TEACHER EVALUATION RUBRIC

Teacher's Name: **Grade Level and Subject:**   **Date of Evaluation:**

INSTRUCTION	Advanced	Proficient	Working Towards	Needs Improvement
Establishing Learning Expectations and Student Engagement	• Serves as a model in establishing, demanding high expectations for student learning, behavior, and quality of work in a variety of ways, including: Right is Right, No Opt Out, and Cold Call. • Has developed a classroom culture where 95-100% of the students are engaged in the learning activity, as demonstrated by their attentiveness and participation. • 85%-100% of students consistently participate verbally in daily lessons.	• Establishes, communicates, and demands high expectations for student learning, behavior, and quality of work in a variety of ways, including: Right is Right, No Opt Out, and Cold Call. • Has developed a classroom culture where 90-95% of the students are engaged in the learning activity. • 75-85% of students consistently participate verbally in daily lessons.	• Inconsistently establishes, communicates, and demands high expectations for student learning, behavior, and quality of work, and inconsistently uses Right is Right, No Opt Out, and Cold Call, or uses them at inappropriate times. • Has developed a classroom culture where 80-90% of the students are engaged in the learning activity. • 65%-75% of students consistently participate verbally in daily lessons.	• Does not succeed in establishing, communicating, and/or demanding high expectations for student learning, behavior, and quality of work and does not use Right is Right, No Opt Out, or Cold Call to establish expectations. • Less than 80% of students are engaged in the learning activity. • Less than 65% of students consistently participate verbally in daily lessons.
Use of Instructional Strategies	• Uses a wide variety of instructional strategies and activities that are academically rigorous and highly engaging, frequently implementing J-Factor. • Always ensures student learning through modeling, guided practice, and independent practice. • Actively seeks and implements new instructional strategies that drive student learning. • K-5: Exceeds established expectations for Guided Reading, Math Stories & Reading Mastery. • 6-12: Demonstrates mastery of more than two content-specific Lesson Structures.	• Uses a sufficient variety of instructional strategies and activities that are academically rigorous and highly engaging, occasionally implementing J-Factor. • Consistently ensures student learning through modeling, guided practice, and independent practice. • Implements new instructional strategies that drive student learning. • K-5: Meets all established expectations for Guided Reading, Math Stories & Reading Mastery. • 6-12: Demonstrates mastery of two content-specific Lesson Structures.	• Limited in the variety of instructional strategies and/or not all activities are academically rigorous and highly engaging. • Inconsistently uses modeling, guided practice, and independent practice. • K-5: Meets some established expectations for Guided Reading, Math Stories & Reading Mastery. • 6-12: Demonstrates mastery of one content-specific Lesson Structures.	• May inappropriately rely on only one or two instructional strategies and activities, which are either not academically rigorous or engaging for students. • Does not use modeling, guided practice, and independent practice with any regularity. • K-5: Does not meet established expectations for Guided Reading, Math Stories & Reading Mastery. • 6-12: Does not master any content-specific Lesson Structures.

TEACHER EVALUATION RUBRIC

Teacher's Name: **Grade Level and Subject:**   **Date of Evaluation:**

INSTRUCTION	Advanced	Proficient	Working Towards	Needs Improvement
Reaching All Students	• Consistently provides additional instructional attention to lowest performing students. • Constantly reflects on student learning to seek new ways to support students on both ends of the learning spectrum. • Serves as a model of partnering with Special Populations team to meet students' needs.	• Regularly provides additional instructional attention to lowest performing students. • Regularly reflects on student learning to support students on both ends of the learning spectrum. • Meets school-specific expectations for collaborating with Special Populations team.	• Rarely provides additional instructional attention to lowest performing students. • Rarely reflects on student learning and sometimes supports students on either end of the learning spectrum. • Does not meet school-specific expectations for collaborating with Special Populations team.	• Does not provide additional instructional attention to lowest performing students. • Does not reflect on student learning and does not support students on either end of the learning spectrum. • Does not meet school-specific expectations for collaborating with Special Populations team.
Pace of Instruction	• Pace of instruction is always highly efficient, engaging, and urgent. • Adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. • Classroom time is considered sacred and is used in a highly efficient manner.	• Pace of instruction is usually efficient, engaging, and urgent. • Usually adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. • Classroom time is clearly for teaching and learning.	• Pace of instruction is inconsistently efficient, engaging, or urgent. • Only occasionally adjusts the pace of instruction and does not appropriately vary the pace throughout the lesson. • Most classroom time is for teaching and learning, but some time is lost in casual student behavior.	• Pace of instruction is not efficient, engaging, or urgent. • Does not adjust the pace of instruction according to the needs of the activity and does not vary the pace throughout the lesson. • Classroom time is often not for teaching and learning.
Classroom Environment	• Creates and frequently updates bulletin boards, displaying exemplary student work and student achievement data that is transparent, motivating and maintains students' dignity. • Instructional and inspirational signage supports student learning. • Quality and updated student work is posted. • Maintains organized, neat and clutter-free classroom (or *classrooms* if in multiple rooms).	• Creates and regularly updates bulletin board boards, displaying strong student work and student achievement data. • Visual displays support student learning. • Maintains organized, neat and clutter-free classroom (or *classrooms* if in multiple rooms).	• Has bulletin boards and visual displays that may be out of date or simply decorative. • The classroom is somewhat disorganized or cluttered.	• Does not use bulletin boards and visual displays to support student learning. • The classroom is disorganized and/or cluttered. • Not a positive learning environment.

TEACHER EVALUATION RUBRIC

Teacher's Name: **Grade Level and Subject:**   **Date of Evaluation:**

INSTRUCTION	Advanced	Proficient	Working Towards	Needs Improvement
Think Ratio	• Always seizes appropriate opportunities – planned or unplanned – to place the cognitive load on students. • Always ensures students have just the right amount of information and guidance to successfully do the cognitive work. • Utilizes Show Call, Turn & Talk, Think Time, Everybody Writes, Take-3-Then-Me and other taxonomies to elicit student thinking at most appropriate times during lesson. • Expertly utilizes "struggle time" during independent work, partner work, small group work and whole group instruction. • Builds a Culture of Error in the classroom.	• Faithfully executes planned opportunities to place the cognitive load on students. • Almost always ensures students have enough information and guidance to successfully do the cognitive work. • Utilizes Show Call, Turn & Talk, Think Time, Everybody Writes, Take-3-Then-Me and other taxonomies to elicit student thinking. • Utilizes "struggle time" during independent work, partner work and small group work. • Builds a Culture of Error in the classroom.	• Occasionally allows students to carry the cognitive load, but cognitive lift falls largely on teacher. • Sometimes, but not consistently, ensures students have enough information and guidance to successfully do the cognitive work. • Utilizes Show Call, Turn & Talk, Think Time, Everybody Writes, Take-3-Then-Me and other taxonomies to elicit student participation. • Frequently avoids "struggle time."	• Teacher consistently does all the thinking. • Students rarely have enough information or guidance to do the cognitive work. • Questions students exclusively in a "Ping-Pong" style. • Steers away from "struggle time."

TEACHER EVALUATION RUBRIC

Teacher's Name: **Grade Level and Subject:**   **Date of Evaluation:**

INSTRUCTION	Advanced	Proficient	Working Towards	Needs Improvement
Checking for Understanding and Responsiveness to Daily Student Learning	• Adeptly, efficiently and frequently uses a variety of effective Checks for Understanding techniques to constantly monitor student learning. • Frequently and consistently uses higher order thinking questions to push student thinking. • Always uses real-time data to adjust instruction. • Unrelentingly focuses on student mastery of specific objectives. • Utilizes Break It Down to address anticipated and unanticipated misconceptions that arise.	• Consistently uses a sampling of effective Checks for Understanding techniques to constantly monitor student learning. • Often uses higher order thinking questions to push student thinking. • Usually uses real-time data to adjust instruction. • Usually focuses on student mastery of specific objectives. • Utilizes Break It Down to address anticipated misconceptions that arise.	• Occasionally uses a few Checks for Understanding techniques to monitor student learning. • Sometimes, but not consistently, uses higher order thinking questions to push student thinking. • Sometimes uses real-time data to adjust instruction. • Inconsistently focuses on student mastery of objectives.	• Does not employ Checks for Understanding and plows ahead without monitoring student understanding. • Does not use higher order thinking questions to push student thinking. • Does not use real-time data to adjust instruction. • Does not focus on student mastery of objectives.

TEACHER EVALUATION RUBRIC

Teacher's Name: **Grade Level and Subject:**   **Date of Evaluation:**

ASSESSMENT	Advanced	Proficient	Working Towards	Needs Improvement
Ability to Analyze Assessment Results	• Analyzes assessment results to measure student outcomes against goals, identify gaps in student learning, and identify the misconceptions that underpin those gaps in student learning. • Honestly reflects on role of the teacher in creating those student misconceptions. • Thoroughly action plans to close gaps in student learning. • Always implements the plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary. • Conducts the analysis outlined above more frequently than required by school leadership.	• Analyzes assessment results to measure student outcomes against goals, identify gaps in student learning, and identify the misconceptions that underpin those gaps in student learning. • Thoroughly action plans to close gaps in student learning. • Implements that plan as written and ensures that re-teaching a spiraling happens. • Conducts the analysis outlined above as required by school leadership.	• Does not thoroughly analyze assessment results to understand student progress and learning needs. • Only puts in minimal effort in developing action plans to address learning needs post assessment. Lacks detail and thoughtful analysis. • Inconsistent in implementing that plan as written so that re-teaching and spiraling does not always happen.	• Little evidence that teacher uses assessment results to understand student progress and learning needs. • Does not plan to address learning needs post-assessment, or the plan is inadequate. • Does not follow through on plan.
Appropriateness of Response to Assessment Results	• Provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. • Assessment data available for analysis 24 business hours after assessing students. • Always takes full responsibility for student failure and constantly works to respond to the students' learning needs. • Uses assessment results to restructure and modify student groups, reteach and provide targeted interventions.	• Usually provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. • Assessment data available for analysis 48 business hours after assessing students. • Takes full responsibility for student failure and works to respond to the students' learning needs. • Uses assessment results to restructure and modify student groups and reteach.	• Inconsistently provides fair, accurate, and/or constructive feedback to students on their progress. • Assessment data available for analysis more than 48 business hours after assessing students. • Does not always take full responsibility for student failure, allowing large numbers of students to fail. • Does not use assessment results to drive changes in student groupings, but does demonstrate an attempt to reteach.	• Does not provide timely, fair, accurate, and constructive feedback to students on their progress. • Assessment data is not analyzed. • Does not always take full responsibility for student failure, allowing large numbers of students to fail and/or lowering expectations to let student pass too easily. Blames students for failure.

