

Teacher Evaluation Rubric

Standard I: Curriculum, Planning, and Assessment

The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

I-A-1. Subject Matter Knowledge

Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.

I-A-2. Child and Adolescent Development

Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.

I-A-3. Rigorous Standards-Based Unit Design

Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.

I-A-4. Well-Structured Lessons

Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.

I-B-1. Variety of Assessment Methods

Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.

I-B-2. Adjustment to Practice

Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.

I-C-1. Analysis and Conclusions

Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.

I-C-2. Sharing Conclusions with Colleagues

Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.

I-C-3. Sharing Conclusions with Students

Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.

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Standard II: Teaching All Students

The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

II-A-1. Quality of Effort and Work

Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.

II-A-2. Student Engagement

Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.

II-A-3. Meeting Diverse Needs

Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.

II-B-1. Safe Learning Environment

Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.

II-B-2. Collaborative Learning Environment

Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.

II-B-3. Student Motivation

Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.

II-C-1. Respects Differences

Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges

II-C-2. Maintains Respectful Environment

Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.

II-D-1. Clear Expectations

Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.

II-D-2. High Expectations

Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.

II-D-3. Access to Knowledge

Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.

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Standard III: Family and Community Engagement

The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

III-A-1. Parent/Family Engagement

Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.

III-B-1. Learning Expectations

Consistently provides parents with clear, user-friendly expectations for student learning and behavior

III-B-2. Curriculum Support

Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.

III-C-1. Two-Way Communication

Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.

III-C-2. Culturally Proficient Communication

Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.

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Standard IV: Professional Culture

The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

IV-A-1. Reflective Practice

Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.

IV-A-2. Goal Setting

Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.

IV-B-1. Professional Learning and Growth

Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.

IV-C-1. Professional Collaboration

Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.

IV-D-1. Decision-Making

Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.

IV-E-1. Shared Responsibility

Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.

IV-F-1. Judgment

Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.

IV-F-2. Reliability and Responsibility

Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.