Eastern High School Teacher Evaluation Rubric

Strand	Ineffective	Minimally Effective	Effective	Highly Effective	Documentation & Artifacts	Point Values
SECTION #1: STUDENT ACHIEVEMENT (0 - 34 points)						
Strand	0 points	6 points	12 points	17 points		
School Achievement	No growth	0.1% to 4.9% growth	5.0% to 9.9% growth	≥10.0% growth	School Aggregate Data (MEAP/MME)	0-17
Classroom Achievement	No growth	0.1% to 4.9% growth	5.0% to 9.9% growth	≥10.0% growth	Classroom Data (Building-wide Initiatives)	0-17
SECTION #2: PLANNING & PREPARATION (0 - 15 points)						
Strand	0 points	1 point	2 points	3 points		
Learning Objective	Teacher develops a **general** student learning objective for her/his class OR **does not** develop a learning objective at all.	Teacher develops a **measureable** student learning objective for her/his class.	Teacher develops a **measurable** student learning objective for her/his class that is **aligned** with a data-based need.	Teacher develops an **ambitious** and **measurable** student learning objective for her/his class that is **aligned** with a data-based need.	Evidence presented throughout the observation cycle	0-3
Articulation of Learning Objective	**Less than half** of the students can communicate (in a developmentally appropriate manner) the learning objective and how it will be assessed.	**Half** of the students can communicate (in a developmentally appropriate manner) the learning objective and how it will be assessed.	**Most** students can communicate (in a developmentally appropriate manner) the learning objective and how it will be assessed.	**All or nearly all** students can communicate (in a developmentally appropriate manner) the learning objective and how it will be assessed.	Documented responses during observations	0-3
Lesson/Unit Planning & Essential Concepts	Teacher **does not plan** by identifying the standards that her/his students will master OR **does not articulate** essential concepts.	The teacher plans by: 1) **identifying** the standards that her/his students will master; and 2) **articulating** essential concepts.	The teacher plans by: 1) **identifying** the standards that her/his students will master; 2) **articulating** essential concepts; and 3) **creating** well-designed assessments.	The teacher plans by: 1) **identifying** the standards that her/his students will master; 2) **articulating** essential concepts; 3) **creating** well-designed assessments; and 4) **allocating** an instructionally appropriate amount of time for learning activities.	Evidence presented throughout the observation cycle	0-3
Articulation of Essential Concepts	For any given unit, **less than half** of the students can communicate (in a developmentally appropriate manner) the essential concepts.	For any given unit, **half** of the students can communicate (in a developmentally appropriate manner) the essential concepts.	For any given unit, **most** students can communicate (in a developmentally appropriate manner) the essential concepts.	For any given unit, **all or nearly all** students can communicate (in a developmentally appropriate manner) the essential concepts.	Documented responses during observations	0-3
Standards-Based Planning	Teacher has **little or no evidence** of lesson/unit planning based on the standards.	Teacher plans lessons/units by **identifying** learning objectives that are **aligned** to the standards.	Teacher plans lessons/units by: 1) **identifying** lesson objectives that are **aligned** to the standards and connected to **prior learning**; and 2) **matching** instructional strategies to the learning objectives.	Teacher plans lessons/units by: 1) **identifying** lesson objectives that are **aligned** to the standards and connected to **prior learning**; 2) **matching** instructional strategies to the learning objectives; and 3) **designing** formative assessments that measure progress towards mastery.	Evidence presented throughout the observation cycle	0-3

