

School Year:	School:
Teacher Name:	Position:
Evaluator:	Position:

Current research indicates that to be prepared for the future, students cannot merely be passive recipients of information, but rather active users of information for problem solving. The competencies delineated in the Teacher Evaluation are those consistently identified in the research as being essential in effecting student achievement. The performance of the distinguished teacher reflects these competencies.

1st Semester			
Appraiser's Signature	Date	Teacher's Signature	Date

2nd Semester			
Appraiser's Signature	Date	Teacher's Signature	Date

**CLASSROOM INSTRUCTIONAL
RUBRIC FOR ANNUAL EVALUATION**

DOMAIN I. CREATING A CULTURE FOR LEARNING

The teacher creates a culture for learning through building positive relationships with students. This organized safe learning environment encourages high expectations for all students and allows them to feel respected and valued.

Competency	Unsatisfactory	Developing	Proficient	Distinguished
Establishing High Expectations for Student Learning and Work	Teacher communicates low expectations for student performance. There is no effort to celebrate or recognize student success. Teacher makes excuses for poor student performance.	Teacher does not use praise strategically to motivate students to the highest level of performance. Teacher accepts completion of student work regardless of quality.	Teacher communicates high expectations for all student work. Teacher emphasizes accuracy, quality, and encourages students to take pride in their work.	Teacher establishes an environment that best facilitates students' learning and development. Through strategic recognition of high quality student work, the teacher creates a culture in which students assume responsibility for holding themselves to the highest standard.
Creating an Environment of Respect and Rapport	Teacher interaction, with at least some students, is negative, demeaning, sarcastic and/or inappropriate. Teacher tolerates student interactions characterized by conflict, sarcasm, and put-downs.	Teacher models but does not hold students accountable for respectful behavior or an appreciation of diversity.	Teacher models tolerance for all students and holds students responsible for respectful behavior. Teacher honors the cultural and developmental differences among students.	Teacher utilizes resources and materials that reflect diversity in instruction. Diversity is reflected and encouraged in student work. The classroom is a respectful, inclusive, and positive learning environment that promotes educational student risk taking.

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Competency	Unsatisfactory	Developing	Proficient	Distinguished
Organizing the Physical Environment	Teacher makes poor use of the physical environment.	Teacher arranges for the physical environment to be safe and accessible. However, the classroom arrangement does not support the learning activities (e.g. view of instructional area obstructed).	Teacher arranges the physical environment to support learning activities.	Teacher maintains an invitational, student-centered environment where student work is displayed. Teacher adapts classroom arrangements based on learning activities.
Managing Classroom Procedures	Teacher has no classroom procedures.	Teacher establishes classroom procedures but enforces them inconsistently.	Teacher consistently enforces classroom procedures .	Students adhere to and value established procedures by taking responsibility for managing groups, supplies, equipment, etc.
Managing Student Behavior	Standards for conduct do not exist. Student behavior is not monitored and teacher is unaware of what students are doing.	Teacher has established rules and consequences; however, standards for conduct are not monitored and enforced through an established behavior system.	Teacher monitors behavior based on standards for conduct. Teacher is direct, specific, and consistent in communicating and enforcing high standards while maintaining positive relationships with students.	Classroom culture reflects positive interactions among students. Teacher empowers students to monitor discipline in self and peers.

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DOMAIN II. PLANNING FOR SUCCESS

The teacher demonstrates a deep content knowledge, aligns instructional objectives and learner outcomes with approved curriculum, and uses data to meet individual student needs. The teacher also plans appropriate assessments and uses instructional time effectively.

Competency	Unsatisfactory	Developing	Proficient	Distinguished
Demonstrating a Deep Knowledge of Content	Teacher consistently makes content errors and does not correct content errors made by students.	Teacher has basic understanding of content knowledge which does not extend to classroom practice. Teacher does not anticipate student misconceptions of the content.	Teacher demonstrates a comprehensive understanding of the content and its prerequisite relationships among standards, objectives, and concepts. Teacher's instructional practice reflects current pedagogical knowledge. The teacher is able to field questions correctly .	Teacher plans instruction to address potential student misconceptions. Teacher sets the stage for content knowledge that will be presented in the future. Teacher relates content to career and real world applications.
Aligning Instructional Objectives to District Curriculum and Learner Outcomes	Teacher does not use the district and state curriculum in planning. The teacher's main resource in planning is the textbook.	Teacher does not accurately reflect the targeted curriculum standard in the lesson objective(s) and activities. Teacher does not provide for remediation and/or extension.	Teacher aligns instruction with district curriculum and high stakes assessment(s) and progress monitoring of individual student performance to drive instruction. Teacher uses district web resources in planning.	Teacher aligns what is being taught and what students are being asked to do with the standards and curriculum. Instructional objectives are "on time" and on target with a curriculum map . Plans are based on common assessment data and high stakes assessment data. Teacher uses technological tools to assist in planning objectives.

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Competency	Unsatisfactory	Developing	Proficient	Distinguished
Using Data to Attend to Individual Student Needs	Teacher does not base instructional decisions on student learning data.	Teacher uses data to adjust instruction for the class. Instructional decisions for addressing students' differences are not evident.	Teacher continually analyzes classroom data to adjust instruction. Assessment data is used in collaboration with colleagues in professional learning community meetings and is incorporated into the design of lesson plans and classroom instruction. Teacher uses technological tools to collect and analyze student data.	Teacher uses local, state and national data to make instructional decisions that ensure students are performing at the highest level. Individual student data is analyzed to determine student performance goals. Teacher discusses test results and goals with students and teaches students to monitor progress.
Planning Assessments	Teacher does not plan for assessment prior to instruction. Assessments do not measure what was taught.	Teacher uses textbook assessments that do not measure the intended standard.	Teacher plans summative assessments to measure student mastery. Teacher plans formative assessments to check for understanding during the lesson. Teacher uses assessment results to plan objectives and activities for the next lesson.	Students can describe the instructional objective and how they will be held accountable. Teacher develops rubrics and uses student-centered so students can monitor their learning. Students may be assessed using a variety of methods including performance. Students have opportunities to demonstrate skills in real world applications.

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Competency	Unsatisfactory	Developing	Proficient	Distinguished
Determining Strategies for Meaningful/Coherent Instruction	Teacher does not connect learning activities with students' prior knowledge, and/or learning activities are not at the appropriate level.	Teacher's planned activities do not support the instructional goals and objectives. The teacher makes the content and expectations clear after students express confusion.	Teacher plans learning activities which build on students' prior learning and align with the students' academic needs in a coherent progression . Teacher gives attention to students needing remediation and extension activities.	Teacher shares the "essential question" . Learning activities and materials are relevant to the "essential question", support the instructional goals, and are logically sequenced to clarify subject matter. Learning tasks focus on application of skills providing opportunities for critical thinking, problem solving and increased retention .
Using Instructional Time Effectively	Classroom routines and procedures (e.g. handling materials and directions) are either non-existent or inefficient, resulting in significant loss of instructional time.	Teacher has established classroom routines and procedures but does not consistently teach nor follow them. (Does not maximize academic learning time as evidenced by lack of effective teacher preparation.) Learning activities are often rushed or too long.	Teacher plans instructional and non-instructional routines which are well organized and clearly communicated so that all students understand them. Lessons provide for smooth transitions and optimum use of time on task .	Teacher adjusts the pacing of the lesson as needed to ensure the engagement of all students in learning activities. Transitions are seamless . Students assume responsibility for efficient operation of the classroom.

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DOMAIN III. INSTRUCTING AND ASSESSING FOR STUDENT ACHIEVEMENT

The teacher uses a variety of strategies to engage students in learning. The instruction is varied by utilizing technology, quality questioning, and discussions. The teacher creates opportunities for students to monitor their own performance while making adjustments in the instruction in order to enhance student achievement.

Competency	Unsatisfactory	Developing	Proficient	Distinguished
Engaging Students in Learning	Teacher does not pursue the active engagement of all students. Teacher allows off-task behavior.	Teacher activities do not match the appropriate instructional level of the students therefore students are not engaged. Students are passive learners.	Teacher implements plans for students to actively process information , (i.e. listening, reading, thinking), or communicate information (i.e. speaking, writing, performing) in ways that indicate they are on task, and challenged . Teacher uses technology to engage students.	Students , work independently, lead activities in small and cooperative groups , and contribute to the discussion. Students initiate or adapt activities or strategies to enhance their own understanding .
Varying Instruction to Meet Student Needs	Teacher instruction is whole group. The pacing and level of instruction is the same for all students.	Teacher instruction is predominantly whole group. When small group instructional activities are planned, students participate in each activity regardless of skill level or interest.	Teacher balances whole and small group instruction. Teacher extends and remediates instruction to meet individual needs. Opportunities are provided for students to select activities based on learning styles and interest .	Teacher differentiates instruction with multiple or tiered assignments so that each child is challenged at his/her own level. Teacher allows students to choose , with the teacher's guidance, ways to learn and to demonstrate mastery .

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Competency	Unsatisfactory	Developing	Proficient	Distinguished
Using Quality Questions and Discussion	Teacher makes inadequate use of questioning techniques. Teacher asks few high level questions. Teacher does not provide opportunities for discussion.	Teacher does not provide wait time and allows unison response. Teacher does not ask questions at the appropriate level aligned to the instructional objective(s). Teacher provides for limited student interaction or discussion.	Teacher asks high and low order questions . Teacher directs questions individually to the appropriate student to extend or reinforce learning. Teacher uses questions to help direct the lesson and check for understanding .	Both students and teacher formulate high level questions (appropriate for cognitive ability) and lead challenging discussions based on the learning objective(s) to stimulate independent, creative , and critical thinking .
Creating Opportunities for Students to Monitor Their Own Performance	Teacher awards grades inaccurately; grades are not based on student achievement.	Teacher does not provide models for students; students do not know what mastery looks like or when mastery has been achieved.	Teacher provides exemplary models and explains the criteria to students. Teacher uses a variety of methods for developing criteria such as rubrics. Based on the criteria, students are able to predict their own grade .	Students track their own progress and are taught to use tools such as graphs and portfolios. Students use technology to assist in monitoring progress. Students are provided opportunities individually and with others to reflect, edit and improve their work .
Adjusting and Monitoring Instruction to Enhance Achievement	Teacher adheres rigorously to instructional plan. Does not adapt or revise based on student needs.	Teacher does not plan formative assessments and therefore makes adjustments to instruction erroneously.	Teacher adjusts instruction during and after the lesson based on student performance. Teacher provides feedback to students so they can increase their achievement. Teacher supports struggling students to reach proficiency.	Teacher adjusts grouping to ensure deeper conceptual understanding by all students. Teacher invites input from students in order to monitor and adjust instruction, activities, and pacing to respond to differences in student needs.

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Competency	Unsatisfactory	Developing	Proficient	Distinguished
Using Traditional and Alternative Assessments to Increase Achievement	Teacher does not align tests with district standards and/or what was taught.	Teacher only uses “paper and pencil” assessments. Teacher does not vary the methods of assessment.	Teacher provides many opportunities through a variety of strategies (formal and informal, traditional and alternative) to collect information about student learning. Students are given opportunities to practice the format of high stakes assessments.	Students are required to demonstrate mastery of content through application. Assessments often are interdisciplinary. Teacher has students practice with online assessments. Teacher uses technology when appropriate to design and deliver formative assessments.
Using Technology To Support Learning	Teacher uses technology for personal and administrative purposes only.	Teacher infrequently uses technology in the delivery of instruction. The teacher relies on others (e.g. lab teacher, technology coach) to get technology into the hands of the students.	Teacher’s lesson and unit plans make use of district provided technology resources. Classroom instruction reflects innovative strategies integrating technology. Technology is in the hands of the students as demonstrated by student work. The teacher uses technology to access student data.	Teacher uses technology as an integral part of instruction, learning and assessment. Lesson plans integrate technology to differentiate instruction and enhance learning. Teacher identifies and locates technology resources and evaluates them for accuracy and suitability to improve instructional practice and maximize student learning. Teacher uses technology resources to collect, analyze, interpret and report data on student performance.

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DOMAIN IV. COMMUNICATING PROFESSIONAL COMMITMENT

The teacher takes responsibility for his/her professional development in support of school and district initiatives/goals. The teacher works collaboratively with colleagues to enhance student performance and develops positive relationships with families and community.

Competency	Unsatisfactory	Developing	Proficient	Distinguished
Developing Positive Relationships with Families and Community	Teacher provides no information to families and makes no attempt to engage them in the instructional program. Teacher handles parent/family concerns unprofessionally.	Teacher responds to family initiated contact.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns. Teacher invites families and community into the classroom.	Teacher communicates about individual student progress on a regular basis and informs parents of positive student progress as well as concerns. Teacher successfully engages family and community in the instructional program.
Collaborating with Colleagues for Student Progress	Teacher works in isolation and only participates in collegial activities when required.	Teacher relationships are limited to grade level and/or department.	Teacher pursues collegial relationships and attends professional learning community meetings to increase student achievement.	Teacher initiates collegial meetings. Teacher brings research, student data, strategies, and interventions to the meeting. Teacher demonstrates leadership among staff. Teacher actively engages in formal and informal mentoring and coaching relationships.
Taking Responsibility for Professional Development	Teacher does not attend required staff development and/or does not participate in professional development activities even when such activities are clearly needed for development of teaching skills.	Teacher attends only mandated staff development.	Teacher integrates professional learning into classroom practice. Teacher refines and assesses effectiveness of strategies in terms of student achievement.	Teacher pursues opportunities for professional development to enhance content knowledge and pedagogical skills. Teacher uses acquired knowledge and research to impact positive change in his/her classroom and the school.
Supporting School and District Goals	Teacher does not participate in or implement School Improvement Plan. Teacher communicates to others negatively about school/district programs.	Teacher attends required School Improvement Plan activities. Teacher is not knowledgeable of how to implement strategies in the classroom.	Teacher participates in the planning and implementation of School Improvement Plan activities. Teacher works consistently as a team member.	Teacher contributes to school/district initiatives assuming leadership with colleagues. Teacher contributes to decision-making processes and serves on sub-committees. Teacher models school/district initiatives.

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Example sources of documentation:

(This suggested list is designed to help generate ideas about how to document competencies and foster conversation about teacher performance as it relates to the rubric.)

- Classroom Observations/Visitations
- FPMS Summative Observation Form
- Lesson Plans
- Progress Monitoring
- Classroom Assessments
- District/State Assessments
- Common Assessments
- Grade Book
- Inservice Records
- Individual Professional Development Plan
- Committee/Meeting Rosters and Notes
- Conferences/Interviews
- College Transcripts (current year)
- Portfolios (student and teacher)
- Family Contact Logs
- Membership in Professional Organizations
- Curriculum Maps
- CARE Outcomes and Recommendations
- MEASURE Plan