

## Section A: MPS Standards of Effective Instruction

# Standards of Effective Instruction: Domains & Rubrics Evidence Collection Organizer – June 2, 2011

The MPS Standards of Effective Instruction\*\* are separated into four Domains. Each Domain has a set of rubrics that further illustrates accomplished teaching for that Domain. The rubric has four descriptors used with each domain defining levels of effectiveness: *Requires Attention, Developing, Proficient, or Exemplary* – and to help the teacher better understand the development of their practice.

### **DOMAIN 1: PLANNING AND PREPARATION**

Indicator A—Knowledge of Content *(i. Teacher content knowledge and knowledge of how students learn that content. ii. Creating interdisciplinary and extended learning experiences iii. Knowledge of resources iv. Designing coherent instruction)*

Indicator B—Knowledge of Planning Practices

*(i. Planning practices ii. Selecting instructional goals iii. Alignment of goals and assessments)*

Indicator C—Use of Assessment in Planning *(i. Planning formative and summative assessments ii. Demonstrating knowledge of use of student data iii. Demonstrating knowledge of skills, interests, cultures, language proficiency and exceptionalities iv. Planning for differentiation)*

### **DOMAIN 2: CLASSROOM ENVIRONMENT**

Indicator A—Teacher Relationships with Students *(i. Creating a classroom climate ii. Student interactions)*

Indicator B—The Culture of Learning *(i. Establishing a culture of high expectations ii. Persistence and efficacy)*

Indicator C—Classroom Procedures and Expectations *(i. Establishing high expectations. ii. Establishing and maintaining classroom procedures and expectations iii. Monitoring and providing feedback for student behavior)*

### **DOMAIN 3: CLASSROOM INSTRUCTION**

Indicator A—Communication *(i. Communication of content ii. Demonstrating flexibility and responsiveness iii. Demonstrating cultural competence)*

Indicator B—Engaging Students in Learning *(i. Engaging students in learning ii. Communicating goals and learning objectives and explanation of content iii. Using questioning and instructional techniques iv. Grouping strategies v. Using technology and supplementary resources vi. Pacing and structure)*

Indicator C—Using Assessment

*(i. Using assessment in instruction ii. Effective use of feedback to advance learning iii. Student self-assessment and assessment criteria)*

### **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Indicator A—Reflecting on Teaching *(i. Teacher reflection ii. Using feedback for future planning)*

Indicator B—Professional Development *(i. Participating in professional development ii. Collaboration with colleagues iii. Contribution to school and district culture for learning)*

Indicator C—Professionalism *(i. Ethical conduct ii. Record keeping iii. Organization and timeliness iv. Communication with families v. Multi-cultural and linguistic understanding)*

## Components of Domain 1: Planning and Preparation – Organization

*The teacher develops a comprehensive instructional sequence.*

Indicators	Requires Attention	Developing	Proficient	Exemplary
<b>1A: KNOWLEDGE OF CONTENT</b>	<i>The teacher uses current and correct content knowledge to design relevant learning activities that engage students in constructing their own knowledge.</i>			
<b>i. Teacher content knowledge and knowledge of how students learn that content.</b>	<i>Evidence</i>			
<b>ii. Creating interdisciplinary &amp; extended learning experiences</b>	<i>Evidence</i>			
<b>iii. Knowledge of resources</b>	<i>Evidence</i>			
<b>iv. Designing coherent instruction</b>	<i>Evidence</i>			
<b>1B: KNOWLEDGE OF PLANNING PRACTICES</b>	<i>Lessons are planned so that students are working towards learning targets &amp; state standards with resources available for students to assess and improve their own learning.</i>			

<b>i. Planning practices</b>	<i>Evidence</i>
<b>ii. Selecting instructional goals</b>	<i>Evidence</i>
<b>iii. Alignment of goals and assessments</b>	<i>Evidence</i>
<b>1C: USE OF ASSESSMENT IN PLANNING</b>	<i>Formative and summative assessments are used to plan and monitor for student growth towards learning targets.</i>
<b>i. Planning formative and summative assessments.</b>	<i>Evidence</i>
<b>ii. Demonstrating knowledge of use of student data</b>	<i>Evidence</i>
<b>iii. Demonstrating knowledge of Students' Skills, Interests, Cultures, Language Proficiency, and Exceptionalities</b>	<i>Evidence</i>
<b>iv. Planning for Differentiation</b>	<i>Evidence</i>

## Components of Domain 2: Classroom Environment

*The teacher creates and implements a physical and interpersonal classroom environment that supports student learning.*