TEACHER EVALUATION RUBRIC

Teacher's Name: **Grade Level and Subject:**   **Date of Evaluation:**

INTELLECTUAL PREP	Advanced	Proficient	Working Towards/Fair	Needs Improvement
Unit Intellectual Prep	Prior to the start of all units: • Teacher articulates how the unit fits within course outcomes and related standards. • Teacher internalizes unit outcomes by taking the unit assessment, identifying key understandings and identifying key misconceptions. • Teacher articulates the progression of learning across the unit, explaining how individual lessons build on one another and lead to the unit outcomes.	Prior to the start of all units: • Teacher internalizes unit outcomes by taking the unit assessment, identifying key understandings and identifying key misconceptions. • Teacher articulates the progression of learning across the unit, explaining how individual lessons build on one another and lead to the unit outcomes.	Prior to the start of most units: • Teacher internalizes unit outcomes by taking the unit assessment, identifying key understandings and identifying key misconceptions. • Teacher articulates the progression of learning across the unit, explaining how individual lessons build on one another and lead to the unit outcomes.	• Teacher intellectually prepares day-to-day only.
Daily Intellectual Prep	Prior to the start of all daily lessons, the teacher has observably internalized: • Exemplary response expected from students at the end of the lesson. • Checks for Understandings and when they will be executed within the lesson. • Misconceptions that will arise throughout the lesson. • Plan of attack to address misconceptions.	Prior to the start of all daily lessons, the teacher has observably internalized at least three of the following: • Exemplary response expected from students at the end of the lesson. • Checks for Understandings and when they will be executed within the lesson. • Misconceptions that will arise throughout the lesson • Plan of attack to address misconceptions.	Prior to the start of most daily lessons, the teacher has observably internalized at least two of the following: • Exemplary response expected from students at the end of the lesson. • Checks for Understandings and when they will be executed within the lesson. • Misconceptions that will arise throughout the lesson.	• Teacher is not intellectually prepared for daily instruction.

TEACHER EVALUATION RUBRIC

Teacher's Name: **Grade Level and Subject:**   **Date of Evaluation:**

Student Materials	• All student materials are always rigorous, error-free, student-friendly, conducive to high-quality work and exceed all other expectations set at school level.	• Most student materials are rigorous, error-free, student-friendly, conducive to high-quality work and meet all other expectations set at school level.	• Student materials are inconsistently meet criteria.	• Student materials consistently fail to meet more than one of the criteria.

CLASSROOM MANAGEMENT	Advanced	Proficient	Working Towards	Needs Improvement
Classroom Tone: Strong Voice and Positive Framing	• The tone of classroom is always efficient, respectful and positive. • Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. • Always builds compliance through establishing the why, economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.	• The general tone of the classroom is efficient, respectful and positive. • Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. • Often builds compliance through establishing the why, economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.	• The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity. • Sometimes narrates negative student behaviors OR inconsistently uses praise, challenge or aspiration to motivate students. • Rarely builds compliance through establishing the why, economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.	• The general tone of classroom is inefficient and/or negative. • Does not use positive framing, and does not work to motivate students. • Does not establish the why or use economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.

TEACHER EVALUATION RUBRIC

Teacher's Name: **Grade Level and Subject:**   **Date of Evaluation:**

CLASSROOM MANAGEMENT	Advanced	Proficient	Working Towards	Needs Improvement
Alignment with School Culture	• School rules, values, and systems are clearly enforced and emphasized effectively. • Implements management strategies so well that the class appears to have few if any management problems. • Maintains the dignity of all students by assuming the best and giving students a fresh start after misbehaviors.	• School rules, values, and systems are mostly enforced and emphasized effectively. • Implements management strategies well so that the class has minimal management problems. • Actively works to maintain the dignity of all students by assuming the best and giving students a fresh start after misbehaviors.	• School rules, values, and systems are enforced and emphasized but with mixed effectiveness. • Attempts to implement management strategies but with mixed effectiveness. Student behaviors can distract learning. • Occasionally holds grudges against particular students but is able to shift mindset when addressed and demonstrates an attempt to maintain students' dignity.	• Does not enforce or emphasize school rules, values, and systems. • Management strategies are not employed or employed ineffectively. • Classroom learning suffers from a lack of management. • Often holds grudges against students and occasionally expresses this through demeaning practices.
Classroom Procedures and What to Do	• There is always a prompt start and a smooth finish to class. • The classroom is highly urgent, and students seem routinized to all procedures. • Gives What to Do directions that are specific, concrete, sequential, observable and student-friendly. • Always narrates compliance instead of narrating what not to do.	• There is usually a prompt start and a smooth finish to class. • The classroom runs efficiently, and students seem routinized to all procedures. • Gives What to Do directions that are specific, concrete, sequential, and observable, but sometimes the directions need to be rephrased. • Usually narrates compliance instead of narrating what not to do.	• The class may not have a prompt start or a smooth finish. • Some classroom routines are efficient, while others are not, causing a lack of flow in the classroom. • Sometimes gives directions that are not specific, concrete, sequential and/or observable. • Sometimes narrates what not to do.	• The classroom does not have a prompt start or a smooth finish. • There are no clear routines or routines are poorly executed, causing a lack of flow in the class. • Gives directions that are vague and difficult to follow/understand. • Often narrates what not to do.

