**MSAD # 49 Teacher Evaluation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Planning and Preparation for Learning** | | | | |
|  | **Ineffective** | **Partially Effective** | **Effective** | **Highly Effective** |
| 1. **Knowledge** | Is somewhat familiar with the subject and has a few ideas of ways students develop and learn. | Knows the subject matter and has a grasp of child development and how students learn. | ***And…***  ***Extends knowledge of subject area and child development through application of purposeful professional development.*** | And…  Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity. |
| 1. **Standards/ Units/Assessments** | Teaches on an ad hoc basis with little long range planning. | Plans lessons and develops assessments with some evidence of long range connection to standards. | ***Teaches the district curriculum and Maine Guiding Principles through intentionally planned units with effective use of formative and summative assessments.*** | And…  Has a detailed plan for the year that is tightly aligned with standards and covers most Bloom levels. |
| 1. **Differentiated Lessons** | Instruction is unfocused with little awareness of the district curriculum or student learning needs. | Instruction reflects awareness of daily and long range planning somewhat consistent with the district curriculum with some awareness of student learning needs. | ***Instruction reflects detailed daily and long range planning; consistent with district curriculum with thoughtful attention to individual needs.*** | And…  Applies best practice to address student learning styles and interests. |
| 1. **Materials** | Designs lessons utilizing text book as primary instructional tool. | Plans lessons to include a mixture of a few materials to complement the textbook. | ***Designs lessons with an appropriate mix of materials and technology for the differentiated needs of students.*** | And…  Extends learning experiences through instruction and technology beyond the boundaries of the classroom. |

**Examples of Evidence/ Not Requirements**

☐ Written Plans

☐ Fidelity to Curriculum

☐ Pacing Charts

☐ Evidence of Standard Based Instruction

☐ Evidence of Differentiation (Grouping/re-grouping)

☐ Professional Development Activity

☐ Utilization of District Lesson Template of Gradual Release (To, With, By)

☐ Collaboration with colleagues (may include past instructor)

☐ Other

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Classroom Management** | | | | |
|  | **Ineffective** | **Partially Effective** | **Effective** | **Highly Effective** |
| 1. **Expectations** | Comes up with rules and consequences as events unfold. | Announces and publishes classroom rules and consequences. | ***And…***  ***Clearly communicates and consistently maintains high standards for student behavior.*** | And…  Utilizes student voice in developing rules and consequences. |
| 1. **Social- Emotional/ Relationships** | Responds to social interactions in unproductive ways which limits the building of positive relationships. | Addresses the need for good behavior but inconsistently supports an atmosphere of mutual respect. | ***Is fair and respectful toward students and builds positive relationships while modeling useful social skills.*** | And…  Creates a climate of respect and inclusiveness such that disruption of learning rarely occurs. |
| 1. **Efficient Routines** | Effective routines are absent. | Loss of teaching time due to lack of clarity of routines, interruptions, inefficient transitions, and off-task teacher behavior. | ***Teaches routines that maximize academic learning time through coherence, lesson momentum, and smooth transitions.*** | And...  Encourages students to internalize class routines. |

**Examples of Evidence/ Not Requirements:**

☐ Classroom Rules /Procedures established and communicated with clear consequences

☐ Consistently teaches routines and behaviors

☐ Models desired classroom management

☐ Posts schedule/routine/agenda of day/ block

☐ Individual Student Behavior Plans followed

☐ Redirects toward desired results

☐ Student Survey Results

☐ Other

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Delivery of Instruction** | | | | |
|  | **Ineffective** | **Partially Effective** | **Effective** | **Highly Effective** |
| 1. **Expectations** | Communicates a “fixed” (some students have it, some don’t) mindset about student ability. | Communicates a “growth” mindset about student ability. | ***And…***  ***Counteracts students’ misconceptions about innate ability by reinforcing effective effort.*** | Encourages students to internalize “growth” mindset about self-worth and ability. |
| 1. **Clarity/Goals** | Lessons lack clarity of where instruction is headed. | Tells students the lesson objectives. | ***And…***  ***Actively references instructional goals and focus for instruction that uses clear explanations, precise language, and examples.*** | And …  Integrates use of essential questions, rubrics, and student exemplars within instruction. |
| 1. **Differentiation** | Uses only one or two teaching strategies and types of materials and fails to differentiate instruction. | Uses a limited range of classroom strategies and groupings in an attempt to accommodate student learning. | ***Provides focused instruction through scaffolding and maximizing use of resources.*** | And… Utilizes differentiation to improve the learning of all students. |
| 1. **Engagement** | Attempts to get students involved but carries on with some students disengaged. | Promotes active student involvement with limited success. | ***Has students think about, discuss, and apply the ideas and skills being taught.*** | And… gets virtually all students involved in focused activities, actively learning and problem-solving, and engaged in the work. |

**Examples of Evidence/ Not Requirements:**

☐ Student survey/questionnaire

☐ Self-reflection

☐ Use of Data

☐ Pertinent Vocabulary

☐ Student Exemplars

☐ Lesson plans (including differentiation noted)

