

# GNCS Learning and Teaching Rubric

Please note that confidentiality rules prohibit us from posting personal data when there are fewer than 10 teachers or principals. However, specific inquiries about teacher qualifications or assessments may be made to [andiaye@greaternewarkcharterschool.org](mailto:andiaye@greaternewarkcharterschool.org)

These rubrics are designed to provide a comprehensive evaluation of teachers, giving each teacher clear, standards-based feedback on performance in six areas:

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities

Using these rubrics to evaluate teachers should give teachers more precise feedback on their strengths and weaknesses and (if they are performing below par), a detailed idea of what better performance looks like. To be viable, these rubrics should only be used after frequent classroom visits by the administrator, following the model described in Kim Marshall's three *Phi Delta Kappan* articles (see [www.marshallmemo.com](http://www.marshallmemo.com) for copies). Below is a brief summary of how supervision and evaluation should ideally proceed:

1. During the school year, the school director/deans make multiple supervisory visits to the teacher's classroom and provides written follow-up with the teacher to put each observation in perspective.
2. During the year, the school director /deans should have on-going conversations with the teacher about student learning results on interim and summative assessments. These conversations are not part of the final evaluation, but the supervisor should be looking at whether teachers are using formative assessment data to continuously improve their teaching and help struggling students. The theory of action here is that conversations about learning results are best conducted in a low-stakes, non-evaluative context and that teachers are the best drivers of the data-driven improvement process.
3. When it is time to set Part 1 and Part 2 of professional goals, the deans will ask the teacher to self-assess by using a highlighter to mark the 4-3-2-1 level that best matches the teacher's performance on each of the lines.
4. The school director/deans then gives an overall 4-3-2-1 rating for each of the six areas of teaching, writes brief comments at the bottom of each page, gives a summative 4-3-2-1 rating on the summary page, and presents the evaluation for the teacher's signature and comments.

5. Any score of 1 will require a follow-up diagnosis and prescription form the school director/dean, with a time-frame in which the teacher can improve performance and be reassessed.

© Copyright 2005 Kim Marshall

## Teacher Evaluation Criteria – Applying (Proficient)

### A. Evidence of Design: Planning and Preparation for Learning

- Knows the subject matter well and has a good grasp of child development and how students learn.
- Plans the year so students will meet state standards and be ready for external assessments.
- Plans most curriculum units backwards with standards, state tests, and some of Bloom's levels in mind.
- Plans on-the-spot and unit assessments to measure student learning.
- Anticipates misconceptions and confusions that students might have.
- Designs lessons focused on measurable outcomes aligned with unit goals and state standards.
- Designs lessons that are relevant, motivating, and likely to engage students in active learning.
- Designs lessons that use an effective, multicultural mix of materials.
- Designs lessons that target diverse learning needs, styles, and interests.
- Organizes classroom furniture, materials, and displays to support unit and lesson goals.

### B. Evidence of Engagement: Classroom Management

- Clearly communicates and consistently enforces high standards for student behavior.
- Is fair and respectful toward students and builds positive relationships.
- Commands respect and refuses to tolerate disruption.
- Fosters positive interactions among students and teaches useful social skills.
- Teaches routines and has students maintain them all year.
- Develops students' self-discipline and teaches them to take responsibility for their own actions.
- Has a repertoire of discipline "moves" and can capture and maintain students' attention.
- Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.
- Is a confident, dynamic "presence" and nips most discipline problems in the bud.
- Uses incentives wisely to encourage and reinforce student cooperation.

### C. Evidence of Engagement/Evidence of Literacy Instruction: Delivery of Instruction

- Conveys to students: This is important, you can do it, and I'm not going to give up on you.
- Tells students it's okay to make mistakes; effective effort, not innate ability, is the key
- Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.
- Activates students' prior knowledge and hooks their interest in each unit and lesson.
- Uses clear expectations, appropriate language, and good examples to present material.
- Orchestrates effective strategies, materials, and classroom groupings to foster student learning.
- Has students actively think about, discuss, and use the ideas and skills being taught.
- Differentiates and scaffolds instruction to accommodate most students' learning needs.
- Is flexible about modifying lessons to take advantage of teachable moments.
- Has students sum up what they have learned and apply it in a different context.
- Teacher integrates 2 ER strategies in instructional delivery.
- Teacher integrates 2-3 ERMI strategies in instructional delivery.

