



Teacher Evaluation Rubrics

Domain I—Faith Integration

1a Integrates the Seventh-day Adventist worldview and the school's philosophy, mission, vision, and core values into the curriculum			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Shows poor alignment of the Adventist worldview and the curriculum	Provides some integration of the Adventist worldview into learning activities and resources	Aligns most of the learning activities with the Adventist worldview, including unit level big ideas and essential questions	Provides comprehensive integration of the Adventist worldview across unit outcomes, assessments, and instructional sequences

1b Clearly communicates the school's philosophy, mission, vision, and core values to constituents, parents, and learners			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Provides little information about the school's philosophy, mission, vision, and core values to constituents, parents, or learners	Makes sporadic attempts to communicate the school's philosophy, mission, vision, and core values to constituents, parents, or learners	Provides frequent and appropriate information to constituents, parents, and learners about the school's philosophy, mission, vision, and core values	Communicates frequently with constituents, parents, and learners regarding the school's philosophy, mission, vision, and core values, soliciting feedback when appropriate

1c Demonstrates Christ-like behavior			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Attitude results in discord with or disrespect toward colleagues, staff, administration, parents, or students	Demonstrates some Christ-like behavior in words, actions, and relationships with colleagues, staff, administration, parents, or students	Demonstrates a positive and responsive attitude toward colleagues, staff, administration, parents, and students	Consistently displays a Christ-like character and attitude toward colleagues, staff, administration, parents, and students

Domain II—Planning and Preparation

2a Sets learning outcomes that align with NAD content standards and encourages the development of: a connection to God and others, citizenship, collaboration, foundational competencies, critical thinking and problem solving, communication, and character			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Schoolwide and content area learning outcomes do not align with NAD standards and represent low expectations and lack of rigor	Some schoolwide and content area learning outcomes align with NAD standards and represent moderately high expectations and rigor	Most schoolwide and content area learning outcomes align with NAD standards and represent rigorous and important learning; are clear, are written in the form of student learning, and suggest viable methods of assessment	All schoolwide and content area learning outcomes align with NAD standards and represent high-level learning; are clear, are written in the form of student learning, and suggest viable methods of assessment

2b Designs assessments that align learning outcomes with assessment methods			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Assessment methods do not align with learning outcomes and lack criteria by which learner performance will be assessed; no plan to incorporate formative assessment	Assessment methods are partially aligned with learning outcomes but with assessment criteria lacking clarity; rudimentary approach to using formative assessment	All learning outcomes may be assessed by the proposed assessment plan with adaptations for some learners; assessment criteria are clear; well-developed strategy for using formative assessment	All learning outcomes may be assessed by the proposed assessment plan with adaptations for some learners; assessment criteria are clear; evidence of learner contribution to the development of the plan; well-designed approach to using formative assessment; includes learner as well as teacher use of the assessment data

2c Demonstrates knowledge of content and pedagogy through the creation of a variety of experiences that build skills as well as conceptual understandings			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Displays little understanding of prerequisite knowledge or pedagogical approaches important to student learning of the content	Indicates familiarity with the important concepts but lacks awareness of how they relate; reflects a limited range of pedagogical approaches important to student learning of the content	Displays solid knowledge of the important concepts and how they relate as well as familiarity with a wide range of effective pedagogical approaches important to student learning of the content	Displays extensive knowledge of the important concepts and how they relate across the disciplines and understands the link to cognitive structures that ensure learner understanding; reflects familiarity with a wide range of effective pedagogical approaches and the ability to anticipate learner misconceptions

2d Designs instructional sequences that are appropriate for learning outcomes and meet the needs of diverse learners			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Learning activities are poorly aligned with learning outcomes, do not follow an organized progression, are not designed to engage learners in intellectual activity, and have unrealistic time allocations; instructional groups are not suitable to the activities	Some of the learning activities are aligned with the learning outcomes and represent moderate cognitive challenge, but the progression of activities is uneven with only some reasonable time allocations; instructional groups partially support the activities but with no differentiation for different learners	Most of the learning activities are aligned with the learning outcomes, follow an organized progression, have reasonable time allocations, and represent significant cognitive challenge; instructional groups support the activities with some differentiation for different learners	Learning activities follow a coherent sequence, are aligned to learning outcomes, engage learners in high-level cognitive activity, and are differentiated for individual learners; instructional groups are varied appropriately with some opportunity for learner choice

