Teacher Evaluation Rubrics

by Kim Marshall – Revised January 2, 2014

Organization, Rationale, and Suggestions for Implementation

1. The rubrics have six domains

a. ExpectationsIs 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 ha</i> and consequences as unfold during the yeb. RelationshipsShows 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, and disrespectful with students and builds positive relationships.c. RespectCreates 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 s students but there are regular	ls
b. Relationshipsrespect, and fairness for all students and builds strong relationships.Is fair and respectful toward students and builds positive relationships.most students and builds positive relationships with some.and disrespectful with students and/or plays favorites.c. RespectCreates a climate of respect and buy-in such that disruption of learning is virtuallyWins almost all students' respect and discipline problems are few and farWins the respect of some students but there are regular disruptions in the classroomIs not respected by st	s events
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B. Classroom Management

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 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.	Tells students that effective effort, not innate ability, is the key.		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.	Begins lessons without giving students a sense of where instruction is headed.	
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	Gets virtually all students involved in focused activities, actively learning and problem- solving, losing themselves in the work.	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.	

C. Delivery of Instruction

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	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.	or semester, thinks about what	Does not draw lessons for the future when teaching is unsuccessful.	

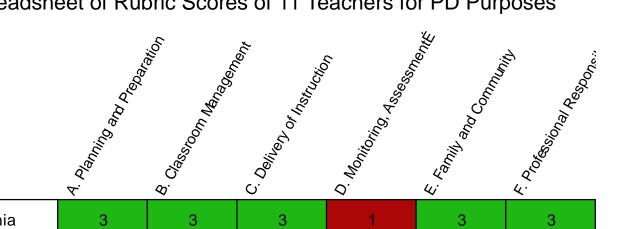
D. Monitoring, Assessment, and Follow-Up

Overall rating:_____

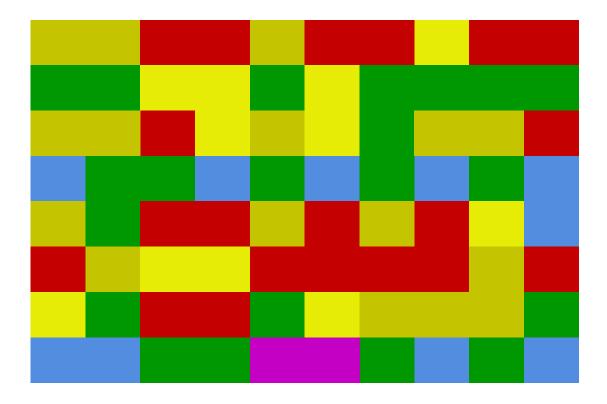
The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards	
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.	
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief that he or she will meet or exceed standards.	interest and belief in each	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.	
c. Expectations	Gives parents clear, user- Hellaty earling and behavior expectations and exempTr 10.0				

E. Family and Community Outreach

Spreadsheet of Rubric Scores of 11 Teachers for PD Purposes



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

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Leading for Learning: Reflective Tools for School and District Leaddischael 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)
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The Skillful Teacher by Jon Saphier and Robert Gower (Research for Better Teaching, 1997)