

Planning and Preparation	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4
<p>Lessons Clearly Aligned with Content Expectations</p> <p>Demonstrates knowledge of content and instruction.</p> <div data-bbox="461 1709 565 1877" style="border: 1px solid black; width: 64px; height: 80px; margin: 0 auto;"></div>	<p>Teacher makes content errors or does not correct errors students make.</p>	<p>Teacher displays basic content knowledge, but cannot articulate connections.</p>	<p>Teacher displays content knowledge and makes connections between content and other areas of the discipline.</p>	<p>Teacher displays extensive knowledge with evidence of continuous pursuit of such knowledge and makes connections between content and other disciplines or real-world applications.</p>
<p>Daily Lesson Plans are evident.</p> <div data-bbox="792 1709 896 1877" style="border: 1px solid black; width: 64px; height: 80px; margin: 0 auto;"></div>	<p>No Lesson Plan is evident.</p>	<p>There is some evidence that daily lessons and long term goals are inconsistent.</p>	<p>There is evidence that daily lessons and long term goals are aligned with the district curriculum. Instruction activities are related to learning objectives.</p>	<p>There is evidence that daily lessons are relevant to students and instructional needs of the class. Teacher differentiates and provides opportunities for deepening content knowledge.</p>
<p>Designs Lessons in a Clear and Logical Manner.</p> <div data-bbox="1159 1709 1263 1877" style="border: 1px solid black; width: 64px; height: 80px; margin: 0 auto;"></div>	<p>The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic.</p>	<p>The lesson or unit has a recognizable structure, although not uniformly maintained. Most time allocations are reasonable.</p>	<p>The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.</p>	<p>The lesson or unit structure is clear and allows for different pathways according to student needs.</p>

<p>Plans include differentiation to reflect students' interests, ability and history, as needed.</p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 0 auto;"></div>	<p>The teacher displays little knowledge of student skills and abilities and does not indicate that such knowledge is valuable.</p>	<p>Teacher recognizes the values of understanding student's abilities and skills, but only occasionally uses this to aid differentiation when planning.</p>	<p>Teacher displays knowledge of students' skills and abilities for groups of students and the class and recognizes the value of this knowledge.</p>	<p>Teacher displays knowledge of most students and their skills including those with special needs.</p>
<p>Demonstrates Knowledge of Current Resources.</p> <p>Seeks to use technology and resources to enhance student learning and engagement.</p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 0 auto;"></div>	<p>Teacher does not plan for the use of technology/resources available through the district.</p>	<p>Teacher plans for limited use of technology/resources available through the district.</p>	<p>Teacher uses technology/resources to support instructional goals while engaging students in meaningful learning that enhances understanding in the content area.</p>	<p>Teacher uses technology/resources to plan varied approaches to learning to support instructional goals and engage students in meaningful learning of the content area as part of a coherent structure.</p>

<p>Instruction</p>	<p>Ineffective 1</p>	<p>Minimally Effective 2</p>	<p>Effective 3</p>	<p>Highly Effective 4</p>
<p>Communicates Clearly and Accurately. (Including Goals, Objectives, Instructions)</p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 0 auto;"></div>	<p>Presentations are confusing to students. Spoken and written language is used incorrectly. Lesson objectives/goals are not communicated to students.</p>	<p>Most students' confusion is clarified. Vocabulary is limited and/or inappropriate to the age group. Lesson objectives/goals are communicated to students but are unclear.</p>	<p>Lesson objectives/goals are communicated, and connected to broader learning.</p>	<p>Directions and procedures are clear. Teacher anticipates or adapts to possible misunderstandings and readily provides solutions. Vocabulary is correct and expressive.</p>

<p>Utilizes a Variety of Teaching Strategies and Resources.</p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 10px auto;"></div>	<p>Uses materials and resources unsuitable to the instructional goal. Lesson has no clearly defined structure.</p>	<p>Materials are partially suitable to the instructional goals. Lesson has structure but not maintained. Students have a moderate level of engagement.</p>	<p>Material and resources are appropriate to the instructional goal. Students are engaged. Lesson has clearly defined structure.</p>	<p>Materials and resources are appropriate and students are fully engaged. Teacher provides additional opportunities for resources and reflection.</p>
<p>Demonstrates Quality Interactions with students</p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 10px auto;"></div>	<p>Teacher ignores or brushes aside student questions and interests. Interaction between student and teacher is predominately reactionary.</p>	<p>Teacher attempts to adjust the lesson and accommodate students' questions and interests with mixed result</p>	<p>Teacher successfully accommodates students' questions or interests with smooth adjustment.</p>	<p>Students assume responsibility for the discussion. Teacher seizes opportunity for "teachable moments"</p>
<p>Recognizes and Adjusts Teaching to Accommodate Student Differences.</p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 10px auto;"></div>	<p>When a student has difficulty learning the teacher places blame on either the student or the environment.</p>	<p>Teacher accepts responsibility for success or failure of students due to limit of instructional strategies.</p>	<p>Teacher persists in seeking approaches for students who have difficulty learning, making minor adjustments in instructional strategies.</p>	<p>Teacher persists in seeking effective approaches for students by using multiple instructional strategies.</p>
<p>Recognizes level of student engagement.</p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 10px auto;"></div>	<p>Teacher does not monitor student learning.</p>	<p>Teacher inconsistently monitors the progress of the class and checks for understanding rarely.</p>	<p>Teacher monitors the progress of students in the curriculum, checking for understanding regularly.</p>	<p>Teacher monitors the progress of students in the curriculum, paying particular attention to the progress of individual students.</p>

