needed.	The teacher maintains a constant and accurate awareness of student learning by observing/analyzing students' verbal and nonverbal responses <sup>b</sup> and adjusts instructional strategies and pace. The teacher uses effective questioning and monitoring to check for understanding with a cross-section of students, provides appropriate response time for questions, and rephrases questions when needed.	The teacher inconsistently maintains an awareness of student learning by observing/analyzing students' verbal responses only. Adjustments in instructional strategies and pace are inappropriate or not evident. The teacher uses limited and/or ineffective questioning <sup>c</sup> and monitoring, only checking for understanding with few students and rarely provides appropriate response time for questions or rarely rephrases questions when needed.	The teacher does not maintain an awareness of student learning, failing to observe/analyze students' verbal or nonverbal responses. Adjustments in instructional strategies and pace are not evident. The teacher uses no and/or ineffective questioning <sup>c</sup> and monitoring, failing to check for understanding with students. The teacher fails to provide appropriate response time for questions and fails to rephrase questions when needed.
<b>APS 7C:</b> The teacher enhances student learning by providing appropriate instructional feedback to all students.	The teacher consistently provides accurate, constructive, substantive <sup>d</sup> , specific, and timely feedback throughout the lesson. Feedback helps students correct errors, reinforce skills, and extend learning.	The teacher provides accurate, constructive, substantive <sup>d</sup> , specific, and timely feedback at important intervals in the lesson. Feedback helps students correct errors, reinforce skills, or extend learning.	The teacher provides limited feedback during the lesson; feedback is often global <sup>e</sup> . Feedback inconsistently helps students correct errors, reinforce skills, or extend learning.	The teacher fails to provide substantive <sup>d</sup> feedback to students on significant student work or feedback is unclear. When feedback is provided, it does not help students correct errors, reinforce skills, or extend learning.

*Notes.*

<sup>a</sup>Examples of informal and formal assessment strategies include discussions, projects, performances, assignments, and quizzes.

<sup>b</sup>Examples of verbal and nonverbal responses include responses and reactions, inquiries, approaches to the task, performance, and final products.

<sup>c</sup>Examples of ineffective questioning include primarily asking whole group/choral response questions and primarily asking yes/no questions.

<sup>d</sup>Substantive feedback is defined as a significant quantity.

<sup>e</sup>Examples of global feedback include “good job” and “OK,” and statements made to the entire class instead of individual and constructive comments.

## ADEPT Performance Standards Rubric: Domain 3 – Environment

<b>APS 8: Maintaining an Environment that Promotes Learning</b>				
An effective teacher creates and maintains a classroom environment that encourages and supports student learning.				
	<b>4: Exemplary</b>	<b>3: Proficient</b>	<b>2: Needs Improvement</b>	<b>1: Unsatisfactory</b>
<b>APS 8A:</b> The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning <sup>a</sup> .	The teacher’s classroom arrangement consistently allows all students to see, hear, and participate. The classroom is neat, organized, and free of instructional distractions. Materials are properly stored and all applicable safety regulations are followed. The teacher displays relevant and interesting educational items, including current samples of student work <sup>b</sup> .	The teacher’s classroom arrangement allows students to see, hear, and participate. The classroom is mostly clear of clutter and instructional distractions. Most materials are properly stored and applicable safety regulations are followed. The teacher displays relevant and interesting educational items, including some current samples of student work.	The teacher’s classroom arrangement allows some students to see, hear, and participate. The classroom has some clutter and instructional distractions. Some materials are properly stored. The teacher displays some educational items that are predominately commercially made, with limited or irrelevant samples of student work. Safety regulations are not being followed.	The teacher’s classroom arrangement prevents students from seeing, hearing, or participating. The classroom is cluttered with instructional distractions. Materials are improperly stored or not stored at all. Classroom displays are limited, irrelevant, and/or commercially made. Samples of student work are missing, outdated, or irrelevant. Safety regulations are not being followed.
<b>APSs 8B/8C:</b> The teacher creates and maintains a positive affective climate and culture of learning in his or her classroom.	The teacher consistently conveys self- confidence, generates enthusiasm for lesson content, and displays patience working with diverse students <sup>c</sup> . The teacher consistently models respect for all students and their feelings and encourages students to do likewise, ensuring all students have a sense of belonging in the classroom. The teacher values contributions from all students, consistently facilitates inquisitiveness and teamwork, and frequently involves students when designing instructional activities.	The teacher conveys self- confidence, generates enthusiasm for lesson content, and displays patience working with diverse students <sup>c</sup> . The teacher models respect for students and their feelings and encourages students to do likewise, ensuring students have a sense of belonging in the classroom. The teacher values contributions from a cross- section of students, facilitates inquisitiveness and teamwork, and sometimes involves students when designing instructional activities.	The teacher conveys limited self- confidence, generates limited enthusiasm for lesson content, and only displays patience working with some students <sup>c</sup> . The teacher models respect for some students and their feelings but does not encourage students to do likewise; few students have a sense of belonging in the classroom. The teacher does not encourage student contributions and only occasionally facilitates inquisitiveness and teamwork, often with unclear parameters. Students do not help design instructional activities.	The teacher does not display self- confidence, generate enthusiasm for lesson content, or display patience working with diverse students <sup>c</sup> . The teacher does not model respect for all students and their feelings; students do not have a sense of belonging in the classroom. The teacher does not encourage student contributions and does not facilitate inquisitiveness or teamwork and does not create an environment that fosters cooperation. Students do not help design instructional activities.

