

**Alliance College-Ready Public Schools
The College-Ready Promise
Framework for Effective Teaching Rubric**

Domain 4: Professional Responsibilities				
Standard	Level I	Level II	Level III	Level IV
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A. Accuracy			
	The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and success in meeting the instructional goals.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing general data to support the judgment.	All of level 3 and... The teacher cites specific data, and weighs the relative strengths of each data source.
	B. Use in future planning			
	The teacher has limited suggestions for how the lesson could be improved.	The teacher makes general suggestions about how the lesson could be improved.	The teacher makes specific suggestions about how the lesson could be improved.	All of level 3 and... The teacher predicts how the improvements will advance student learning.
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A. Participation in a professional community			
	The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.	All of level 3 and... The teacher assumes appropriate leadership roles and promoting positive and professional relationships
	B. Professional development			
	The teacher resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The teacher welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others.	All of level 3 and... The teacher seeks out professional development opportunities and initiates activities that contribute to the profession.
4.3 Uphold and exhibit the CMO norms and expectations	C. Shared commitment			
	The teacher demonstrates little commitment to supporting shared agreements that support student learning.	The teacher adheres to shared agreements that support student learning.	The teacher contributes to and actively endorses shared agreements that support student learning.	All of level 3 and... The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.
	A. Ethics and professionalism			
	The teacher has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of students.	The teacher displays a moderate level of ethics and professionalism in dealing with colleagues.	The teacher displays a high level of ethics and professionalism in dealings with both colleagues and students.	All of level 3 and... The teacher consistently works to support traditionally underserved students.
4.4 Develop two-way communication with families about student learning and achievement	B. Norms described by school/CMO handbooks			
	The teacher inconsistently complies with school and CMO policies and timelines.	The teacher complies with school and CMO policies and timelines, doing just enough to "get by."	The teacher fully supports and complies with school and CMO policies and timelines.	All of level 3 and... The teacher assumes a leadership role in modeling school and CMO policies and timelines and encourages others to support them.
	A. Initiation of meaningful communication			
	The teacher provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The teacher adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The teacher initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	All of level 3 and... Students contribute to the design implementation of the parent communication system.
4.4 Develop two-way communication with families about student learning and achievement	B. Responsiveness to parent inquiries and communication			
	The teacher does not respond, or regularly responds insensitively to parent concerns about students.	The teacher responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The teacher responds to parent concerns in a timely and culturally respectful manner.	All of level 3 and... The teacher handles parent communication with professional and cultural sensitivity.
	C. Inclusion of the family as a partner in learning decisions			
The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher makes modest and partially successful attempts to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are frequent and successful.	All of level 3 and... Students contribute ideas for projects that will be enhanced by family participation.	