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Classroom Environment	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4
<p>Creating an Environment of Respect and Rapport</p> <p><i>Teacher Interaction With Students</i></p> <div data-bbox="532 1709 634 1873" style="border: 1px solid black; width: 63px; height: 78px; margin: 10px auto;"></div>	<p>Interaction is negative, demeaning, and inappropriate.</p>	<p>Interaction is inconsistent, exhibits favoritism to some and ignores others.</p>	<p>Interactions demonstrate general caring and respect, and are age and culturally appropriate.</p>	<p>Effective and there is evidence of high levels of trust.</p>
<p><i>Teacher Promotes Positive Student Interaction With Other Students</i></p> <div data-bbox="889 1709 992 1873" style="border: 1px solid black; width: 63px; height: 78px; margin: 10px auto;"></div>	<p>Interaction between students is dominated by conflict.</p>	<p>Students are generally not disrespectful to one another.</p>	<p>Student interactions are respectful to one another.</p>	<p>Effective and students regulate their own behavior.</p>
<p>Establish a Culture for Learning</p>				

<p><i>Teacher Expectations for Learning and Achievement and Student Pride in Work</i></p> <div style="border: 1px solid black; width: 60px; height: 60px; margin: 10px auto;"></div>	<p>Instruction and outcomes convey low expectations for student learning and achievement. Students demonstrate no pride in their work.</p>	<p>Instruction and outcomes convey moderate expectations for student learning and achievement. Students minimally accept the responsibility to go good work but invest little energy into its quality.</p>	<p>Instruction and outcomes convey high expectations for most students. Students strive to produce quality work, as expected by the teacher.</p>	<p>Both students and teacher establish and maintain interactions in the classroom environment, and have high expectations for the learning of all students. Effective and there is evidence that students take obvious pride in their work (i.e. editing their own draft etc.).</p>
<p>Managing Classroom Procedures</p>				
<p><i>Management of Instructional Groups</i></p> <div style="border: 1px solid black; width: 60px; height: 60px; margin: 10px auto;"></div>	<p>Students are not productively engaged in learning.</p>	<p>Only students in some groups are productively engaged in learning.</p>	<p>Small group work is organized; most students are productively engaged.</p>	<p>Effective and students self-regulate group productivity.</p>
<p><i>Management of Transitions</i></p> <div style="border: 1px solid black; width: 60px; height: 60px; margin: 10px auto;"></div>	<p>Transitions are chaotic with much time lost between segments.</p>	<p>Some transitions are ineffective with some loss of instructional time.</p>	<p>Transitions occur smoothly with little loss of instructional time.</p>	<p>Effective and students responsibly self regulate transition times.</p>
<p>Managing Student Behavior</p>				

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<p><i>Expectations</i></p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div>	<p>No standards of conduct have been established or communicated.</p>	<p>Standards of conduct may have been established but they are not being adhered to.</p>	<p>Standards of conduct are clear to all students and most adhere to them.</p>	<p>Effective and students adhere to the standards.</p>
<p><i>Monitoring and Response to Student Behavior</i></p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div>	<p>Student behavior is not monitored or teacher does not respond to misbehavior.</p>	<p>Teacher infrequently monitors student behavior and attempts to respond to misbehavior are inconsistent.</p>	<p>Teacher monitors student behavior regularly and uses PBIS. Responds to misbehavior appropriately, consistently, and with respect for student dignity (or students rarely misbehave).</p>	<p>Effective and students monitor their own behavior and student behavior is almost entirely appropriate.</p>