TEACHER EVALUATION RUBRIC

Teacher's Name: **Grade Level and Subject:**   **Date of Evaluation:**

CLASSROOM MANAGEMENT	Advanced	Proficient	Working Towards	Needs Improvement
Level of On Task Behavior and 100%	• In a lesson, 100% of students are on task at all times, and there are no side conversations. • The teacher always notices and addresses off-task behavior. • If a student moves off task, teacher immediately addresses the student always using the least invasive form of intervention and without major adjustments to the pace of instruction.	• In a lesson, 90% of students are on task at all times, and there are few, if any side conversations. • The teacher usually notices and addresses off-task behavior. • If a student moves off task, teacher immediately addresses the student frequently using the least invasive form of intervention.	• In a lesson, 80% of students are consistently on task. • The teacher does not always notice and/or address off-task behavior • The teacher does not consistently use the least invasive form of intervention.	• In a lesson, fewer than 80% of students are on task. • The teacher usually does not notice off-task behavior and/or address off task behavior. • The teacher does not use the least invasive form of intervention, and much class time is wasted with efforts to refocus the class.
Ability to Refocus a Class and Do It Again	• Always recognizes the need to refocus a class and does so. • Successfully uses Do It Again when appropriate, and moments of Do It Again are always positive and end in success. • There is little recognizable need for Do It Again because there is 100% compliance.	• Usually recognizes the need to refocus a class and does so. • Successfully uses Do It Again when appropriate, and moments of Do It Again are usually positive and end in success. • There is only an occasional need for Do it Again because compliance is happening consistently.	• Inconsistently recognizes the need to refocus a class and may allow problems to escalate. • Does not always use Do It Again when appropriate, and/or moments of Do It Again do not always end in success.	• Demonstrates an inability to recognize when a class needs to be refocused and/or lets problems escalate. • Use of Do It Again escalates problems rather than refocuses students.

Teacher's Name: **Grade Level and Subject:**   **Date of Evaluation:**

CLASSROOM MANAGEMENT	Advanced	Proficient	Working Towards	Needs Improvement
Dealing with Challenging Situations and Students	• Always deals appropriately with challenging situations and students without derailing the learning process. • Deftly applies elements of Strong Voice to address challenges. • Never engages in student excuses/distractions during correction of student misbehavior. • Successfully deescalates challenging situations with students, making it easy for students to respond to correction respectfully and with compliance. • Always makes purposeful decisions regarding whether to directly involve school leaders, communicate with school leaders afterwards or leave school leaders uninvolved.	• Normally deals in an appropriate way with challenging situations and students. • Applies elements of Strong Voice to address challenges. • Rarely engages student excuses/distractions during correction of student misbehavior. • Consistently attempts to deescalate challenging situations with students, and students often respond to correction respectfully and with compliance. • Usually makes purposeful decisions regarding whether to directly involve school leaders, communicate with school leaders afterwards or leave school leaders uninvolved.	• Does not consistently deal in an appropriate way with challenging situations and students. • Inconsistently applies elements of Strong Voice and students do not comply. • Sometimes engages in student excuses/distractions during correction of student behavior. • Inconsistently respond to correction respectfully and with compliance. • Does not always know when and how to diffuse these situations, sometimes escalating problems. • Sometimes makes purposeful decisions regarding when and how to involve school leaders but just as often does not.	• Has difficulty dealing with challenging situations and students AND/OR does not deal with them appropriately. • Does not apply elements of Strong Voice and students do not respond respectively and/or do not comply. • Often engages in student excuses/distractions during correction of student behavior. • Students do not respond respectfully and/or with compliance, resulting in escalated problems which cause an unsafe or off-task learning environment. • Usually over-reliant on school leaders or rarely involves school leaders when appropriate.
Relationships with Students	• Creates a climate of caring in the classroom by addressing students in a respectful and positive manner. • Positive relationships with students support learning in the classroom. • Demonstrates responsibility for students' academic and personal growth. • Teacher demonstrates that s/he will not give up on students.	• Addresses students in a respectful and professional manner. • Positive relationships with students usually support learning in the classroom. • Willing to go above and beyond to help students.	• Does not consistently address students in a professional manner. • Struggles to establish positive relationships with students that support learning.	• Does not address students in a professional manner. • Fails to establish positive relationships with students. • Relationships with students are inappropriate.

