

# Teacher Evaluation Rubrics

by Kim Marshall – Revised August 21, 2011

## Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a teacher's job performance:

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

2. The rubrics are designed to give teachers an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, supervisors need to have been in classrooms frequently throughout the year. It is irresponsible to fill out the rubrics based on one classroom observation. Unannounced mini-observations every 2-3 weeks followed by face-to-face conversations are the best way for supervisors to have an accurate sense of teachers' performance, give ongoing praise and suggestions, and listen to concerns. For a detailed account of the development of these rubrics and their broader purpose, see Kim Marshall's book, *Classroom Evaluation* (Jossey-Bass, 2009).

3. The **4** level describes solid, expected professional performance; teachers should feel good about scoring at this level. The **3** level is reserved for truly outstanding teaching that meets very demanding criteria; there will be relatively few ratings at this level. The **2** level indicates that performance has real deficiencies; no teacher should be content with a rating of 2. The **1** level indicates that performance does not meet standards.

## **A. Planning and Preparation for Learning**

<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Necessary</b>	<b>1</b> <b>Does Not Meet</b>
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## C. Delivery of Instruction

The teacher:	<b>4</b> Highly Effective	<b>3</b> Effective	<b>2</b> Improvement Necessary	<b>1</b> Does Not Meet Standards
<b>a.</b> <b>Expectations</b>	Exudes high expectations and determination and convinces all students that they 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>b.</b> <b>Mindset</b>	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
<b>c.</b> <b>Goals</b>	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	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.	Begins lessons without giving students a sense of where instruction is headed.
<b>d.</b> <b>Connections</b>	Hooks all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	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.
<b>e.</b> <b>Clarity</b>	Always presents material clearly and explicitly, with well-chosen examples and vivid and 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.
<b>f.</b> <b>Repertoire</b>	Orchestrates highly effective strategies, materials, and groupings to involve and motivate all students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
<b>g.</b> <b>Engagement</b>	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	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.
<b>h.</b> <b>Differentiation</b>	Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction 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.
<b>i.</b> <b>Nimbleness</b>	Defly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
<b>j.</b> <b>Application</b>	Consistently has all students summarize and internalize what they learn and apply it to real-life situations.	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.

**Overall rating: \_\_\_\_ Comments:**

## D. Monitoring, Assessment, and Follow-Up

	<b>4</b> Highly Effective	<b>3</b> Effective	<b>2</b> Improvement Necessary	<b>1</b> Does Not Meet Standards
<b>a.</b> Criteria				E
<b>b.</b> Diagnosis	G	D	D K-L(K K ,L )	B
<b>c.</b> On-the-Spot		F	( . . )	("I ?")
<b>d.</b> Self-Assessment	H	H		A
<b>e.</b> Recognition	F		A	
<b>f.</b> Interims			L	G



The teacher:

Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
Is an important member of teacher teams and committees and frequently volunteers for after-school activities.	Shares responsibility for grade-level and schoolwide activities and takes part in after-school activities.	When asked, will serve on a committee and attend an after-school activity.	Declines invitations to serve on committees and attend af0.2

## Evaluation Summary Page

Teacher's name: \_\_\_\_\_ School year: \_\_\_\_\_

School: \_\_\_\_\_ Subject area: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

### **RATINGS ON INDIVIDUAL RUBRICS:**

#### A. Planning and Preparation for Learning:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### B. Classroom Management:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### C. Delivery of Instruction:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### D. Monitoring, Assessment, and Follow-Up:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### E. Family and Community Outreach:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### F. Professional Responsibilities:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

### **OVERALL RATING:**

**Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards**

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY TEACHER:

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)





## Sources