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SECTION #3: CLASSROOM INSTRUCTION (0 - 18 points)						
Strand	0 points	1 point	2 points	3 points		
Instructional Balance	There is an **inappropriate balance** between teacher-directed and student-centered learning. Students **do not have adequate** opportunities to practice, apply, and demonstrate what they are learning because the lesson is almost entirely teacher directed; or, opportunities are not meaningful because students are released to work before receiving appropriate instruction.	There is **some balance** between teacher-directed and student-centered learning. While students have **some** opportunities to practice, apply, and demonstrate what they are learning, these opportunities are not entirely meaningful because there is more teacher-directed instruction than appropriate or students are released to work before receiving appropriate instruction.	There is an **appropriate balance** between teacher-directed and student-centered learning during the lesson, such that students **have adequate** opportunities to meaningfully practice, and apply what they are learning.	There is an **appropriate balance** between teacher-directed and student-centered learning during the lesson, such that students **have adequate** opportunities to meaningfully practice, apply, and **demonstrate** what they are learning.	Evidence presented throughout the observation cycle	0-3
Coherent Content Delivery	Explanation of content is **unclear** or **incoherent**. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are **generally ineffective** in building student understanding.	Explanation of content is generally **clear** and **coherent**, with a few exceptions. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are **not entirely effective** in building student understanding.	Explanation of content is **clear** and **coherent**, and it **builds** student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.	Explanation of content is **consistently clear** and **coherent**, and it **builds** student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.	Evidence presented throughout the observation cycle	0-3
Connection to Prior Knowledge	The teacher **does not** make connections with students' prior knowledge, students' experiences and interests, other content areas, or current events; or, **connections are ineffective** at building understanding of content.	The teacher makes **few** connections with students' prior knowledge, students' experiences and interests, other content areas, or current events, but **connections are not entirely effective** at building understanding of content.	The teacher **makes** connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to **effectively build** understanding of content.	The teacher **makes connections** and **asks students to make connections** with their prior knowledge, experiences and interests, other content areas, or current events to **effectively build** understanding of content.	Evidence presented throughout the observation cycle	0-3
Higher-Level Student Responses	**Few** or **no students** answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-levels of understanding.	**Some students** answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-levels of understanding.	**Most students** answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-levels of understanding, showing that they are accustomed to being asked these kinds of questions.	**Almost all students** answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-levels of understanding, showing that they are accustomed to being asked these kinds of questions.	Evidence presented throughout the observation cycle	0-3
Check for Understanding	The teacher **rarely or never** gets an accurate "pulse" at key moments because **checks do not** gather information about the depth of understanding.	The teacher **sometimes** gets an accurate "pulse" at key moments by using **one or more checks** that gather information about the depth of understanding for **select** students.	The teacher **almost always** gets an accurate "pulse" at key moments by using **one or more checks** that gather information about the depth of understanding for a **range of students**.	The teacher **always** gets an accurate "pulse" at key moments by using **one or more checks** that gather information about the depth of understanding for **all or nearly all students**.	Evidence presented throughout the observation cycle	0-3
Scaffolding Learning	When students demonstrate misunderstandings or partial understandings, the teacher **rarely or never** uses effective scaffolding techniques that enable students to construct their own understandings.	When students demonstrate misunderstandings or partial understandings, the teacher **sometimes** uses effective scaffolding techniques that enable students to construct their own understandings.	When students demonstrate misunderstandings or partial understandings, the teacher **almost always** uses effective scaffolding techniques that enable students to construct their own understandings.	When students demonstrate misunderstandings or partial understandings, the teacher **always** uses effective scaffolding techniques that enable students to construct their own understandings.	Evidence presented throughout the observation cycle	0-3

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SECTION #4: CLASSROOM ENVIRONMENT (0 - 15 points)

Strand	0 points	1 point	2 points	3 points		
Routines & Procedures	Routines and procedures are **not evident** or are **generally ineffective**; the teacher heavily directs activities and transitions, students are frequently unclear about what they should be doing, or students rarely follow the teacher's directions.	Routines, procedures, and transitions **require significant teacher prompting and direction**; students are **sometimes unclear** about what they should be doing and **frequently** ask questions or require the teacher to repeat directions.	Routines, procedures, and transitions **run smoothly** with **some prompting** from the teacher; students generally know their responsibilities.	Routines, procedures, and transitions are **orderly, efficient, and systematic** with **minimal prompting** from the teacher; students know their responsibilities and **some students share responsibility** for leading the operations and routines in the classroom.	Evidence presented throughout the observation cycle	0-3
Positive Rapport	There is **little** or **no evidence** of a positive rapport between the teacher and the students; or, there is evidence that the teacher has a **negative** rapport with some students.	The teacher has a **positive rapport with some** students but not others, but there is no evidence of negative rapport.	The teacher has a **positive rapport with many** students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.	The teacher has a **positive rapport with all or nearly all** students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.	Evidence presented throughout the observation cycle	0-3
Safety & Risk-Taking	The classroom environment is **not safe** for students, such that students are **frequently unwilling** to take on challenges and risk failure.	The classroom environment is **generally safe** for students, such that students are willing to take on challenges and risk failure, but there are **some exceptions**.	The classroom environment is **safe for many** students, such that students **are willing** to take on challenges and risk failure.	The classroom environment is **safe for all or nearly all** students, such that students **are willing** to take on challenges and risk failure.	Evidence presented throughout the observation cycle	0-3
Redirecting Unproductive Behavior	Inappropriate or off-task student behavior **frequently** interrupts or delays the lesson.	Inappropriate or off-task student behavior **sometimes** interrupts or delays the lesson.	Inappropriate or off-task student behavior **rarely** interrupts or delays the lesson.	Inappropriate or off-task student behavior **never** interrupts or delays the lesson, because no such behavior occurs or because when such behavior occurs the **teacher efficiently addresses it**.	Evidence presented throughout the observation cycle	0-3
Reinforcing Productive Behavior	The teacher **rarely** or **never** reinforces positive behavior and academic persistence; or, the teacher does so for **only a few students**.	The teacher **sometimes** reinforces positive behavior and academic persistence, but does not do so in a meaningful way.	The teacher **consistently** reinforces positive behavior and academic persistence, but **does not** do so in a meaningful way.	The teacher **frequently** reinforces positive behavior and academic persistence, and **does** so in a meaningful way.	Evidence presented throughout the observation cycle	0-3