☐ Rubrics

☐ Classroom observation

☐ Capitalization of Teachable Moments

☐ Other

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Monitoring, Assessment, and Follow-Up** | | | | |
|  | **Ineffective** | **Partially Effective** | **Effective** | **Highly Effective** |
| 1. **Checks for Understanding** | Delivers instruction without considering student skills and knowledge. | Occasionally checks for understanding. | ***Frequently checks for understanding with a variety of methods and adjusts instruction to meet student needs.*** | And…  Uses the information gained to fine-tune instruction. |
| 1. **Support** | Does not consider that students have a variety of learning needs. | Recognizes that students have a variety of learning needs. | ***And…***  ***When necessary provides targeted students with extra help and refers students for specialized instruction and other possible interventions needed.*** | And…  Follows up on services needed and implements those identified. |
| 1. **Analytical Reflection** | Records students’ grades and moves on with the curriculum. | Minimal use of data to improve instruction. | ***Analyzes data from formative, interim, and summative assessments and draws conclusions to adjust the effectiveness of instruction to promote student academic growth.*** | And…  Works with colleagues to continuously improve instruction using the results of student growth. |
| 1. **Self-Assessment** | Student self-assessment opportunities not available. | Urges students to look over their work with little to no follow through. | ***Engages students in goal setting and in self- assessment in order to measure their academic growth.*** | And…  Structures academic climate to include students setting goals and continually self-assessing and, ultimately, helps students internalize their performance. |

**Examples of Evidence/ Not Requirements:**

☐ Use of standardized assessments (DRA, CTBS, NWEA, RTI data, Smarter Balanced etc.)

☐ Use of locally developed assessments

☐ Teacher created assessments

☐ Student journal entries

☐ Portfolios

☐ Examples of Student goal setting

☐ Examination of spreadsheets, charts, graphs

☐ Teacher observations

☐ Use of Entry and Exit Slips

☐ Other

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Family and Community Outreach** | | | | |
|  | **Ineffective** | **Partially Effective** | **Effective** | **Highly Effective** |
| 1. **Communication** | Informs parents of classroom learning and behavioral expectations only through scheduled conferences and reporting periods. | Informs parents of classroom learning and behavioral expectations and replies to parent contacts. | ***And…***  ***Initiates and sustains communication with parents.*** | And…  Suggests ways parents can enrich classroom learning at home. |
| 1. **Respect/ Belief** | Appears insensitive and minimally concerned about student’s family culture and values with no mention of achieving academic standards. | Voices interest in each child with respect to their family culture and values with hope that the child may reach academic standards. | ***And…***  ***Shows genuine interest in each child, a respect of family culture and values, and active support of students in attaining academic standards.*** | And…  Shows sensitivity and respect while believing that students will meet or exceed Maine’s Learning  Standards and Guiding Principles. |
| 1. **Responsiveness/Outreach** | Welcomes parent /community visits and contact at scheduled conference times and school events. | Welcomes parents/community visits and contacts within regularly scheduled work day. | ***And….***  ***Welcomes parent/community visits and contacts by accommodating reasonable requests.*** | And…  Actively seeks and encourages opportunities to extend parent/community contact; reaches out to community- as a partner to support student learning. |

**Examples of Evidence/ Not Requirements:**

☐ Newsletters/ Invitations

☐ Infinite Campus Record

☐ Syllabus/ Learning Objective/ Teacher pages

☐ Use of Volunteers/ Guest Speakers

☐ Phone log

☐ Encourages community participation

☐ Updated Homework Hotline

☐ Attendance at school events

☐ Alternate Assignment to meet family values

☐ Other

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **F. Professional Responsibilities** | | | | |
|  | **Ineffective** | **Partially Effective** | **Effective** | **Highly Effective** |
| 1. **Reliability** | Shows awareness of assignments and paperwork deadlines. | And…  Completes assignments and meets paperwork deadlines. | ***And…***  ***Is punctual and reliable with paperwork, duties, and assignments; and keeps accurate records.*** | And….  Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late. |
| 1. **Professionalism** | Shows awareness of professional manner (honesty, good judgment, confidentiality), and boundaries. | And…  Usually acts in a professional manner and maintains boundaries. | ***And…***  ***Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.*** | And…  Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality. |
| 1. **Leadership** | Attends required meetings and activities. | And…  When asked, will serve on a committee, attend an extra activity, and occasionally suggests an idea aimed at improving the school as a positive team player. | ***And…***  ***Shares responsibility for grade level and school-wide activities, takes part in extra activities, is a positive team player, contributes ideas, expertise, and time to the overall mission of the school.*** | And…  Instills in others a desire to improve the overall mission of the school to improve student results. |
| 1. **Collaboration** | Is aware of other viewpoints and ideas for improving instruction. | And…  Listens to feedback and suggestions, shares ideas about teaching, and tries out new classroom practices. | ***And…***  ***Responds constructively to suggestions and criticism; shares teaching ideas, seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.*** | And…  Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best. |

**Examples of Evidence/ Not Requirements:**

☐ Professional Development

☐ Teacher Mentor

☐ Professional Growth around Annual Goals

☐ Addresses areas of need from observation

☐ Professional Portfolio

☐ Committee Work

☐ Grade Level/Department Work/PLC Work

☐ Other