Elements	Requires Attention	Developing	Proficient	Exemplary
<b>2A: TEACHER RELATIONSHIPS WITH STUDENTS</b>	<i>An active classroom with a significant amount of student to student interaction and student to teacher interaction that is respectful and supports the learning. Behavior expectations are understood and behavior is appropriate. Behavior needs are addressed without interruption to learning.</i>			
<b>i. Creating a classroom climate</b>	<i>Evidence</i>			
<b>ii. Student interactions</b>	<i>Evidence</i>			
<b>2B: THE CULTURE OF LEARNING</b>	<i>Students and teachers are enthusiastic about learning and show persistence in working towards high quality outcomes. Teachers have high expectations and students persevere with difficult tasks.</i>			
<b>i. Establishing a culture of high expectations</b>	<i>Evidence</i>			
<b>ii. Persistence / efficacy</b>	<i>Evidence</i>			

## Components of Domain 2: Classroom Environment

*The teacher creates and implements a physical and interpersonal classroom environment that supports student learning.*

Elements	Requires Attention	Developing	Proficient	Exemplary
<b>2C: CLASSROOM PROCEDURES AND EXPECTATIONS</b>	<i>There are clear expectations for classroom rituals and routines and they are followed by most students. Transitions are smooth and minimal instructional time is lost. The teacher supports and monitors the routines by giving positive reinforcement and redirection.</i>			
<b>i. Establishing high expectations</b>	<i>Evidence</i>			
<b>ii. Establishing and maintaining classroom procedures</b>	<i>Evidence</i>			
<b>iii. Monitoring and providing feedback for student behavior</b>	<i>Evidence</i>			

## Components of Domain 3: Classroom Instruction

*The teacher engages students in learning and the instructional strategies used to help students gain better insight into the subject matter.*

Elements	Requires Attention	Developing	Proficient	Exemplary
<b>3A: COMMUNICATION OF CONTENT</b>	<i>Teacher explicitly teaches academic vocabulary relevant for the lesson, and conversations in the room use the vocabulary. A variety of strategies are used to engage students in thinking and to guide them as they actively work to construct their own learning.</i>			
<b>i. Use of content language.</b>	<i>Evidence</i>			
<b>ii. Demonstrating flexibility and responsiveness</b>	<i>Evidence</i>			
<b>iii. Demonstrating cultural competence</b>	<i>Evidence</i>			
<b>3B: ENGAGING STUDENTS IN LEARNING</b>	<i>The students are engaged in rigorous activities and discussions, are grouped purposefully, and are working with technology and supplemental resources that enhance their learning. The teacher paces the lesson so that there is sufficient time for students to process and reflect, and the class concludes with an</i>			

*appropriate closure.*

**i. Engaging students in learning**

*Evidence*

**ii. Communicating goals and learning objectives and explanation of content**

*Evidence*

**iii. Using questioning and instructional techniques**

*Evidence*

**iv. Grouping strategies**

*Evidence*

**v. Using technology and supplementary resources**

*Evidence*

**vi. Pacing and structure**

*Evidence*

<b>3C: USING ASSESSMENT IN INSTRUCTION</b>	<i>Lesson goals or learning targets are clear and student progress towards them is measured formatively and summatively by the teacher and by the students themselves. Results of the assessments are transparent with students and teachers using feedback to monitor, adjust, and/or celebrate.</i>
<b>i. Using assessment in instruction</b>	<i>Evidence</i>
<b>ii Effective use of feedback to advance learning</b>	<i>Evidence</i>
<b>iii. Student self-assessment and assessment criteria</b>	<i>Evidence</i>

### **Components of Domain 4: Professional Responsibilities**

*The teacher participates in on-going professional development activities and collaborates with colleagues and families to advance learning for teachers and students.*



Elements	Requires Attention	Developing	Proficient	Exemplary
<b>4A: REFLECTING ON TEACHING</b>	<i>The teacher uses reflection, self assessment, and feedback to improve future lessons.</i>			
<b>i. Teacher reflection</b>	<i>Evidence</i>			
<b>ii. Using feedback for future planning</b>	<i>Evidence</i>			
<b>4B: PROFESSIONAL DEVELOPMENT</b>	<i>The teacher participates in on-going professional development and collaborates with colleagues to contribute to a productive learning environment.</i>			
<b>i. Participation in professional development</b>	<i>Evidence</i>			
<b>i. Collaboration with colleagues</b>	<i>Evidence</i>			

## Components of Domain 4: Professional Responsibilities

The teacher participates in on-going professional development activities and collaborates with colleagues and families to advance learning for teachers and students.

Elements	Requires Attention	Developing	Proficient	Exemplary
ii. Contribution to school and district culture for learning	<i>Evidence</i>			
<b>4C: PROFESSIONALISM</b>	<i>Teacher's conduct, ethics, communication and / or organizational skills exemplify district policy and promote a professional culture of inquiry that moves student learning forward.</i>			
i. Ethical Conduct	<i>Evidence</i>			
ii. Record keeping	<i>Evidence</i>			
iii. Organization and timeliness	<i>Evidence</i>			
iv. Communication with families	<i>Evidence</i>			
v. Multi-cultural, Cultural and linguistic understanding	<i>Evidence</i>			

