



Teacher Evaluation Rubric

*Adapted from Danielson, Charlotte. Enhancing Professional Practice: A Framework for Teaching.
Virginia: Association for Supervision and Curriculum Development (ASCD) 1996.*

Updated 9/18/15

Performance Appraisal System

Teacher Rubric

Domain I: PLANNING & PREPARATION

- 1a: Knowledge of Content & Pedagogy
- 1b: Knowledge of Students
- 1c: Learning Targets
- 1d: Resources & Technology
- 1e: Instructional Design & Organization

Domain II: CLASSROOM ENVIRONMENT

- 2a: Environment & Rapport
- 2b: Culture for Learning
- 2c: Classroom Procedures
- 2d: Behavior Management
- 2e: Physical Space

Domain III: INSTRUCTION

- 3a: Communication
- 3b: Communication of Learning Targets
- 3c: Questioning & Discussion
- 3d: Engagement & Pacing
- 3e: Assessment for Learning & Feedback
- 3f: Flexibility & Responsiveness

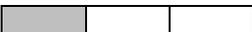
Domain IV: PROFESSIONALISM

- 4a: Reflection
- 4b: Records
- 4c: Communication with Families
- 4d: Professional Contributions & Responsibilities
- 4e: Professional Development
- 4f: Professionalism

Proficient or Exemplary must meet all criteria of the rating. An *Exemplary* rating includes and exceeds all standards for proficiency. *Developing and Needs Improvement* ratings have some of the criteria. For *Developing* or *Needs Improvement*, the rating with the majority of the criteria will be selected.

Domain I: Planning & Preparation

An exemplary rating includes and exceeds standards for proficiency.

Component	Needs Improvement	Developing	Proficient	Exemplary
<p>a. Knowledge of Content & Pedagogy</p> <p>Year Proficiency (P) Expected:</p> <p>1 2 3</p> 	<p><input type="checkbox"/> Teacher’s plan makes content errors or displays little understanding of students’ background knowledge.</p>	<p><input type="checkbox"/> Teacher’s plan displays basic content knowledge but does not anticipate students’ misconceptions.</p>	<p><input type="checkbox"/> Teacher’s plan displays solid content knowledge that reflects best practices and anticipates some students’ misconceptions.</p>	<p><input type="checkbox"/> Teacher’s plan displays extensive content knowledge that reflects best practices and anticipates students’ misconceptions. Teacher understands prerequisite skills. Plans and practices reflect a wide range of effective approaches that are suitable for all situations and support intellectual engagement.</p>
<p>b. Knowledge of Students</p> <p>1 2 3</p> 	<p><input type="checkbox"/> Teacher’s plan displays minimal knowledge of developmental levels, learning styles, abilities, disabilities, behaviors, interests, and/or cultural heritage.</p>	<p><input type="checkbox"/> Teacher’s plan displays basic knowledge of student differences but displays this for the class as a whole.</p>	<p><input type="checkbox"/> Teacher’s plan displays understanding of individual student differences and reflects this knowledge.</p>	<p><input type="checkbox"/> Teacher’s plan displays a thorough understanding of student differences and developmental stages. Planning reflects differentiated activities to address individual student needs. Teacher knows student level of skills, knowledge, and interests.</p>
<p>c. Learning Targets</p> <p>1 2 3</p> 	<p><input type="checkbox"/> Learning targets are not evident.</p>	<p><input type="checkbox"/> Learning targets are unclear and/or not connected to standards.</p>	<p><input type="checkbox"/> Learning targets are clear and connected to standards. Learning targets are written using <i>I can, I will will, or I ___</i> statements in student friendly terms.</p>	<p><input type="checkbox"/> Learning targets are clear and connected to standards. Teacher specifies how progress towards learning targets will be measured.</p>
<p>d. Resources & Technology (when appropriate)</p> <p>1 2 3</p> 	<p><input type="checkbox"/> Resources are unsuitable and do not engage students academically.</p>	<p><input type="checkbox"/> Resources are somewhat suitable and moderately engage students academically.</p>	<p><input type="checkbox"/> Resources are suitable to instructional goals and engage students academically.</p>	<p><input type="checkbox"/> Resources are appropriately challenging for every student and engage students academically. Teacher incorporates resources beyond the provided curriculum.</p>
<p>e. Instructional Design & Organization</p> <p>1 2 3</p> 	<p><input type="checkbox"/> Activities are poorly aligned with learning targets, do not follow an organized progression, are not designed to engage students, and/or instructional groups are not suitable.</p>	<p><input type="checkbox"/> Some activities and materials are aligned with learning targets. Lesson has some structure. Activities are moderately engaging and/or instructional groups are random.</p>	<p><input type="checkbox"/> Most activities align with learning targets, provide higher level thinking, and are appropriately challenging. Lesson is sequenced. Teacher and student materials are organized and readily available. Instructional groups are organized.</p>	<p><input type="checkbox"/> Activities are aligned with learning targets and are differentiated and/or allow for choice. Groups are varied appropriately maximizing learning and building on students’ strengths.</p>

Id Resources & Technology: Includes resources for classroom use, materials that further teacher’s professional knowledge, and materials for students. May include internet resources, community resources, guest speakers, and/or participation by the teacher in professional education.