2e Uses and/or modifies resources and tools to facilitate learning, including NAD approved materials			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not use NAD approved materials; unaware of resources to assist student learning beyond basic materials; not aware of resources for expanding one's professional skill	Uses some NAD approved materials; some awareness of resources to assist student learning beyond basic materials; aware of some resources for extending one's professional skill but does not seek to expand knowledge	Uses NAD approved materials along with additional resources to assist student learning; seeks out resources for extending one's professional skill	Uses NAD approved materials; has extensive knowledge of resources for classroom use and for extending one's professional skill

2f Designs instruction that engages learners in applying content knowledge and methods of inquiry to cross-disciplinary projects			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Provides no opportunity for learners to demonstrate their knowledge and skills in addressing a real-world problem	Designs brief projects that engage learners in applying knowledge and skills to real-world problems	Provides opportunities for learners to demonstrate their knowledge and skills in real-world projects that result in a product or presentation	Designs extended cross-disciplinary projects that engage learners in applying knowledge and skills to real-world problems which result in a product or presentation that is made public beyond the classroom

2g Engages students in witnessing and service learning opportunities			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Provides no opportunities for learners to engage in witnessing and service learning	Engages learners in limited witnessing and service learning opportunities, but the activities are not connected to learning outcomes	Provides opportunities for learners to engage in witnessing and service learning which are aligned with learning outcomes in at least one content area	Engages learners in witnessing and service learning opportunities that are aligned with learning outcomes across several disciplines

2h Develops unit and lesson plans in accordance with conference expectations			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Unit and lesson plans do not meet conference expectations; lesson plans are not structured or sequenced and are unrealistic in their expectations	Unit and lesson plans do not consistently meet conference expectations; lesson structure is uneven or may be unrealistic about time expectations	Unit and lesson plans meet conference expectations; plans are well structured with reasonable time allocations	Unit and lesson plans consistently meet conference expectations; lessons are well structured with realistic time expectations and differentiate for individual learner needs

Domain III—Instruction and Assessment

3a Communicates effectively with learners regarding learning outcomes, explanations of content, and directions for activities			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Learning outcomes, explanations of content, and directions for activities are unclear and confusing to learners, with major errors; academic vocabulary is used inappropriately	Attempts to explain learning outcomes and give directions for activities has limited success and must be clarified; explanations of content may contain minor errors; vocabulary is not developmentally appropriate	Learning outcomes and directions are clearly communicated to learners; explanations of content are scaffolded, clear, and accurate; teacher's spoken and written language is clear, correct, and developmentally appropriate; academic vocabulary extends understanding	Learning outcomes are linked to the larger curriculum with directions anticipating possible learner misunderstandings; explanations of content are thorough and develop conceptual understanding through clear scaffolding and by connecting with students' interests; teacher's spoken and written language is expressive, extending the learners' vocabularies

3b Engages students in learning through the use of a variety of activities, groupings, instructional resources, and structures in relation to the content, purposes of instruction, and needs of learners

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Activities, resources, and groupings are poorly aligned with the learning outcomes and needs of learners, eliciting rote responses; lesson has no clearly defined structure with inappropriate pacing	Activities, resources, and groupings are partially aligned with the learning outcomes and needs of learners, with minimal thinking required; lesson has a recognizable structure but the pacing is ineffective	Activities, resources, and groupings are fully aligned with the learning outcomes and needs of students, challenging learner thinking; lesson has a clearly defined structure with appropriate pacing	All learners are engaged in challenging content through well-designed tasks that require complex thinking; lesson has a clearly defined structure and appropriate pacing that provides time for learners to engage with and reflect upon their learning and contribute to content

3c Uses developmentally appropriate instructional strategies and resources in response to assessment evidence regarding learners' strengths, needs, and interests

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not use assessment data to inform instruction	Uses some assessment data to inform instruction, adjusting a few instructional strategies based on the evidence	Uses a variety of assessment data to inform instruction, identifying appropriate strategies and resources to scaffold teaching and learning activities based on the data	Consistently uses a variety of assessment data to inform instruction, with an emphasis on formative measurements; instructional strategies and resources are differentiated based on student needs

3d Engages learners in developing critical thinking and problem-solving skills through questioning, discussion techniques, and learning experiences

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Questions are of low cognitive challenge with single correct answers; interaction is predominately recitation style with few learners participating in the discussion	Questions lead learners through a single path of inquiry with answers seemingly determined in advance; attempts to ask some questions designed to engage learners in thinking and discussion but only a few learners are involved	Poses questions designed to promote learner thinking and understanding; creates a genuine discussion among learners and engages most learners in the discussion	Uses a variety or series of questions or prompts to challenge learners cognitively, advance high-level thinking and discourse, and promote metacognition; learners formulate questions, initiate topics, challenge one another's thinking, and make unsolicited contributions

