Teacher Evaluation Rubric

Hastings Public Schools
2014-15 School Year

Domain 1: Planning and Preparation

Domain	Unsatisfactory	Basic	Proficient	Distinguished
Domain 1	The teacher's plans reflect little knowledge of the content or of prerequisite relationships within the discipline. Learning outcomes are stated as activities, reflecting unimportant learning and little understanding of students' prior knowledge and skill. Lessons and units are not designed to engage students in high-level thinking and problem solving, permit no differentiation, and use only district-provided materials. Assessments are poorly aligned with the learning outcomes and yield little information that can be used to shape future instruction.	The teacher's plans reflect superficial knowledge of the content or scant knowledge of prerequisite relationships within the discipline. Some of the learning outcomes are not stated clearly, and not all represent important learning; they also reflect uneven understanding of students' prior knowledge and skill. Lessons and units are not designed to engage students in high-level thinking and problem solving, permit little differentiation, and use a narrow range of materials. Assessments are partially aligned with the learning outcomes and yield only moderate information that can be used to shape future instruction.	The teacher's plans reflect important learning and knowledge of the content and prerequisite relationships within the discipline. Learning outcomes are stated clearly, reflecting understanding of prior knowledge and skill of groups of students. Lessons and units are designed to engage students in high-level thinking and problem solving, may be differentiated to address the needs of groups of students, and use a wide range of materials. Assessments, both formative and summative, are largely aligned with the learning outcomes and yield information that can be used to shape ongoing instruction.	The teacher's plans reflect important learning and deep knowledge of the content and prerequisite relationships within the discipline and between disciplines. Learning outcomes are stated clearly, reflecting understanding of prior knowledge and skill of individual students. Lessons and units are designed to engage students in complex thinking and problem solving, may be differentiated to address the needs of individual students, and are supplemented by extensive external resources. Assessments, both formative and summative, are fully aligned with the learning outcomes and yield much information that can be used to shape ongoing instruction.
Critical Attributes	• The teacher's plans do not accommodate prerequisite relationships. • The teacher does not try to ascertain varied ability levels among students in the class. • Outcomes lack rigor or are stated as activities. • The teacher uses only district-provided materials, even when more variety would assist some students. • The instructional plan is not aligned to the stated outcomes. • Summative assessments do not match instructional outcomes and no formative assessments have been designed.	• The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. • The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." • Outcomes represent a mixture of low expectations and rigor. • The teacher uses materials in the school library but does not search beyond the school for resources. • The instructional plan is partially aligned to the stated outcomes • Summative assessments partially match instructional outcomes and/or formative assessments are rudimentary.	• The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher has identified "high," "medium," and "low" groups of students within the class. • Outcomes represent high expectations and rigor, and are written in terms of what students will learn rather than do. • Texts are supplemented by guest speakers and field experiences. • The instructional plan is fully aligned to the stated outcomes. • All the learning outcomes have a method for assessment with plans for formative assessment during instruction.	• The teacher cites intra- and interdisciplinary content relationships. • The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • Outcomes are related, where appropriate, to the Common Core State Standards and are differentiated to suit individual students. • The teacher has ongoing relationships with colleges and universities that support student learning. • The instructional plan is fully aligned to the stated outcomes with some opportunity for student choice of activities. • Students develop rubrics for teacher-specified learning outcomes and design formative assessments.

Domain 2: The Classroom Environment

Component 2a	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Critical Attributes	• The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. • Students' body language indicates feelings of hurt, discomfort, or insecurity. • The teacher displays no familiarity with, or caring about, individual students. • The teacher disregards disrespectful interactions among students.	• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher attempts to respond to disrespectful behavior among students, with uneven results. • The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	• Talk between the teacher and students and among students is uniformly respectful. • The teacher successfully responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher makes general connections with individual students. • Students exhibit respect for the teacher.	• The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. • There is no disrespectful behavior among students. • When necessary, students respectfully correct one another. • Students participate without fear of put-downs or ridicule from either the teacher or other students. • The teacher respects and encourages students' efforts.

Indicators include:
- Respectful talk, active listening, and turn-taking
- Acknowledgment of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

Component 2c	Unsatisfactory	Basic	Proficient	Distinguished
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
Critical Attributes	• Students not working with the teacher are not productively engaged. • Transitions are disorganized, with much loss of instructional time. • There do not appear to be any established procedures for distributing and collecting materials. • A considerable amount of time is spent off task because of unclear procedures. • Volunteers and paraprofessionals have no defined role and/or are idle much of the time.	• Students not working directly with the teacher are only partially engaged. • Procedures for transitions seem to have been established, but their operation is not smooth. • There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. • Classroom routines function unevenly. • Volunteers and paraprofessionals require frequent supervision.	• Students are productively engaged during small-group or independent work. • Transitions between large- and small-group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly. • Volunteers and paraprofessionals work with minimal supervision.	• With minimal prompting by the teacher, students ensure that their time is used productively. • Students take initiative in distributing and collecting materials efficiently. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Volunteers and paraprofessionals take initiative in their work in the class.

