

Teacher Rubrics

Performance Standard 1: Professional Knowledge				
Summary - TEPEs Performance Standard 1: Professional Knowledge ▲				
NONE				
Artifacts - TEPEs Performance Standard 1: Professional Knowledge ▲				
TEPEs Performance Standard 1: Professional Knowledge ▲				
Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Professional Knowledge	In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.

Performance Standard 2: Instructional Planning				
Summary - TEPEs Performance Standard 2: Instructional Planning ▲				
NONE				
Artifacts - TEPEs Performance Standard 2: Instructional Planning ▲				
TEPEs Performance Standard 2: Instructional Planning ▲				
Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Instructional Planning	In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	The teacher plans using the New Jersey Core Curriculum Content Standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.

Performance Standard 3: Instructional Delivery				
Summary - TEPEs Performance Standard 3: Instructional Delivery ▲				
NONE				
Artifacts - TEPEs Performance Standard 3: Instructional Delivery ▲				
TEPEs Performance Standard 3: Instructional Delivery ▲				
Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Instructional Delivery	In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.

Performance Standard 4: Assessment of/for Student Learning

Summary - TEPES Performance Standard 4: Assessment of and for Student Learning ▲

NONE

Artifacts - TEPES Performance Standard 4: Assessment of and for Student Learning ▲

TEPES Performance Standard 4: Assessment of and for Student Learning ▲

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Assessment of and for Student Learning	In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.

Performance Standard 5: Learning Environment

Summary - TEPES Performance Standard 5: Learning Environment ▲

NONE

Artifacts - TEPES Performance Standard 5: Learning Environment ▲

TEPES Performance Standard 5: Learning Environment ▲

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Learning Environment	In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.

Performance Standard 6: Professionalism

Summary-TPES Performance Standard 6: Professionalism ▲

NONE

Artifacts - TEPES Performance Standard 6: Professionalism ▲

*TPES Performance Standard 6: Professionalism ▲

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Professionalism	In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for, and participates in, professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.