3e Supports learners' communication through speaking, listening, reading, writing, and other modes

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Seldom provides opportunities for learners to demonstrate their communication skills	Engages learners in limited activities to develop their communication skills	Provides opportunities for learners to demonstrate their communication skills in a variety of modes in different content areas	Engages learners in cross-disciplinary projects that involve the application of communication skills in a variety of modes and result in a product or presentation that is made public beyond the classroom

3f Provides individual and collaborative opportunities for learners to demonstrate their knowledge and skills through a variety of products and performances

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Provides learners little variety in how they demonstrate their knowledge and skills; most demonstrations are individual selected-response formats	Provides learners some variety in how they demonstrate their knowledge and skills; demonstrations include selected-response as well as short constructed responses	Engages learners in a variety of ways to demonstrate their knowledge and skills, including both individually and collaboratively; demonstrations include extended constructed responses as well as some performances	Engages learners in a variety of ways to demonstrate their knowledge and skills, including both individually and collaboratively; products and performances are made public beyond the classroom

3g Uses formative, summative, and self-assessments as appropriate to provide supportive feedback, document learning, and plan for instruction

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Learners do not appear to be aware of assessment criteria and there is little or no monitoring of student learning; feedback is absent or of poor quality; learners do not engage in self- or peer assessment	Learners appear to be only partially aware of assessment criteria and teacher monitors student learning for the class as a whole; assessments are rarely used to diagnose evidence of learning; feedback is general, and few learners assess their own work	Learners appear to be aware of assessment criteria and teacher monitors learning for groups of students; assessments are regularly used to diagnose evidence of learning; feedback is accurate and specific with some learners engaging in self-assessment	Assessment is fully integrated into instruction through extensive use of formative assessment; learners appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria; assessments are used regularly to diagnose evidence of learning by individual students; a variety of forms of feedback, from both teachers and peers, is accurate and specific and advances learning; learners self-assess and monitor their own progress; instruction is differentiated to address individual learners' needs

3h Uses student learning data, independently and collaboratively, to monitor each learner's progress and develop or adjust appropriate learning experiences/plans

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not use student learning data to monitor progress or adjust instruction	Uses some student learning data to monitor progress, but the data is not always used to inform instruction	Uses a variety of student learning data to monitor progress; instruction is adjusted based on individual learners' needs	Consistently uses a variety of student learning data to monitor progress and adjust instruction; works collaboratively with other teachers to vertically and horizontally align assessment and instruction

Domain IV—Learning Environment

4a Creates an environment of respect and rapport by communicating and collaborating effectively with learners

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Patterns of classroom interactions, both between teacher and learners and among learners, are mostly negative, inappropriate, or insensitive to learners' ages, cultural backgrounds, and developmental levels	Patterns of classroom interactions, both between teacher and learners and among learners, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for learners' ages, cultures, and developmental levels	Teacher-learner interactions are friendly and demonstrate general caring and respect, and are appropriate to the ages, cultures, and developmental levels of the learners; interactions among learners are generally polite and respectful	Classroom interactions between teacher and learners and among learners are highly respectful, reflecting genuine warmth, caring, and sensitivity to learners as individuals; all learners feel valued and are comfortable taking intellectual risks

4b Establishes a culture for learning that engages students in collaborative and self-directed learning, locally and globally

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Classroom culture is characterized by a lack of teacher or learner commitment to learning; medium to low expectations for learner achievement are the norm	Classroom culture is characterized by little commitment to learning by the teacher or learners; high expectations for learning are reserved for learners thought to have a natural aptitude for the subject	Classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most learners	Classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning; conveys high expectations for learning for all students, and learners assume responsibility for high quality

4c Manages student behavior by developing shared values and expectations

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
There appear to be no established standards of conduct, or learners challenge them; little or no teacher monitoring of behavior, and response to misbehavior is disrespectful	Standards of conduct appear to have been established, but their implementation is inconsistent; teacher tries to monitor behavior and respond to misbehavior with uneven results	Learner behavior is generally appropriate, with the teacher monitoring learner behavior against established standards of conduct; teacher response to misbehavior is consistent, proportionate, and respectful	Learner behavior is entirely appropriate, with learners taking an active role in monitoring their own behavior against standards of conduct; teacher monitoring of behavior is preventive, and response to misbehavior is sensitive to individual student needs and respects students' dignity