Teacher's Name: **Grade Level and Subject:**   **Date of Evaluation:**

PROFESSIONALISM	Advanced	Proficient	Working Towards	Needs Improvement
Perseverance	• Attitude is positive and respectful of students, families, colleagues, and school leaders. • Always positive during any staff meeting and participates actively. • Always communicates a tangible sense of urgency about the mission (i.e. through tone, movement, intensity, enthusiasm, preparation or some individualized manner). • Attire always meets professional dress expectations.	• Attitude is respectful of students, families, colleagues, and school leaders. • Professional during any staff meeting and participates often. • Mostly communicates a sense of urgency about the mission. • Attire always meets professional dress expectations.	• Attitude is inconsistently professional with students, families, colleagues, and/or school leaders. • Sometimes disengaged in staff meetings and/or participates infrequently. • Inconsistently communicates a sense of urgency about the mission. • Attire almost always meets professional dress expectations.	• Attitude is negative, inappropriate, and/or disrespectful to students, families, colleagues, and school leaders. • Usually disengaged in staff meetings and does not participate frequently. • Fails to communicate a sense of urgency about the mission. • Attire fails to meet professional dress expectations.
Integrity	• In challenging situations, always begins by asking self or others: "What does the mission require?" • Faithfully follows through on all agreed upon commitments. • Consistently meets all deadlines without reminders.	• In challenging situations, often begins by asking self or others: "What does the mission require?" • Faithfully follows through on most agreed upon commitments. • Consistently meets all deadlines without reminders or communicates in advance when a deadline will be missed.	• In challenging situations, often begins by asking self or others: "What is most convenient?" • Follows through on some agreed upon commitments but not most or all. • Meets most deadlines and turns in all deliverables after reminders, occasionally inconveniencing self, colleagues, school leaders, students or families.	• In challenging situations, always begins by asking self or others: "What is most convenient?" • Rarely follows through on agreed upon commitments. • Rarely meets deadlines, often inconveniencing self, colleagues, school leaders, students or families. • After missing deadlines, occasionally chooses simply not to complete deliverables.
Responsibility	• Always on time for the school day, scheduled classes, pick-up times, duty posts and meetings. • Puts in extra time and effort to contribute to student and school success.	• Usually on time for the school day, scheduled classes, pick-up times, duty posts and meetings. • Puts in sufficient time and effort to contribute to student and/or school success.	• Inconsistently on time for the school day, scheduled classes, pick-up times, duty posts and meetings. • Puts in nearly sufficient time and effort to contribute to student and/or school success	• Rarely on time for the school day, scheduled classes, pick-up times, duty posts and meetings. • Puts in minimal time and effort to contribute to student and school success.

