Teacher Evaluation Rubrics

by Kim Marshall – Revised January 2, 2014

Organization, Rationale, and Suggestions for Implementation

1. The rubrics have six domains

B. Classroom Management

	Di Classioni i				
The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards	
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with <i>ad hoc</i> rules and consequences as events unfold during the year.	
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.	
c. Respect	Creates a climate of respect and buy-in such that disruption of learning is virtually unthinkable.	Wins almost all students' respect and discipline problems are few and far between.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students	
	1				

C. Delivery of Instruction

	2. Delivery of instruction				
The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	Does Not Meet Standards	
a. Expectations	Exudes high expectations, urgency, and determination that all students will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.	
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	effort, not innate ability, is the	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.	
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars; virtually all students can articulate them.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	"	
d. Connections	Hooks virtually all students in units and lessons by activating knowledge, experience, reading, and vocabulary.	Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.	
e. Clarity	Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.	
f. Repertoire	Uses a wide range of well- chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.	
g. Engagement	actively learning and problem-	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.	
h. Differentiation	Successfully reaches virtually all students by skillfully differentiating and scaffolding and using peer and adult helpers.	Differentiates and scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.	
i. Nimbleness	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	lessons to take advantage of	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.	
j. Closure	Consistently has students summarize and internalize what they learn and apply it to real-life situations and future opportunities.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.	

D. Monitoring, Assessment, and Follow-Up

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards	
a. Criteria	Consistently posts and reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.	
b. Diagnosis	Gives students a well- constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.	
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.	
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self- assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.	
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.	
f. Interims	Works with colleagues to immediately use interim assessment data to fine-tune teaching, re-teach, and help struggling students.	Promptly uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Returns tests to students and follows up by clarifying a few items that caused problems.	Is slow getting test results back to students and moves on without analyzing data and following up with students.	
g. Tenacity	Relentlessly follows up with struggling students with personal attention so that virtually all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.	
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.	
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.	
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.	

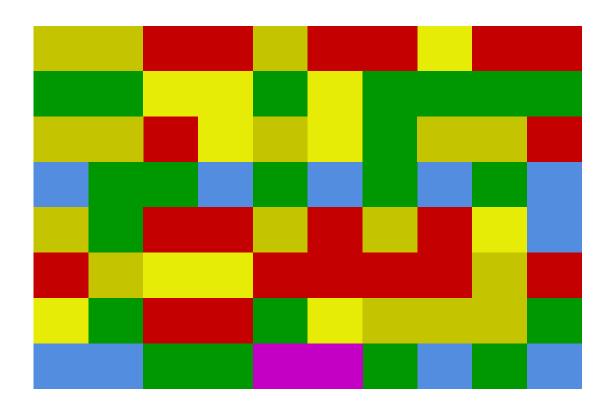
Overall rating:_____ Comments:

E. Family and Community Outreach

Shows great sensitivity and respect for family and community culture, values, and beliefs. Communicates respectfully with parents and is sensitive to different families' culture and values. Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity. Shows each parent an in-depth knowledge of their child and a state of the culture and beliefs of students' families but sometimes shows lack of sensitivity. Tells parents that he or she cares about their children and parents knowledge of parents knowledge of parents knowledge of their child and a parents knowledge of their children and the cares about their children and parents knowledge of their child and a parents knowledge of their children and the culture and beliefs of students' families. Tells parents that he or she cares about their children and parents knowledge of their children and parents knowledge of their children and the culture and beliefs of students' families and the culture and beliefs of students' families.	The teacher	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
b. Relief knowledge of their child and a strong belief that he or she will meet or exceed standards. Interest and belief in each cares about their children and wants the best for them. c. Gives parents clear, user-and their children and belief in each cares about their children and wants the best for them. C. Gives parents clear, user-and their children and wants the best for them.	a.	Shows great sensitivity and respect for family and community culture, values,	with parents and is sensitive to different families' culture and	culture and beliefs of students' families but sometimes shows lack of	Is often insensitive to the culture and beliefs of students' families.
c. about their future and behavior		knowledge of their child and a strong belief that he or she will	interest and belief in each child's ability to reach	cares about their children and	individual children or concern
		about their future and behavior			

Spreadsheet of Rubric Scores of 11 Teachers for PD Purposes

	A. Planning are property	S. Classicon Managen	C. Delivery of Instruction	O. Monioing Assessm	E Family and Communic	P. Professional Response.
	4. Q	\$. \Q	O. 0.	0, 00	1. F. J.	4.
Cynthia	3	3	3	1	3	3
Henry	3	4	3	3	3	3
Belinda	3	3	3	2	3	3
Marcia	4	4	4	4	4	4
Charles	3	3	3	2	3	4
Raymond	3	3	3	1	3	4
Sandy	3	3	3	2	3	3
Mark	4	4	4	4		



Sources

Alexandria Public Schools (Virginia) performance evaluation rubrics (2003)

Aspire Charter Schools, California teacher evaluation rubrics (2003)

Boston Public Schools Performance Evaluation Instrument (1997)

City on a Hill Charter School (Boston) performance evaluation rubrics (2004)

Conservatory Lab Charter School (Boston) performance evaluation rubrics (2004)

Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson (ASCD, 1996)

Olndicators of Teaching for Understanding Oby Jay McTighe and Eliot Seif (unpublished paper, 2005)

KIPP Framework for Excellent Teaching, Version 2.0, Summer 2012

Leading for Learning: Reflective Tools for School and District Leadershael Knapp et al., Center for the Study of Teaching and Policy, University of Washington (February 2003)

Linking Teacher Evaluation and Student Learning by Pamela Tucker and James Stronge (ASCD, 2005)

North Star Academy Charter School of Newark: Teaching Standards (2004-05)

Roxbury Preparatory Charter School, Boston: Criteria for Outstanding Teaching (2004-05)

The Skillful Teacher by Jon Saphier and Robert Gower (Research for Better Teaching, 1997)