4d Organizes and manages time, space, procedures, and resources to actively and equitably engage learners

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Much instructional time is lost due to inefficient classroom routines and procedures; the classroom environment is unsafe or learning is not accessible to many, with poor alignment between arrangement of furniture and resources	Some instructional time is lost due to partially effective classroom routines and procedures; the classroom is safe and essential learning is accessible to most learners, with some attempt to adjust physical resources for a lesson	There is little loss of instructional time due to effective classroom routines and procedures; the classroom is safe and learners have equal access to learning activities with physical resources used effectively	Instructional time is maximized due to efficient classroom routines and procedures; the classroom environment is safe and learning is accessible to all learners, including those with special needs; physical resources used effectively

Domain V—Professional Responsibilities

5a Participates in the professional community in analyzing data from multiple sources to build a schoolwide vision and develop goals for student learning			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Relationships with colleagues are negative or self-serving; avoids participation in a professional culture of inquiry	Maintains cordial relationships with colleagues to fulfill duties; participates in the school's professional culture of inquiry when invited to do so	Relationships with colleagues are characterized by mutual support and cooperation; actively participates in a culture of professional inquiry, making a substantial contribution	Relationships with colleagues are characterized by mutual support and cooperation; takes a leadership role in promoting a culture of professional inquiry, making a substantial contribution

5b Develops and implements a professional learning plan that supports the schoolwide vision and goals			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
There is no professional learning plan; engages in no professional development activities; resists feedback on teaching performance	There is a professional learning plan but it is not aligned with feedback on teaching performance; participates in some professional activities; engages to a limited extent with colleagues and supervisors in professional conversation about practice	Professional learning plan is aligned with feedback on teaching performance; seeks out opportunities for professional development; actively engages with colleagues and supervisors in professional conversation about practice; looks for ways to contribute to the profession	Professional learning plan is consistently updated and fully guides professional development; makes a systematic effort to conduct action research; solicits feedback on practice; initiates activities to contribute to the profession

5c Communicates and collaborates with families, constituents, communities, colleagues, and other professionals to ensure learner outcomes			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Provides little information about the instructional program to stakeholders; communication to parents about learners' progress is minimal; does not respond or responds insensitively to parental concerns	Makes sporadic attempts to communicate with stakeholders about the instructional program; makes sporadic attempts to communicate with families about the progress of individual learners; does not engage families in the instructional program	Provides frequent and appropriate information to stakeholders about the instructional program; conveys information about individual learner progress to parents in a culturally sensitive manner; makes some attempts to engage families in the instructional program	Communicates frequently with stakeholders about the instructional program; communicates frequently with families regarding individual learner progress, with learners contributing to the communication; responds to family concerns with professional and cultural sensitivity, and attempts to frequently engage families in the instructional program

5d Engages in self-reflective practices to evaluate and adapt teaching practices to meet the needs of learners			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not know whether a lesson achieved its instructional outcomes; has no suggestions on how a lesson could be improved	Has a generally accurate impression of the extent to which a lesson met its instructional outcomes; makes general suggestions about how a lesson could be improved	Makes an accurate assessment of the extent to which a lesson achieved its instructional outcomes; makes a few specific suggestions of how a lesson could be improved	Makes a thoughtful and accurate assessment of the extent to which a lesson met its instructional outcomes, citing many specific examples; offers specific and effective ways of how to improve a lesson

5e Maintains Student Information System (SIS) program with current grading, lesson plans, and student information

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Infrequently updates the data in the SIS program with current information	Generally maintains the SIS program with current data	Consistently updates the data in the SIS program with current information	Consistently updates the data in the SIS program with current information, and uses the data to inform teaching and learning

5f Demonstrates professionalism as evidenced through integrity/ethical conduct, service to stakeholders, advocacy, decision-making, and compliance with school and conference policies

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Displays dishonesty in interactions with stakeholders; makes decisions based on self-serving interests; does not comply with policies	Honest in interactions with stakeholders; decisions are based on limited professional considerations; must be reminded by supervisors about complying with policies	Displays high standards of honesty, integrity, and confidentiality in interactions with stakeholders; maintains an open mind in decision making; complies fully with policies	Holds the highest standards of honesty, integrity, and confidentiality; takes a leadership role in decision making and helps ensure that they are based on the highest professional standards; complies fully with policies