- Teacher integrates 2-3 LC strategies in instructional delivery.
- Teacher integrates 3-4 VIC strategies into instructional delivery

#### **D. Evidence of Design/Evidence of Literacy Instruction: Monitoring, Assessment, and Follow-Up**

- Posts clear criteria for proficiency, including rubrics and exemplars of student work.
- Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.
- Frequently checks for understanding and gives students helpful information if they seem confused.
- Has students set goals, self-assess, and know where they stand academically at all times.
- Regularly posts students' work to make visible and celebrate their progress with respect to standards.
- Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.
- Takes responsibility for students who are not succeeding and gives them extra help.
- When necessary, refers students for specialized diagnosis and extra help.
- Analyzes data from assessments, draws conclusions, and shares them appropriately.
- Reflects on the effectiveness of lessons and units and continuously works to improve them.
- Integrates journal writing into instructional activities 3-4 times weekly.
- Regularly requires and holds students accountable for annotating text/word problems.

#### **E. Family and Community Outreach**

- Communicates respectfully with parents and is sensitive to different families' culture and values.
- Shows parents a genuine interest and belief in each child's ability to reach standards.
- Gives parents clear, succinct expectations for student learning and behavior for the year.
- Promptly informs parents of behavior and learning problems, and also updates parents on good news.
- Updates parents on the unfolding curriculum and suggests ways to support learning at home.
- Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.
- Responds promptly to parent concerns and makes parents feel welcome in the school.
- Uses conferences and report cards to give parents feedback on their children's progress.
- Tries to contact all parents weekly (if not daily) and is tenacious in contacting hard-to-reach parents.
- Reaches out to families and community agencies to bring in volunteers and additional resources.

#### **F. Professional Responsibilities**

- Has very good attendance (2-3).
- Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.
- Demonstrates professional demeanor and maintains appropriate boundaries.
- Is ethical and above-board, uses good judgment, and maintains confidentiality with student records.
- Shares responsibility for grade-level and schoolwide activities and volunteers to serve on committees.
- Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.
- Keeps the administration informed about concerns and asks for help when it's needed.

- Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.
- Collaborates with colleagues to plan units, share teaching ideas, and look at student work.
- Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, and the Internet.

# Evaluation Summary Page

Teacher's name: \_\_\_\_\_ School year: \_\_\_\_\_

School: \_\_\_\_\_ Subject area: \_\_\_\_\_

Evaluator: \_\_\_\_\_

## RATINGS ON INDIVIDUAL RUBRICS:

A. Evidence of Design: Planning and Preparation for Learning	4 - Innovative	3 - Applying	2 - Emerging	1 - Beginning
B. Evidence of Engagement: Classroom Management	4 - Innovative	3 - Applying	2 - Emerging	1 - Beginning
C. Evidence of Engagement/Evidence of Literacy Instruction: Delivery of Instruction	4 - Innovative	3 - Applying	2 - Emerging	1 - Beginning
D. Evidence of Design/Evidence of Literacy Instruction: Monitoring, Assessment, and Follow-Up	4 - Innovative	3 - Applying	2 - Emerging	1 - Beginning
E. Family and Community Outreach	4 - Innovative	3 - Applying	2 - Emerging	1 - Beginning
F. Professional Responsibilities	4 - Innovative	3 - Applying	2 - Emerging	1 - Beginning
<b>OVERALL RATING</b>	<b>4 INNOVATIVE</b>	<b>3 APPLYING</b>	<b>2 EMERGING</b>	<b>1 BEGINNING</b>

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY TEACHER:

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

The teacher:	4 Innovating	3 Applying	2 Emerging	1 Beginning
a. Knowledge	Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Strategy	Has a well-honed game plan for the year that is tightly	Plans the year so students will meet state standards	Has done some thinking about how to cover high	Plans lesson by lesson and has little familiarity with

## A. Evidence of Design- Planning and Preparation for Learning

	aligned with state standards and assessments.	and be ready for external assessments.	standards and test requirements this year.	state standards and tests.
<b>c. Alignment</b>	Plans all units backwards, aligned with high standards, state assessments, and all of Bloom's levels.	Plans most curriculum units backwards with standards, state tests, and some of Bloom's levels in mind.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
<b>d. Assessments</b>	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
<b>e. Anticipation</b>	Anticipates misconceptions that students are likely to have and plans how to overcome them.	Anticipates misconceptions and confusions that students might have.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
<b>f. Lessons</b>	Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals and state standards.	Plans lessons with unit goals in mind.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
<b>g. Engagement</b>	Designs highly relevant lessons that will motivate all students and sweep them up in active learning.	Designs lessons that are relevant, motivating, and likely to engage students in active learning.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
<b>h. Materials</b>	Designs lessons involving an appropriate mix of top-notch, multicultural learning materials.	Designs lessons that use an effective, multicultural mix of materials.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
<b>i. Differentiation</b>	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target diverse learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons aimed at the "middle" of the class.
<b>j. Environment</b>	Artfully uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall Rating \_\_\_\_\_ Comments:

## B. Evidence of Engagement – Classroom Management

The teacher:	4 Innovating	3 Applying	2 Emerging	1 Beginning
<b>a. Expectations</b>	Is direct, specific, consistent, and tenacious in communicating and	Clearly communicates and consistently enforces high standards for student	Announces and posts classroom rules and punishments.	Comes up with <i>ad hoc</i> rules and punishments as events unfold during the

	enforcing very high expectations.	behavior.		year.
<b>b. Relationships</b>	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.
<b>c. Respect</b>	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
<b>d. Social-emotional</b>	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
<b>e. Routines</b>	Successfully inculcates class routines so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
<b>f. Responsibility</b>	Successfully develops students' self-discipline, self-confidence, and a sense of responsibility.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	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.
<b>g. Repertoire</b>	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline "moves" and constantly struggles to get students' attention.
<b>h. Efficiency</b>	Uses coherence, lesson momentum, and silky-smooth transitions to get the most out of every minute.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
<b>i. Prevention</b>	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Is a confident, dynamic "presence" and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
<b>j. Incentives</b>	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives away "goodies" (e.g., free time) without using it as a lever to improve behavior.

Overall Rating \_\_\_\_\_ Comments:

### C. Evidence of Engagement/Evidence of Literacy Instruction – Delivery of Instruction

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The teacher:	<b>Innovating</b>	<b>Applying</b>	<b>Emerging</b>	<b>Beginning</b>

<b>a. Expectations</b>	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
<b>b. Effort-Based</b>	Teaches students to be risk-takers, learn from mistakes, and believe that through effective effort, they will get smarter.	Tells students it's okay to make mistakes; effective effort, not innate ability, is the key.	Tells students that making mistakes doesn't mean they're stupid; they can learn from errors.	Doesn't prevent many students from feeling embarrassed when they make mistakes in school.
<b>c. Goals</b>	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
<b>d. Connections</b>	Always grabs students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Tries to make the subject interesting and relate it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
<b>e. Clarity</b>	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
<b>f. Repertoire</b>	Orchestrates highly effective strategies, materials, and groupings to involve and motivate students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
<b>g. Engagement</b>	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
<b>h. Differentiation</b>	Skillfully meets the learning needs and styles of all students by differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with special needs, with mixed success.	Fails to provide for differentiated instruction for students with special needs.
<b>i. Nimbleness</b>	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Is focused on implementing lesson plans and sometimes misses teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
<b>j. Application</b>	Consistently has students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Asks students to think about real-life applications for what they are studying.	Moves on at the end of each lesson and unit without having students summarize.
<b>k. Literacy Inst. - Extended Reasoning (Inference)</b>	Teacher integrates all 3 ER strategies in instructional delivery	Teacher integrates 2 ER strategies in instructional delivery	Teacher integrates 1 ER strategy in instructional delivery	Teacher does not integrate ER strategies into lesson delivery.

<b>l. Literacy Inst. - Extended Reasoning Main Idea</b>	Teacher integrates 4-5 ERMI strategies in instructional delivery	Teacher integrates 2-3 ERMI strategies in instructional delivery	Teacher integrates 1 ERMI strategy instructional delivery	Teacher does not integrate ERMI strategies into lesson delivery.
<b>m. Literacy Inst. - Literal Comp/Paraphrasing</b>	Teacher integrates 3-4 LC strategies in instructional delivery	Teacher integrates 2-3 LC strategies in instructional delivery	Teacher integrates 1-2 LC strategies in instructional delivery	Teacher does not integrate LC strategies in instructional delivery
<b>n. Literacy Inst. - Vocab. in Context</b>	Teacher integrates 4-5 VIC strategies into instructional delivery	Teacher integrates 3-4 VIC strategies into instructional delivery	Teacher integrates 1-2 VIC strategies into instructional delivery	Teacher does not integrate VIC strategies into instructional delivery

