

Orchard View Schools

Evaluation Rubric for Non-Tenured and Teachers needing additional Support

I. Planning and Preparation

A. Knowledge of Core Concepts

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Knowledge of Content	Teacher makes content errors or does not correct content errors that students make.	Teacher displays content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
2. Knowledge of Content Related to Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

B. Knowledge of Students

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Knowledge of Students' Varied Approaches to Learning	Teacher fails to display different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligence"	Teacher displays general understanding of the different approaches that enable students to construct meaning.	Teacher displays solid understanding of the different approaches to learning that enable students to construct meaning.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
2. Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge only for the class as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.

C. Instructional Goals

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Value of Instructional Goals	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are modestly valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher clearly articulates, and communicates to students how goals establish high expectations and relate to curriculum framework and standards.
2. Clarity of Instructional Goals	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.

D. Assess Student Learning

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the individual students.	Teacher uses assessment results to plan for individual student needs within the context of a group lesson.	Students and/or parents are aware of how they are meeting the established standards and participate in planning the next

E. Design Coherent Learning

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently producing a unified whole and reflecting recent professional research.
2. Lesson and Unit Structure	The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

II. The Classroom Environment

A. Create Environment Of Respect & Rapport

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for the teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for the teacher as an individual, beyond that for the role.

B. Establish Culture Of Learning

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail, that they value the importance of the content.
2. Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it; for example, by revising drafts on their own initiative, helping peers, and ensuring that high
3. Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment, high expectations for the learning of all students.

C. Manage Classroom Procedures

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Management of Instructional Groups	Students not working with the teacher and are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when the teacher is involved with one group.	Tasks for group work are organized and groups are managed so most students are engaged at all times.	Groups working independently and are productively engaged at all times, with students assuming responsibility for productivity.
2. Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient transitions.
3. Performance of Non-instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient transitions.

D. Manage Student Behavior

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Expectations of Student Behavior	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
2. Response to Student Behavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the students' dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the students' dignity, or behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

III. Instruction

A. Communicate Clearly and Accurately

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Directions, Procedures, Oral and Written Language	Teacher's spoken language is inaudible and/or written language is illegible. Spoken or written language may contain many grammar and syntax errors which may be confusing. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible and written language is legible. Both are used correctly. Vocabulary is correct but limited. Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' developmental age and interests. Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teachers' spoken and written language is correct and expressive, with well chosen vocabulary that enriches the lesson and is adapted to a variety of student needs. Teacher directions and procedures are clear to students and teacher checks for understanding.

B. Use Questioning and Discussion Techniques

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Quality of Questions	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Teacher makes appropriate use of students' questions.
2. Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students show evidence of understanding rules of group communication.

C. Engage Students in Learning

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Dissemination of Content	Dissemination of content is inappropriate and unclear or uses poor examples and analogies.	Dissemination of content is inconsistent in quality; Some is done skillfully with good examples; other portions are difficult to follow.	Dissemination of content is appropriate and links well with students' knowledge and experience.	Dissemination of content is appropriate and links well with students' knowledge and experience. Students contribute their own knowledge and experience related to
2. Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently producing a unified whole and reflecting recent professional research.
3. Lesson and Unit Structure	The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different approaches according to student needs.

D. Providing Feedback To Students

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Quality Accurate, Substantive, Constructive, Timely, and Specific	Feedback is either not provided or is of uniformly poor quality. Feedback is not provided in a timely manner.	Feedback is inconsistent in quality. Some elements of high quality are present; others are not. Timeliness of feedback is inconsistent.	Feedback is consistently high quality. Feedback is consistently provided in a timely manner.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning. Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

E. Demonstrate Flexibility And Responsiveness

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson with mixed results.	Teacher makes a minor adjustment to a lesson and the adjustment occurs smoothly.	Teacher successfully makes adjustments throughout the lesson in response to student needs.

IV. Student Achievement

A. Process for Tracking Student Achievement
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Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Student Progress in Learning	The teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	The teacher's system for maintaining information on student progress in learning is rudimentary or partially effective.	The teacher's system for maintaining information on student progress in learning is effective.	The teacher's system for maintaining information on student progress in learning is very effective, and the information is accessible to students.
2. Use of Data to Evaluate Effectiveness of Instruction	Assessment is focused on student achievement with limited connections made to the effectiveness of the teaching techniques employed.	Assessment results are loosely interpreted as the result of the relationship between student successes and teacher behaviors.	A variety of assessment results are used to evaluate the effectiveness of teaching strategies and behaviors on student progress.	Both formative and summative assessments are used to evaluate the effectiveness of teaching behaviors on student progress and serve as a basis for experimenting with, reflecting on, and revising practice.
3. Congruence with Instructional Goals	The content of and methods used to assess student learning lacks congruence with instructional goals.	The content of and methods used to assess student learning are loosely aligned with instructional goals.	The content of and methods used to assess student learning are aligned with instructional goals.	The content of and methods used to assess student learning are aligned to instructional goals and are differentiated according to student needs.

B. Teacher Goal for Student Growth

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. SMART (specific, measurable, attainable, realistic, timely) Goal is mutually developed by the teacher and the evaluator with final approval by evaluator.	0%-54% of the goal is attained.	55%-74% of the goal is attained.	75%-90% of the goal is attained.	90%-100% of the goal is attained.

V. Professional Responsibilities

A. Reflecting On Teaching

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Accuracy of Self Reflection	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each
2. Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved for another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he/she may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probably successes of different approaches.

B. Maintain Accurate Records

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is accurate and timely.	Teacher's system for maintaining information on student progress in learning is effective.
2. Non-Instructional Tasks	Teacher's records for non-instructional tasks are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional tasks are adequate, but they require frequent monitoring to avoid error.	Teacher's records for non-instructional tasks is accurate and timely.	Teacher utilizes technology for completion of non-instructional tasks.

C. Communicate With Families

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Information About the Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials.
2. Information About Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communication to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about student's progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.

D. Contribute to School and District

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.

E. Grow and Develop Professionally

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Enhancement of Content and Knowledge and Pedagogical Skills	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are required.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to implement new ideas in the classroom.

F. Evaluator Goal for Teacher Growth

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. SMART (specific, measurable, attainable, realistic, timely) Goal is developed by district and/or building administration with input from staff.	Teacher has shown little to no effort to meet goal.	Teacher has made minimal attempts to meet goal but has not put skills into practice.	Teacher has accomplished goal and skills are put into practice.	Teacher has met and exceeded goals and skills have been put into practice daily.

G. Showing Professionalism

Element	1- Ineffective	2- Minimally Effective	3 - Effective	4- Highly Effective
1. Collaborating for Student Success	Teacher contributes to school practices that result in some students being poorly served by the school. Teacher is unaware of resources available to assist students who need them.	Teacher does not knowingly contribute to some students who are being poorly served by the school. Teacher displays limited awareness of resources available through the school or district.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed. Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school. In addition to being aware of school and district resources, teacher is aware of additional resources through the
2. Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are professionally driven but based on limited considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

