

K-W Framework for Teaching Evaluation Rubric

(adapted from the 2022 Charlotte Danielson Rubric)

*Red indicates alignment with the MDE required culturally responsive methodologies

Domain 1: Planning and Preparation				
	Unsatisfactory	Approaching	Effective	Exemplary
1A Applying Knowledge of Content and Pedagogy	The teacher lacks sufficient knowledge of content and pedagogy to support student learning, and there is no alignment between the materials and standards.	The teacher's understanding of content and pedagogy partially supports student learning, with limited alignment between the materials and standards.	The teacher's understanding of content and pedagogy supports student learning, with alignment between the materials and standards.	The teacher's understanding of content and pedagogy fosters deeper learning, student agency, curiosity, reasoning, and reflection, with alignment between instructional materials and standards.
1B Knowing and Valuing Students (8B8D, 8G)	The teacher lacks sufficient knowledge of students' identities to fully support learning and development.	The teacher's knowledge of students' identities, as well as their strengths and needs partially supports learning and development.	The teacher's knowledge of students' identities supports learning and development, and enables the teacher to build upon student assets.	The teacher's knowledge of students' identities is extensive and fosters student learning and development to support academic and personal success.
1C Setting Instructional Outcomes	Instructional outcomes are either unidentified, lack rigor, or are inappropriate, with no alignment between outcomes and tasks.	Instructional outcomes are identified and moderately rigorous, appropriate for most students; however, there is limited alignment between outcomes and tasks.	Instructional outcomes are identified, rigorous, and appropriate for students, with alignment between outcomes and tasks.	Instructional outcomes foster high level learning, autonomy, curiosity, and intellectual risk-taking, with aligned tasks that challenge and extend student learning.
1D Using Resources Effectively (8D8F)	The teacher is not aware of, or does not appropriately or effectively use instructional materials and other resources to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The teacher's knowledge of instructional materials and other resources leads to deliberate choices that support learning and development, incorporating student culture and strengths in decision making.	With extensive knowledge, the teacher makes deliberate decisions in using instructional materials and other resources, recognizing and incorporating student culture and strengths to meet individual needs and support autonomy and intellectual engagement.

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1E Planning Coherent Instruction (8D-8E, 8G)	Learning experiences lack differentiation and limit engagement in cognitive tasks, providing minimal support for intended outcomes.	Learning experiences consider individual student needs and aim to support intended outcomes, engaging learners in cognitive tasks with occasional differentiation.	Learning experiences address individual student needs and support intended outcomes, engaging learners in cognitive tasks and encouraging responsibility for learning through differentiated activities.	Learning experiences prioritize individual student needs, ensuring all can meet intended outcomes, while engaging learners in high-level cognitive tasks and promoting responsibility for learning through well-designed, differentiated activities.
1F Designing and Analyzing Assessments	There is no plan for assessment or the assessments will not provide evidence that students have learned the intended instructional outcomes.	Assessments will partially help the teacher know that students have learned or are learning the intended instructional outcomes.	Assessments are planned throughout the instructional process, providing timely and valuable information to teachers and students, with alignment to instructional outcomes.	Assessments provide students with the opportunity to demonstrate mastery of content and analyze progress through flexible assessments, with alignment to instructional outcomes.

Domain 2: Learning Environments

	Unsatisfactory	Approaching	Effective	Exemplary
2A Cultivating Respectful and Affirming Environments (8B-8G)	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Students feel safe and valued; Learning environments are partially characterized by caring and respectful interactions, with a limited sense of belonging.	Students feel they belong. Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play a collaborative role in creating learning environments that foster a sense of community where everyone feels safe, valued, connected, and has a sense of belonging.
2B Fostering a Culture for Learning (8C-8D, 8G)	The culture of the class is not conducive to learning and does not support student strengths or development.	The culture of the class is somewhat conducive to students' learning, and supports students' strengths, and development.	The culture of the class is conducive to students' learning, characterized by high expectations and supports students' strengths, and development.	The culture of the class consistently fosters dialogue, inquiry, curiosity, reflection, and growth, allowing all students to play an active role.

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2C Maintaining Purposeful Environments (8C-8D, 8G)	<p>Student learning and development are hindered by a lack of routines, inefficient classroom procedures, and/or inequitable access to resources and supports.</p>	<p>Student learning and development are established or managed primarily by the teacher. Classroom support opportunities for student learning, development, and equitable access to resources and supports.</p>	<p>Students lead shared routines and efficient procedures, maximizing opportunities for learning, development, and equitable access to resources and supports.</p>	<p>Students' voices actively contribute to designing and adjusting routines and procedures, fostering a respectful learning environment that supports each community member's growth through productive collaboration, equitable access to resources and supports, and promoting student autonomy and responsibility.</p>
2D Supporting Positive Student Behavior (8B-8C)	<p>There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior.</p>	<p>Positive behavior is modeled by the teacher and occasionally taught explicitly.</p>	<p>Members of the classroom community display positive behavior, which is modeled by the teacher and reinforced to promote reflection and recalibration rather than compliance.</p>	<p>Members of the classroom community consistently and independently display positive behavior and seek opportunities to build a better classroom and school community.</p>
2E Organizing Spaces for Learning (8D-8F)	<p>Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.</p>	<p>Learning spaces are safe and accessible; the arrangement and use of resources partially supports student learning and development.</p>	<p>Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.</p>	<p>Learning spaces are thoughtfully codesigned and modified as needed by members of the learning community to address the needs of individuals, foster a sense of belonging, and create collaborative spaces for all to learn and grow.</p>