Overall Rating \_\_\_\_\_ Comments:

## D. Evidence of Design/Evidence of Literacy Instruction – Monitoring, Assessment, and Follow-up

The teacher:	4 Innovating	3 Applying	2 Emerging	1 Beginning
a. Criteria	Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them.	Posts clear criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses moderately effective methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary and uses it to motivate and direct effort.	Regularly posts students' work to make visible and celebrate their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention to reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, or refers students who don't need it.	Fails to refer students for special services or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart assessment data, draw action conclusions, and share them with others.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improves instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.
k. Literacy Inst. - Journal Writing	Integrates journal writing into instructional activities daily.	Integrates journal writing into instructional activities 3-4 times weekly	Integrates journal writing into instructional activities 1-2 times weekly	Does not integrate journal writing into instructional activities.
l. Literacy Inst. - Annotating	Always requires and holds students accountable for annotating text/word problems.	Regularly requires and holds students accountable for annotating text/word problems.	Sometimes requires and holds students accountable for annotating text/word problems.	Rarely/never requires or holds students accountable for annotating text/word problems.

Overall Rating \_\_\_\_\_ Comments:

## E. Family and Community Outreach

The teacher:	4 Innovating	3 Applying	2 Emerging	1 Beginning
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes has a tin ear.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear, succinct expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Does not inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and provides rich feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and gives off an unwelcoming vibe.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	In conferences, report cards, and informal talks, gives parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents more than once a week, including those who are hard to reach.	Tries to contact all parents weekly (if not daily) and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents a couple of times a month, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall Rating \_\_\_\_\_ Comments:

## F. Professional Responsibilities

The teacher:	4 Innovating	3 Applying	2 Emerging	1 Beginning
<b>a. Attendance</b>	Has perfect or near-perfect attendance (0-1).	Has very good attendance (2-3).	Has mediocre attendance (4-8).	Has poor attendance.
<b>b. Reliability</b>	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
<b>c. Professionalism</b>	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
<b>d. Judgment</b>	Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality.	Is ethical and above-board, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and discloses student information.	Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.
<b>e. Teamwork</b>	Is an important member of teacher teams and committees and frequently attends after-school activities.	Shares responsibility for grade-level and school-wide activities and volunteers to serve on committees.	When asked, will serve on a committee and attend an after-school activity.	Declines invitations to serve on committees and attend after-school activities.
<b>f. Contributions</b>	Frequently contributes valuable ideas and expertise that further the school's mission.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
<b>g. Communication</b>	Informs the administration of any concerns and reaches out for help and suggestions when needed.	Keeps the administration informed about concerns and asks for help when it's needed.	Is reluctant to share concerns with the administration or ask for help.	Bottles up concerns or constantly complains, and is not open to help.
<b>h. Openness</b>	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
<b>i. Collaboration</b>	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
<b>j. Self-Improvement</b>	Devours best practices from fellow professionals, workshops, reading, study groups, the Internet, and other sources.	Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, and the Internet.	Keeps an eye out for new ideas for improving teaching and learning.	Is not open to ideas for improving teaching and learning.

Overall Rating \_\_\_\_\_ Comments:

## Sources

The rubrics above are a synthesis of criteria for effective teaching drawn from a number of sources, including the following:

A Framework for Leading Learning (source not known)

Alexandria Public Schools (Virginia) performance evaluation rubrics (2003)

Aspire Charter Schools, California teacher evaluation rubrics

Boston Public Schools Performance Evaluation Instrument (1997)

City on a Hill Charter School (Boston) performance evaluation rubrics (2004)

Conservatory Lab Charter School (Boston) performance evaluation rubrics

*Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996)

"Indicators of Teaching for Understanding" by Jay McTighe and Eliot Seif (unpublished paper, 2005)

North Star Academy Charter School of Newark: Teaching Standards 2004-05

Roxbury Preparatory Charter School, Boston: Criteria for Outstanding Teaching, 2004-05

*The Skillful Teacher* by Jon Saphier and Robert Gower (Research for Better Teaching, 1997)

*The Three Big Rocks of Educational Reform* by Jon Saphier (Research for Better Teaching, 2005)  
Appendix A: The Tasks of Teaching

Vaughn Next Century Learning Center (Chicago) performance evaluation rubric (2004)

*What Works in Schools: Translating Research into Action* by Robert Marzano (ASCD, 2003)