SECTION #5: COMMITMENT TO SCHOOL COMMUNITY (0 - 6 points)

Strand	0 points	1 point	2 points	3 points		
Student, Family & Community Partnerships	Teacher **rarely** or **never** engages students, families, and/or community partners. (Logs 6 hours or less of engagement)	Teacher **sometimes** engages students, families, and/or community partners. (Logs 7 to 10 hours of engagement)	Teacher **consistently** engages students, families and/or community partners. (Logs 11 to 15 hours of engagement)	Teacher **consistently** and **innovatively** engages students, families, and/or community partners. (Logs 16+ hours of engagement)	Engagement Log	0-3
Teacher Collaboration	Teacher **rarely** collaborates with colleagues to **improve student achievement**. (Logs 6 hours or less of collaboration)	Teacher **sometimes** collaborates with colleagues to **improve student achievement**. (Logs 7 to 10 hours of collaboration)	Teacher **consistently** collaborates with colleagues to **improve student achievement**. (Logs 11 to 15 hours of collaboration)	Teacher **consistently** and **proactively** collaborates with colleagues to **improve student achievement.** (Logs 16+ hours of collaboration)	Collaboration Log	0-3

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SECTION #6: CORE PROFESSIONALISM (0 - 12 points)

Strand	0 points	1 point	2 points	3 points		
Teacher Attendance	Individual has **3 or more** unexcused absences (i.e., absences that are in violation of procedures set forth by district and building policy).	Individual has **2** unexcused absences (i.e., absences that are in violation of procedures set forth by district and building policy).	Individual has **1** unexcused absence (i.e., absences that are in violation of procedures set forth by district and building policy).	Individual has **no** absences (i.e., absences that are in violation of procedures set forth by district and building policy).	AESOP, KALPA, Sign-in Sheets, Administrator Documentation	0-3
Teacher Timeliness	Individual has **3 or more** late arrivals (i.e., late arrivals that are in violation of procedures set forth by district and building policy).	Individual has **2** late arrivals (i.e., late arrivals that are in violation of procedures set forth by district and building policy).	Individual has **1** late arrival (i.e., late arrivals that are in violation of procedures set forth by district and building policy).	Individual has **no** late arrivals (i.e., late arrivals that are in violation of procedures set forth by district and building policy).	AESOP, KALPA, Sign-in Sheets, Administrator Documentation	0-3
Support of Policies & Procedures	Individual demonstrates **active resistance** to following policies and procedures (e.g., evaluation self-assessment, submitting student discipline referrals, principal requested documentation, etc.)	Individual demonstrates a **pattern of failing** to follow policies and procedures (e.g., evaluation self-assessment, submitting student discipline referrals, principal requested documentation, etc.)	**With rare exception**, individual follows policies and procedures (e.g., evaluation self-assessment, submitting student discipline referrals, principal requested documentation, etc.)	Individual **always** follows policies and procedures (e.g., evaluation self-assessment, submitting student discipline referrals, principal requested documentation, etc.)	Administrator Documentation	0-3
Respectful Interactions	Individual demonstrates **hostility towards** any of the following: students, colleagues, parents, and/or community members.	Individual demonstrates a **pattern of failing** to interact with students, colleagues, parents, or community members in a respectful manner.	**With rare exception**, individual interacts with students, colleagues, parents, and community members in a respectful manner.	Individual **always** interacts with students, colleagues, parents, and community members in a respectful manner.	Administrator Documentation	0-3

Section Totals		
Section 1	Student Achievement	
Section 2	Planning & Preparation	
Section 3	Classroom Instruction	
Section 4	Classroom Environment	
Section 5	Commitment to School Community	
Section 6	Core Professionalism	

OVERALL EFFECTIVENESS RATING (0 - 100 points)

	Ineffective	Minimally Effective	Effective	Highly Effective	Total Points
Total Points	0 – 33 points	34 – 55 points	56 – 82 points	83 – 100 points	

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