

Standards & Indicators of Effective Teaching Practice: Rubric

FOCUS ELEMENTS for Content Curriculum Coordinators/Facilitators

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum Indicator 1. Standards-Based Unit Design 2. Lesson Development Support B. Instruction Indicator 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs C. Assessment Indicator 1. Variety of Assessments 2. Adjustment to Practice D. Evaluation Indicator 1. Educator Goals 2. Observation & Feedback 3. Ratings 4. Alignment Review E. Data-Informed Decision Making Indicator 1. Knowledge & Use of Data 2. School and District Goals 3. Improvement of Performance, Effectiveness, and Learning	A. Instruction Indicator 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs B. Human Resources Management & Development Indicator 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies C. Scheduling & Management Information Systems Indicator 1. Time for Teaching and Learning 2. Time for Collaboration D. Laws, Ethics, & Policies Indicator 1. Laws and Policies 2. Ethical Behavior E. Fiscal Systems Indicator 1. Fiscal Systems	A. Engagement Indicator 1. Family Engagement B. Sharing Responsibility Indicator 1. Student Support 2. Family Collaboration C. Communication Indicator 1. Two-Way Communication 2. Culturally Proficient Communication D. Family Concerns Indicator 1. Family Concerns	A. Reflection Indicator 1. Reflective Practice 2. Goal Setting B. Professional Growth Indicator 1. Professional Learning and Growth C. Collaboration Indicator 1. Professional Collaboration 2. Consultation D. Decision-Making Indicator 1. Decision Making E. Shared Responsibility Indicator 1. Shared Responsibility F. Professional Responsibilities Indicator 1. Judgment 2. Reliability and Responsibility

Note: At the Exemplary level, and educator's level of expertise is such that he/she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."