Indicators include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

Component 2d	Unsatisfactory	Basic	Proficient	Distinguished
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Critical Attributes	• The classroom environment is chaotic, with no standards of conduct evident. • The teacher does not monitor student behavior. • Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	• The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. • The teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	• Standards of conduct appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate. • The teacher frequently monitors student behavior. • The teacher's response to student misbehavior is effective.	• Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. • The teacher silently and subtly monitors student behavior. • Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

Indicators include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

Domain 3: Instruction

Component 3b	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	• Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the teacher and students; students are not invited to speak directly to one another. • The teacher does not ask students to explain their thinking. • Only a few students dominate the discussion.	• The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. • The teacher invites students to respond directly to one another's ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. • The teacher asks students to explain their reasoning, but only some students attempt to do so.	• The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher asks students to justify their reasoning, and most attempt to do so.	• Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion.

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their   classmates
- High levels of student participation in discussion

Component 3c	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Critical Attributes	• Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	• Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities.	• Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher uses groupings that are suitable to the lesson activities.	• Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Indicators include:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works"
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
Critical Attributes	• The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher does not ask students to evaluate their own or classmates' work.	• There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer assessment.	• The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students.	• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

Indicators include:
- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

Domain 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished
Domain 4	The teacher demonstrates low ethical standards and little sense of professionalism for improving his/her own teaching and collaboration with colleagues. Record-keeping systems are chaotic and ineffective, with information lost or missing. Communication with families is unclear, infrequent, and culturally insensitive. The teacher avoids participation in both school and LEA projects, unless specifically required to do so, and makes a minimal commitment to professional development. Reflection on teaching is infrequent or inaccurate, resulting in few ideas for improvement.	The teacher demonstrates modest ethical standards and a moderate sense of professionalism for improving his/her own teaching, and modest collaboration with colleagues. Record-keeping systems are minimal and partially effective. Communication with families is sometimes unclear, sporadic, and of mixed cultural sensitivity. The teacher participates to a minimal extent in both school and LEA projects, and makes a modest commitment to professional development. Reflection on teaching is sporadic and occasionally accurate, resulting in inconsistent ideas for improvement.	The teacher demonstrates high ethical standards and a sense of professionalism, focused on improving his/her own teaching and collaborating with colleagues. Record-keeping systems are efficient and effective. Communication with families is clear, frequent, and culturally sensitive. The teacher participates in both school and LEA projects, and engages in professional development activities. Reflection on teaching is frequent and accurate, resulting in valuable ideas for improvement.	The teacher demonstrates the highest ethical standards and a deep sense of professionalism, focused on improving his/her own teaching and supporting the ongoing learning of colleagues. Record-keeping systems are efficient and effective, with evidence of student contribution. Communication with families is clear, frequent, and culturally sensitive, with meaningful student participation. The teacher assumes leadership roles in both school and LEA projects, and engages in a wide range of professional development activities. Reflection on teaching is insightful, resulting in valuable ideas for improvement that are shared across professional learning communities and contribute to improving the practice of colleagues.
Critical Attributes	• The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • Record-keeping systems are in disarray and provide incorrect or confusing information. • Little or no information regarding the instructional program is available to parents. • The teacher's relationships with colleagues are characterized by negativity or combativeness. • The teacher ignores opportunities to engage in professional learning. • There is some suspicion of questionable ethics. • The teacher willfully ignores district regulations.	• The teacher has a general sense of whether or not instructional practices were effective. • The teacher's process for tracking student progress is cumbersome to use. • School- or district-created materials about the instructional program are sent home. • The teacher has cordial relationships with colleagues. • The teacher participates in professional development activities when they are required or provided by the district. • There is no evidence of unethical behavior. • The teacher complies with district regulations.	• The teacher accurately assesses the effectiveness of instructional activities used. • The teacher has an effective process for recording student assignments and progress; students are able to see how they're doing. • The teacher regularly sends home culturally sensitive information about the instructional program. • The teacher has supportive and collaborative relationships with colleagues. • The teacher seeks regular opportunities for continued professional development. • The teacher is honest and known for having high standards of integrity. • The teacher complies with both the spirit and the letter of district regulations.	• The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • Students contribute to and maintain records indicating completed work assignments. • Students regularly develop materials to inform their families about the instructional program. • The teacher takes a leadership role in promoting activities related to professional inquiry. • The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher is sought out by colleagues and students for advice on matters of ethical conduct. • The teacher takes a leadership role regarding district regulations.