### A. Planning and Preparation for Learning

Does Not Meet Improvement Highly Effective Effective Standards Necessary The teacher: Is expert in the subject area Knows the subject matter wells somewhat familiar with the Has little familiarity with the a. and up to date on authoritatiand has a good grasp of chilsubject and has a few ideas subject matter and few ideas research on child developmedevelopment and how stude ways students develop and on how to teach it and how Knowledge and how students learn. learn. learn. students learn. Has a detailed plan for the Plans the year so students v year that is tightly aligned b. meet high standards and be with high standards and Standards ready for external ensures success on externa assessments. assessments.

# B. Classroom Management

		D. Classicom iv	lanagomon	
The teache	4 Highly Effective r:	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent and tenacious in communicating and enforcin very high expectations.	consistently enforces high	Announces and posts classroom rules and punishments.	Comes up withad hocrules and punishments as events unfold during the year.
b. Relationships	Shows 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 unfair and disrespectful to the class; plays favorites.
c. Respect	Wins all studentsÕ respect a creates a climate in which disruption of learning is unthinkable.	Wins almost all studentsÕ respect and refuses to tolera disruption.	Wins the respect of some students but there are reguldisruptions in the classroom	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotiona	Implements a program that successfully develops positive interactions and socialemotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on t need for good behavior, and makes an example of Òbad students.	Publicly berates ÒbadÓ students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in clar routines but many of the routines are not maintained.	Does not teach routines and constantly nagging, threatening, and punishing students.
f. Responsibility	Gets all students to be self- disciplined, take responsibilit for their actions, and have a strong sense of efficacy.		Tries to get students to be responsible for their actions but many lack self-discipline	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold studentsÕ attention any time.	Has a repertoire of discipline ÒmovesÓ and can capture a maintain studentsÕ attention	repertoire and some studen	Has few discipline skills and constantly struggles to get studentsÕ attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions that every minute of classrootime produces learning.	Maximizes academic learnin time through coherence, less momentum, and smooth transitions.	time due to lack of clarity,	Loses a great deal of instructional time because o confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, an self-assured and nips virtual all discipline problems in the bud.	prosonce and nine most	Tries to prevent discipline problems but sometimes littl things escalate into big problems.	Is unsuccessful at spotting a preventing discipline problems, and they frequent escalate.
j. Incentives				

### C. Delivery of Instruction

**Does Not Meet** Improvement Highly Effective Effective Standards Necessary The teacher: Exudes high expectations ar Conveys to students: This is Tells students that the subje matter is important and they hopeless. Gives up on some students determination and convinces important, you can do it, and a. IÕm not going to give up on all students that they will Expectations need to work hard. master the material. Actively inculcates a "growth mindset: take risks, learn fro Tells students that effective Doesn't counteract students Communicates a "fixed" b. mistakes, through effective effort, not innate ability, is the misconceptions about innat mindset about ability: some Mindset effort you can and will achievkey. ability. students have it, some don't at high levels. Shows students exactly wha expected by posting essentia C. Goals

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

**Does Not Meet** Improvement Highly Effective **Effective** Standards **Necessary** The teacher: Posts and reviews clear crite Posts criteria for proficiency, Tells students some of the Expects students to know (c for proficient work, including a. including rubrics and figure out) what it takes to ge qualities that their finished rubrics and exemplars, and Criteria exemplars of student work. work should exhibit. good grades. students internalize them. Gives students a well-Diagnoses studentsÕ Does a quick K-W-L (Know, Begins instruction without constructed diagnostic knowledge and skills up fron Want to Know, Learned) b. assessment up front, and u diagnosing students' skills a and makes small adjustment exercise before beginning a Diagnosis the information to fine-tune knowledge. based on the data. unit. instruction. Uses a variety of effective methods to check for understanding; immediately On-the-Spot unscrambles confusion and clarifies.

#### E. Family and Community Outreach

Does Not Meet **Improvement** Highly Effective Effective Standards **Necessary** The teacher: Tries to be sensitive to the Shows great sensitivity and Communicates respectfully culture and beliefs of Is often insensitive to the respect for family and with parents and is sensitive a. studentsÕ families but culture and beliefs of studer different familiesÕ culture ar community culture, values, Respect sometimes shows lack of families. and beliefs. values. sensitivity. Shows each parent an in-de Shows parents a genuine Does not communicate to Tells parents that he or she b. knowledge of their child and interest and belief in each parents knowledge of cares about their children a childÕs ability to reach individual children or concer **Belief** strong belief he or she will wants the best for them. about their future. meet or exceed standards. standards. Gives parents clear, user-Gives parents clear Sends home a list of Doesn't inform parents about friendly learning and behavidexpectations for student classroom rules and the learning and behavior Expectations expectations and exemplars learning and behavior for the syllabus for the year. expectations. proficient work. year. Makes sure parents hear Promptly informs parents of Lets parents know about Seldom informs parents of d. positive news about their behavior and learning problems their children are concerns or positive news children first, and immediate problems, and also updates Communication having but rarely mentions about their children. flags any problems. parents on good news. positive news. Frequently involves parents Updates parents on the Sends home occasional Rarely if ever communicates supporting and enriching the unfolding curriculum and suggestions on how parent e. with parents on ways to held curriculum for their children suggests ways to support can help their children with Involving their children at home. it unfolds. learning at home. schoolwork. Assigns highly engaging Assigns appropriate Assigns homework but is Assigns homework, keeps homework, gets close to a homework, holds students resigned to the fact that mai track of compliance, but students wonÕt turn it in, ar Homework 100% return, and promptly accountable for turning it in, rarely follows up. provides helpful feedback. and gives feedback. doesn't follow up. Deals immediately and Does not respond to parent Responds promptly to paren is slow to respond to some successfully with parent concerns and makes parent concerns and makes parents parent concerns and comes Responsivenes concerns and makes paren feel unwelcome in the feel welcome in the school. across as unwelcoming. feel welcome any time. classroom. Uses student-led conference Uses report card conference Gives out report cards and report cards, and informal Uses conferences and repo to tell parents the areas in expects parents to deal with talks to give parents detailed cards to give parents feedba which their children can the areas that need Reporting and helpful feedback on on their childrenOs progress improve. improvement. childrenÕs progress. Is successful in contacting a Tries to contact all parents, Makes little or no effort to Tries to contact all parents a working with all parents, but ends up talking mainly is tenacious in contacting ha contact parents. Outreach including those who are har the parents of high-achievir to-reach parents. to reach. students. Successfully enlists classroo Reaches out to families and volunteers and extra resour Asks parents to volunteer in Does not reach out for extra community agencies to bring from homes and the the classroom and contribut support from parents or the Resources in volunteers and additional community to enrich the extra resources. community. resources. curriculum.

Overall rating: Comments:

## **Evaluation Summary Page**

TeacherÕs name:			School year:			
School:		Subject are	Subject area:			
Evaluator:			Position:			
RATINGS ON INDIVIDU	JAL RUBRIO	CS:				
A. Planning and Prepar	ation for Le	<u>arn</u> ing:				
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards			
B. Classroom Manager	<u>ne</u> nt:					
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards			
C. Delivery of Instruction	<u>n</u> :					
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards			
D. Monitoring, Assessn	nent, and Fo	ollow-Up:				
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards			
E. Family and Commun	ity Outreach	n:				
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards			
F. Professional Respon	sibilities:					
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards			
OVERALL RATING:						
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards			
OVERALL COMMENTS	BY SUPER	RVISOR:				
OVERALL COMMENTS	BY TEACH	IER:				
PrincipalÕs signature: _		D	ate:			
TeacherÕs signature: _			Date:			

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

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