TEACHER EVALUATION RUBRIC

Teacher's Name: **Grade Level and Subject:**   **Date of Evaluation:**

PROFESSIONALISM	Advanced	Proficient	Working Towards	Needs Improvement
	• Independently assumes additional responsibilities when necessary and demonstrates leadership. • Always willing to lead and /or pitch in with events or other school needs.	• Often assumes additional responsibilities when necessary, especially when asked. • Willing to pitch in and help with events or school needs.	but cuts corners on responsibilities to save time. • Occasionally assumes additional responsibilities.	• Does not assume additional responsibilities.
Respect	• Communicates regularly and often with families to inform them of the instructional program, as well as shares observations about the emotional and social development of the students. • Makes frequent, usually pro-active phone calls, keeping parents informed of successes and struggles. • Returns all phone calls from families within 24 hours. • Formal and casual interactions with students and families demonstrate stewardship of the mission.	• Communicates frequently with families to inform them of the instructional program and student progress. • Makes regular, sometimes pro-active phone calls, keeping parents informed of successes and struggles. • Returns most phone calls from families within 24 hours. • Formal and casual interactions with students and families demonstrate stewardship of the mission.	• Communicates sporadically with families to inform parents of the instructional program and student progress. • Makes infrequent phone calls, keeping parents informed of successes and struggles OR phone calls are usually reactive. • Does not consistently return phone calls from families within 24 hours. • Formal or casual interactions with students or families present minor cause for concern.	• Makes little or no attempt to inform families of student progress. • Rarely makes phone calls to parents. • Does not regularly return phone calls to parents. • Formal or casual interactions with students or families present major cause for concern.
Unity	• Relationships with colleagues are extremely positive, collaborative, and generous. • Assumes leadership among colleagues, often supporting them and engaging in professional exchange. • Exerts a positive influence on the entire staff. • Meets professionalism expectations in Staff Handbook.	• Relationships with colleagues are positive and collaborative. • Regularly engages in professional exchange with colleagues. • Upbeat, positive and does not complain often. • Meets professionalism expectations in Staff Handbook.	• Relationships with colleagues are uneven, and collaboration is not consistently evident. • Occasionally engages in professional exchange with colleagues. • Can be negative and or complain about school, job, and kids.	• Relationships with colleagues negatively affect the working environment, and collaboration is not evident. • Rarely engages in professional exchange with colleagues. • Complains frequently and is negative about the school/job/kids.

TEACHER EVALUATION RUBRIC

Teacher's Name: **Grade Level and Subject:**   **Date of Evaluation:**

PROFESSIONAL DEVELOPMENT	Advanced	Proficient	Working Towards	Needs Improvement
Professional Development Participation and Implementation	• Has a consistent presence in professional development workshops. • Actively seeks out and implements professional development strategies in his/her classroom. • Successfully and quickly implements strategies presented in workshops in lesson plans and lesson execution. • Actively supports other teachers in their developed expertise.	• Actively participates in professional development workshops. • Actively seeks out and implements professional development strategies in his/her classroom. • Successfully implements strategies presented in workshops in lesson plans and lesson execution.	• Sometimes participates actively in professional development workshops. • Occasionally seeks out and implements professional development strategies in his/her classroom. • Sometimes implements strategies presented in workshops, but does so inconsistently in lesson plans and lesson execution.	• Not an active participant in professional development workshops. • Does not take steps to seek out or utilize professional development strategies. • Rarely implements new strategies presented in workshops.
Openness to Feedback	• Consistently seeks leader's support at appropriate times. • Eagerly reflects upon and responds to feedback with openness and a "good to great" attitude. • Immediately implements feedback from school leaders and instructional leaders. • Frequently seeks additional opportunities for feedback.	• Frequently seeks leader's support at appropriate times. • Reflects upon and responds to feedback with openness. • Implements feedback from school leaders and instructional leaders.	• Seeks leader's support infrequently, or not at appropriate times. • Inconsistently reflects upon and responds to feedback or does not always have an open attitude. • Does not implement feedback from school leaders or instructional leaders in a timely or consistent manner.	• Does not seek leader's support at necessary times. • Does not reflect upon or respond to feedback and does not accept feedback with openness. • Does not implement feedback from school leaders or instructional leaders.