Domain II: Classroom Environment

An exemplary rating includes and exceeds standards for proficiency.

Component	Needs Improvement	Developing	Proficient	Exemplary
<p>a. Environment & Rapport</p> <p>Year Proficiency (P) Expected:</p> <p style="text-align: center;">1 2 3</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 20px; height: 10px; background-color: #cccccc; border: 1px solid black;"></div> <div style="width: 20px; height: 10px; border: 1px solid black;"></div> <div style="width: 20px; height: 10px; border: 1px solid black;"></div> </div>	<input type="checkbox"/> Teacher interactions are negative or inappropriate. Students display disrespect for the teacher, the classroom, and/or classmates.	<input type="checkbox"/> Teacher interactions are generally appropriate with occasional inconsistencies. Students exhibit minimal respect for the teacher, classroom, and/or classmates.	<input type="checkbox"/> Teacher interactions are appropriate. Teacher maintains appropriate boundaries and rapport. Students display respect for the teacher, classroom, and classmates.	<input type="checkbox"/> Teacher interactions display genuine caring and respect for students as individuals. Teacher builds relationships and fosters community within the classroom. Students feel valued and contribute to a respectful environment.
<p>b. Culture for Learning</p> <p style="text-align: center;">1 2 3</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 20px; height: 10px; border: 1px solid black;"></div> <div style="width: 20px; height: 10px; background-color: #cccccc; border: 1px solid black;"></div> <div style="width: 20px; height: 10px; border: 1px solid black;"></div> </div>	<input type="checkbox"/> Teacher conveys negative attitude towards content, and/or suggests content is mandated or unimportant. Students demonstrate little or no effort and/or do not complete work.	<input type="checkbox"/> Teacher communicates importance of content with little conviction. Students demonstrate minimal effort and/or complete low quality work.	<input type="checkbox"/> Teacher communicates importance of content and conveys high expectations for student work quality and effort. Most students demonstrate satisfactory effort and/or complete quality work.	<input type="checkbox"/> Teacher communicates importance of or passion for content and creates interest. Students indicate a desire to understand content, exhibit genuine effort, and/or complete high quality work. Students take an initiative in improving their work and/or helping others as developmentally appropriate.
<p>c. Classroom Procedures</p> <p style="text-align: center;">1 2 3</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 20px; height: 10px; background-color: #cccccc; border: 1px solid black;"></div> <div style="width: 20px; height: 10px; border: 1px solid black;"></div> <div style="width: 20px; height: 10px; border: 1px solid black;"></div> </div>	<input type="checkbox"/> Procedures and transitions are inefficient, unclear, and/or disorganized resulting in a loss of instructional time. Lacks procedures for distribution or collection of materials, use of technology, and/or students are generally off task.	<input type="checkbox"/> Procedures and/or transitions are somewhat efficient, and some students are off task. There is confusion about routines and/or collection & distribution of materials. Use of technology is inefficient.	<input type="checkbox"/> Procedures and transitions are efficient, and students are on task. Distribution and collection of materials and use of technology is efficient.	<input type="checkbox"/> Procedures and transitions are smooth and systematic. Students are responsible and self-directed, and there is minimal prompting by the teacher. Students distribute and collect materials.
<p>d. Behavior Management</p> <p style="text-align: center;">1 2 3</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 20px; height: 10px; background-color: #cccccc; border: 1px solid black;"></div> <div style="width: 20px; height: 10px; border: 1px solid black;"></div> <div style="width: 20px; height: 10px; border: 1px solid black;"></div> </div>	<input type="checkbox"/> Expectations are unclear and not enforced. The teacher is unaware of behaviors. Behaviors are ineffectively and/or disrespectfully addressed.	<input type="checkbox"/> Expectations are unclear and inconsistently enforced. The teacher is aware of some behaviors and attempts to maintain order. Behaviors are ineffectively addressed, and/or the teacher's response is inconsistent.	<input type="checkbox"/> Expectations are clear, consistent, and effectively enforced. The teacher is aware of most behaviors. Behaviors are addressed respectfully and appropriately.	<input type="checkbox"/> Expectations are clear, consistent, and effectively enforced. The teacher is aware of behavior, and misbehavior is minor and swiftly handled. Behaviors are addressed proactively and respectfully. Students are self-monitored as developmentally appropriate.
<p>e. Physical Space</p> <p style="text-align: center;">1 2 3</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 20px; height: 10px; background-color: #cccccc; border: 1px solid black;"></div> <div style="width: 20px; height: 10px; border: 1px solid black;"></div> <div style="width: 20px; height: 10px; border: 1px solid black;"></div> </div>	<input type="checkbox"/> The classroom arrangement is unsafe, unsuitable for movement or instruction, and/or impedes supervision.	<input type="checkbox"/> The classroom arrangement is safe but limits the effectiveness of movement, instruction, or supervision.	<input type="checkbox"/> The classroom arrangement is safe and effectively enhances movement, instruction, and supervision.	<input type="checkbox"/> The classroom is safely and skillfully arranged to meet the needs of all students. Movement, instruction, and supervision are maximized.