<p>Professionalism</p>	<p>Ineffective 1</p> <p>Records are in disarray or non-existent.</p>	<p>Minimally Effective 2</p> <p>System for maintaining records is rudimentary, partially effective and needs monitoring.</p>	<p>Effective 3</p> <p>System for maintaining records is effective and timely.</p>	<p>Highly Effective 4</p> <p>System for maintaining records is fully effective and always timely. Reminders are not needed.</p>
<p>Maintaining Accurate and Timely Records.</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> <p>Communicates with Families Effectively.</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div>	<p>Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.</p>	<p>Teacher adheres to the school's required procedures for communicating with parents. Response to parent concerns is minimal.</p>	<p>Teacher's efforts to engage families in the instructional program are frequent and appropriate. Responses to parent concerns are appropriate and timely.</p>	<p>Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.</p>

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<p>Exhibits Effective Professional Relationships</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px auto;"></div>	<p>Teacher's relationships with colleagues are negative or uncooperative.</p>	<p>Teacher maintains some cordial relationships with colleagues but at times are uncooperative or negative</p>	<p>Teacher maintains cordial relationship with colleagues to fulfill the duties that the school or district requires.</p>	<p>Support, collaboration and cooperation characterize relationships with colleagues.</p>
<p>Grow and Develop Professionally</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px auto;"></div>	<p>Teacher does not seek to further his/her professional development.</p>	<p>Teacher participates in most school organized professional development opportunities.</p>	<p>Teacher participates in all school organized professional development within expected timeframe and seeks occasional outside opportunities to further his/her knowledge.</p>	<p>Teacher takes a leadership role in seeking out and providing effective professional development. Teacher is lifelong learning, constantly seeking professional opportunities to further his/her professional growth.</p>
<p>Maintains the Professional Standards Set by the District; such as, but not limited to, dress code, FERPA, attendance, punctuality, etc.</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px auto;"></div>	<p>Teacher does not abide by the set policies and procedures.</p>	<p>Teacher requires frequent monitoring to abide by policies and procedures.</p>	<p>Teacher abides by policies and procedures with minimal monitoring.</p>	<p>Teacher abides by the policies and procedures through self-monitoring.</p>

Student Growth

Student growth is defined as the increase or improved performance of students, as individuals and/or as a group, in relation to appropriate, functional developmental and/or academic achievement measurement.

Rationale: This rubric focuses on measuring student growth that accomplished three components:

Collaborative and theory and practice between the educator and administrator
Support district and building level improvement goals.
Support the professional development of the educator.

Data Sources / Assessments

Data may include, but is not limited, to:

Principal:	Teacher:
MEAP	MEAP
MME	MME
ACT	ACT
Explore	Explore
PLAN	PLAN
MLPP	MLPP
AP	AP
End of Course/Unit Assessment	End of Course/Unit Assessment
County Wide Assessment	County Wide Assessment
Dibels	Dibels
NWEA	NWEA
Other Assessments	Other Assessments

Student Growth	Ineffective 1	Minimally Effective 2	Effective 3	Highly Effective 4
<p>Use of data to improve student growth</p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 10px auto;"></div>	<p>There is no evidence that data was collected, utilized or interpreted by the teacher.</p>	<p>Data was collected but there is no evidence that it was used to drive instruction. Regression was not noted.</p>	<p>Data was collected and used to drive instruction by modifying instructional decisions. Evidence from assessments show positive student growth.</p>	<p>Data was collected and used to drive instruction and evaluate student progress on a continuous basis. Evidence from assessments show student growth and data can be used to improve instruction in the department or grade level.</p>
<p>Improve Student Growth</p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 10px auto;"></div>	<p>Less than 70 percent of the students demonstrated improved student growth.</p>	<p>Data indicates that at least 70 percent of the students demonstrated improved student growth.</p>	<p>Data indicates that at least 80 percent of the students demonstrated appropriate student growth.</p>	<p>Data indicates that at least 90 percent of the students demonstrated appropriate student growth.</p>

By a mutually agreed upon date, the evaluator and teacher will meet to put in writing the selected assessment that will be used as data sources in this evaluation. If other assessments will be used, a written rationale will be provided as to why it was chosen. The administrator and teacher input in the collection of growth data will be of equal value in the assessment process. When possible, it is recommended to use more than one data source.

Professional development of the educator is essential in the growth process. If an educator or their administrator feels specific professional development would be important to improving student growth, that can be discussed during this process.

Teacher Performance Rating:

100-86 **Highly Effective**

85 - 70 **Effective**

69 - 50 **Minimally Effective**

Below 50 **Ineffective**

Overall Performance Rating: Ineffective _____ Minimally Effective _____ Effective _____ Highly Effective _____

Teacher Name _____

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

_____ Date _____

The Teacher's signature acknowledges receipt of a copy of this document and the awareness of the opportunity to write a response to this evaluation appraisal within 3 business days.

_____ I wish to submit a written response to be attached to this evaluation.

Remarks by Teacher:
