

MSFE TEPG Rubric Placemat: 2014-2015

Core Proposition	Standard Indicator
1. Teachers are committed to students and their learning.	Standard 1.1. Understanding of Students. The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and instruction.
	Standard 1.2. Application of Learning Theory. The teacher demonstrates an understanding of how students develop and learn.
	Standard 1.3. Classroom Climate. The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.	Standard 2.1. Subject Knowledge. The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate.
	Standard 2.2. Pedagogical Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.
	Standard 2.3. Goal-Focused Planning. The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.

3. Teachers are responsible for managing and monitoring student learning.	Standard 3.1. Managing Classroom Routines and Expectations. The teacher creates an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.
	Standard 3.2. Student Engagement. The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.
	Standard 3.3. Assessment of Student Progress. The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback and adjust instructional decision making.
4. Teachers think systematically about their practice and learn from experience.	Standard 4.1. Reflective Practice. The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about goals for professional growth.
	Standard 4.2. Continuous Professional Growth. The teacher uses research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth.
5. Teachers are members of learning communities.	Standard 5.1. Professional Collaboration. Teacher contributes to school effectiveness by collaborating with other professionals on activities that contribute to school improvement and student learning.
	Standard 5.2. Engagement With Caregivers and Community. Teacher engages in ongoing communication and collaboration with students' home and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.