*Notes.*

<sup>a</sup>Given physical limitations of the classroom; teachers who share instructional space with other teachers are responsible for safety and student access to learning.

<sup>b</sup>For performance-based classes (e.g., performing arts and PE) student performance during lessons functions as student work. In some special education classes student work may manifest as students’ active progress toward functional living goals during instruction.

<sup>c</sup>Diverse students refers to students from varying social, cultural, and ethnic backgrounds, and to students with varying intellectual abilities.

## ADEPT Performance Standards Rubric: Domain 3 – Environment

<b>APS 9: Managing the Classroom</b>				
An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential non-instructional tasks.				
	<b>4: Exemplary</b>	<b>3: Proficient</b>	<b>2: Needs Improvement</b>	<b>1: Unsatisfactory</b>
<b>APS 9A:</b> The teacher manages student behavior appropriately <sup>a</sup> .	The teacher consistently establishes, conveys, and consistently enforces appropriate rules and consequences aligned with the school and district. The teacher maintains a constant awareness of students and activities, appropriately addressing all disruptions. The teacher consistently uses preventive disciplinary techniques <sup>b</sup> and positive reinforcement <sup>c</sup> .	The teacher establishes, conveys, and enforces appropriate rules and consequences aligned with the school and district. The teacher maintains an awareness of students and activities, addressing disruptions quickly. The teacher uses preventive disciplinary techniques <sup>b</sup> and positive reinforcement <sup>c</sup> .	The teacher inconsistently establishes, conveys, and enforces rules and consequences somewhat aligned with the school and district. The teacher maintains limited awareness of students and activities, addressing some disruptions while ignoring others. There is focus on both inappropriate behaviors and students. The teacher rarely uses preventive disciplinary techniques <sup>b</sup> and/or positive reinforcement <sup>c</sup> .	The teacher does not establish, convey, and enforce appropriate rules and consequences, and/or rules are not aligned with the school and district. The teacher is unaware of students and activities, with disruptions predominately not addressed. The focus is centered on students rather than behaviors. The teacher does not use preventive disciplinary techniques <sup>b</sup> and/or positive reinforcement <sup>c</sup> .
<b>APSS 9B/9C:</b> The teacher makes maximal use of instructional time and manages essential non-instructional routines <sup>e</sup> in an efficient manner.	All instructional materials are useable, well-organized and accessible <sup>d</sup> and instructional transitions are consistently seamless and efficient. The teacher clearly and consistently establishes and communicates routines for all non-instructional practices which are all completed in a timely manner.	Most instructional materials are useable, well-organized, and accessible <sup>d</sup> and instructional transitions are efficient. The teacher establishes and communicates routines for non-instructional practices which are completed in a timely manner.	Instructional materials are not always useable, well-organized, and accessible <sup>d</sup> and instructional transitions are sometimes efficient. The teacher has established some non-instructional practices which are inconsistently completed in a timely manner.	Instructional materials are not useable, well-organized, and accessible <sup>d</sup> or instructional transitions are inefficient and chaotic. The teacher has not established or communicated non-instructional routines.

### Notes.

<sup>a</sup>The teachers' disciplinary actions focus on students' inappropriate behaviors and not on the students themselves. Teachers of exceptional needs students shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of exceptional needs students.

<sup>b</sup>Examples of preventive disciplinary techniques include eye contact, facial expressions, and proximity and encourage students to self-monitor and to assume responsibility for their own behavior.

<sup>c</sup>Examples of positive reinforcement include verbal/non-verbal praise, tokens, smiles, and thumbs-up.

<sup>d</sup>Examples of instructional materials include Voyager information, scripted resources, etc.

<sup>e</sup>Examples of non-instructional routines include fire drills, attendance, collecting assignments, obtaining materials, and maintaining orderly work/lab areas.