

Attachment 4: Examples of Standards Linked to Performance Indicators and Rubrics

INTASC	Danielson's Four Domains	Danielson Rubric		
		Element	Level of Performance	Performance Indicator
<p>Principle 2 Understands how children learn and develop; provides learning opportunities that support their development.</p> <p>Principle 8 Understands and uses formal and informal assessment strategies</p>	1.Planning and Preparation 1 f: Assessing Student Learning	Congruence with Instructional Goals	Unsatisfactory	Content and methods of assessment lack congruence with instructional goals.
			Basic	Some of the instructional goals are assessed through the proposed approach, but many are not.
			Proficient	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to other.
			Distinguished	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
		Criteria and Standards	Unsatisfactory	The proposed approach contains no clear criteria or standards.
			Basic	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.
			Proficient	Assessment criteria and standards are clear and have been clearly communicated to students.
			Distinguished	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
		Use for Planning	Unsatisfactory	The assessment results affect planning for these students only minimally.
			Basic	Teacher uses assessment results to plan for the class as a whole.
			Proficient	Teacher uses assessment results to plan for individuals and groups of students.
			Distinguished	Students are aware of how they are meeting the established standards and participate in planning the next steps.
	2.Classroom Environment			
	3.Instruction			
	4. Professional Responsibilities			

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Teach for America (TFA) Teaching as Leadership Framework

Six Leadership Principals Used by Highly-effective Teachers

1. Set ambitious goals for student achievement;
2. Invest students and their families in working hard to achieve the goals;
3. Plan purposefully to achieve the vision of student success;
4. Execute plans with judgment and adjustments to ensure student learning;
5. Continuously increase effectiveness to accelerate student learning; and
6. Work relentlessly to navigate challenges to ensure student achievement

Example of Performance Indicators and Rubrics

Principal 5. Continuously increase effectiveness to accelerate student learning: Strong leaders are their own toughest critics, constantly seeking ways to improve their skills. Our most successful corps members use data to reflect and improve on their teaching and to ensure that they maximize their impact.

Example of Teacher Action (Performance Indicators)	Example of Rubrics				
	Pre-Novice	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
Gauge progress and notable gap(s) between student achievement and Big Goals by examining assessment data.	Shows a lack of attempt or action.	<p><i>In action...</i> Demonstrates attempt to gauge progress and notable gaps between student achievement and Big Goals.</p> <p><i>In reflection...</i> Accurately describes a process for gauging progress and identifying gaps between student achievement and big goals.</p> <p>Explains in a completing way the importance of gauging progress and identifying gaps in this way.</p>	<ul style="list-style-type: none"> • Accurately notes general student progress and gaps between student achievement and Big Goals. • Performs action when asked to do so. 	<ul style="list-style-type: none"> • Accurately notes progress and gaps for established student subgroups (e.g. “low,” “middle” and “high” groups and/or class periods) against goals, and prioritizes gaps by weighing urgency and feasibility of addressing them. • Performs action on regular occasions beyond staff-initiated formal interactions. 	<ul style="list-style-type: none"> • Accurately notes progress and gaps of established student subgroups, well as in trends across the entire roster, and prioritizes gaps by weighing urgency and feasibility of addressing them. • Performs action continuously.