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Domain 3: Learning Experiences				
	Unsatisfactory	Approaching	Effective	Exemplary
3A Communicating About Purpose and Content (8A-8D)	Communication about purpose and standards based content is unclear or confusing and hinders student learning.	Communication about purpose and standards based content is mostly clear and accurate; it partially supports learning.	Communication about purpose and standards based content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.	Communication about purpose and standards based content is rich, nuanced, and relevant to students, inviting them to think critically and contribute intellectually.
3B Using Questioning and Discussion Techniques (8A, 8C, 8G)	Questioning and discussion are absent or do not support learning and development; talk is dominated by the teacher.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development. Students do not provide evidence of their thinking.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection. Students provide evidence to support their thinking.	Questioning and discussion are predominantly led by students to develop their own and others' thinking, reasoning skills, and habits of reflection.
3C Engaging Students in Learning (8C-8E, 8G)	Learning experiences lack active intellectual engagement by students and do not include opportunities for students to share their perspectives and culture.	Learning experiences partially engage students intellectually, requiring some thinking, and provide limited opportunities for students to share interests, perspectives, and culture.	Learning experiences support curiosity and exploration, encourage high-order thinking, and allow students to engage in multiple ways, representing ideas, culture, and voice through various means.	Students take initiative to increase the challenge and complexity of learning experiences, make suggestions for enhancing meaning and relevance, highlighting ideas, culture, and voice.
3D Using Assessment for Learning (8B-8D)	Formative assessment is not used during instruction or does not support student learning and development.	Formative assessment is used during instruction and partially supports student learning and development.	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges.
3E Responding Flexibly to Student Needs	The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications

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(8D, 8G)				or spark new learning opportunities.
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Domain 4: Principled Teaching

	Unsatisfactory	Approaching	Effective	Exemplary
4A Engaging in Reflective Practice (8A-8D)	The teacher does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of instruction.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	The teacher consistently engages in reflective practice, accurately assesses instructional success, explores new approaches, and continuously adapts practices to support students in creating optimal learning conditions.
4B Documenting Student Progress (8B-8D)	There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them. There is no evidence of equitable grading practices.	The teacher documents some aspects of student progress in a manner that is accessible to students and those who support them. There is limited evidence of equitable grading practices.	The teacher documents and celebrates student progress toward mastery, focusing on the attainment of learning and developmental goals, while implementing equitable grading practices. Students and those who support them engage in reflection on their progress.	Students monitor progress toward mastery and their own attainment of learning and development goals; they analyze and discuss their progress with the teacher and those who support them, with equitable grading practices fully evident.
4C Engaging Families and Communities (8E-8G)	Teacher lacks a culturally responsive approach and does not contribute positively to the culture of learning and the values of the school.	The teacher makes some efforts to engage all families and communities in a culturally responsive and respectful manner.	The teacher's engagement of all families and communities is culturally responsive, demonstrates a clear value for the role they play in student learning, and furthers students' academic and personal success.	The teacher's frequent, ongoing engagement of all families and communities is culturally responsive and respectful, demonstrates a clear value for the role they play in student learning, and is focused on forging partnerships that further the academic and personal success of each and every student.

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<p style="text-align: center;">4D Contributing to School Community and Culture (8C, 8E, 8G)</p>	<p>The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school.</p>	<p>The teacher makes some contributions to the school culture, supporting professional learning and upholding the values of the school.</p>	<p>The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and bring the values of the school to life through modeling and positive action.</p>	<p>The teacher takes a leadership role in defining, modeling, and holding themselves and peers accountable to the school's values and intellectual life, leading with an emphasis on meeting the diverse needs of students and families.</p>
<p style="text-align: center;">4E Growing and Developing Professionally (8A-8G)</p>	<p>The teacher does not engage in professional inquiry or learning focused on developing cultural competency, knowledge, skills, and mindsets, or does so reluctantly.</p>	<p>The teacher engages in professional inquiry and learning focused on developing cultural competency, knowledge, skills, and mindsets individually and with colleagues that is determined or directed by others.</p>	<p>The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates a commitment to professional conversations and growth focused on developing cultural competency, knowledge, skills, and mindsets.</p>	<p>The teacher appropriately exercises autonomy in directing professional learning for themselves and their peers, taking a leadership role in the school, setting direction, supporting colleagues to engage in inquiry and innovation, and promoting cultural competency.</p>
<p style="text-align: center;">4F Acting in Service of Students</p>	<p>The teacher acts unethically and/or does not understand the needs of students, families, and colleagues or make decisions in their best interest.</p>	<p>The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.</p>	<p>The teacher models high standards of ethical practice and wise decisionmaking on behalf of students, families, and colleagues.</p>	<p>The teacher is a leader in the school, defining and upholding high standards of ethical practice, and modeling sound decision-making that honors the inherent worth and dignity of every student while prioritizing their needs.</p>

'Updated August 13, 2025

Approved by KWEA on

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Implemented and followed for the 2025-2025 school year and beyond