Domain III: Instruction

An exemplary rating includes and exceeds standards for proficiency.

Component	Needs Improvement	Developing	Proficient	Exemplary
<p>a. Communication</p> <p>Year Proficiency (P) Expected:</p> <p style="text-align: center;">1 2 3</p> <div style="display: flex; justify-content: space-around; width: 100px;"> <div style="width: 30px; height: 15px; background-color: #cccccc; border: 1px solid black;"></div> <div style="width: 30px; height: 15px; border: 1px solid black;"></div> <div style="width: 30px; height: 15px; border: 1px solid black;"></div> </div>	<input type="checkbox"/> Explanations, directions, and procedures are confusing, vague, or excessively detailed. Verbal/written communication contains multiple errors and/or is inappropriate for students.	<input type="checkbox"/> Explanations and procedures are clarified after confusion. The teachers' written/verbal communication, directions, vocabulary, and/or grammar contain some errors and are at times inaccurate and/or inappropriate for students.	<input type="checkbox"/> Explanations and procedures are clear. The explanation of the content is clear, and the teacher models when appropriate. The teacher's verbal/written communication, directions, and/or vocabulary are accurate.	<input type="checkbox"/> Explanations and procedures are clear and point out possible areas for student misunderstanding. Students are able to explain what they are learning. Teacher asks students to explain the content to their classmates. The teacher and students use academic vocabulary correctly.
<p>b. Communication of Learning Targets</p> <p style="text-align: center;">1 2 3</p> <div style="display: flex; justify-content: space-around; width: 100px;"> <div style="width: 30px; height: 15px; background-color: #cccccc; border: 1px solid black;"></div> <div style="width: 30px; height: 15px; border: 1px solid black;"></div> <div style="width: 30px; height: 15px; border: 1px solid black;"></div> </div>	<input type="checkbox"/> Teacher does not state and post learning targets.	<input type="checkbox"/> Teacher states and posts learning targets at the beginning of the lesson.	<input type="checkbox"/> Teacher clearly states what students will be learning and monitors student understanding of learning targets. Learning targets are posted and visible throughout the lesson. The learning target is revisited to conclude the lesson.	<input type="checkbox"/> Teacher states, posts, and monitors student understanding of learning targets. The learning target is layered throughout the lesson. Students have an opportunity to reflect or summarize their understanding of the learning target.
<p>c. Questioning & Discussion</p> <p style="text-align: center;">1 2 3</p> <div style="display: flex; justify-content: space-around; width: 100px;"> <div style="width: 30px; height: 15px; border: 1px solid black;"></div> <div style="width: 30px; height: 15px; border: 1px solid black;"></div> <div style="width: 30px; height: 15px; background-color: #cccccc; border: 1px solid black;"></div> </div>	<input type="checkbox"/> Questioning skills and/or discussion techniques are ineffective. Questions do not invite student thinking. Questions are predominately recitation style and/or only a few students participate. Response time is inadequate.	<input type="checkbox"/> Questioning skills and/or discussion techniques are somewhat effective and elicit some student responses. Most questions are low level with single correct answers. Teacher attempts to ask questions designed to engage students in thinking, but only a few students are involved.	<input type="checkbox"/> Questioning promotes thinking and understanding by asking open ended questions. Teacher uses strategies to elicit responses from most students. Discussions allow students to talk to one another. Teacher asks students to justify their reasoning. Response time is adequate.	<input type="checkbox"/> Questioning promotes higher level thinking and meaningful responses. Students initiate higher order questions and extend the discussion, enriching it as developmentally appropriate. They ask for comments from their classmates. Students are engaged in the discussion.
<p>d. Engagement & Pacing</p> <p style="text-align: center;">1 2 3</p> <div style="display: flex; justify-content: space-around; width: 100px;"> <div style="width: 30px; height: 15px; border: 1px solid black;"></div> <div style="width: 30px; height: 15px; background-color: #cccccc; border: 1px solid black;"></div> <div style="width: 30px; height: 15px; border: 1px solid black;"></div> </div>	<input type="checkbox"/> Teacher fails to engage students. Students are inactive. Pacing is slow or rushed, and/or students have excessive down time.	<input type="checkbox"/> Teacher engages some students with limited strategies. Students are minimally engaged. Pacing is inconsistent – suitable in parts but rushed or dragging in others, and/or students have considerable down time.	<input type="checkbox"/> Teacher engages most students with multiple strategies throughout most of the lesson. Learning tasks provide opportunity for higher order thinking. Pacing is appropriate for student engagement.	<input type="checkbox"/> Students are cognitively engaged in content through activities that require complex thinking and explanations of their thinking throughout the lesson.
<p>e. Assessment for Learning & Feedback</p> <p style="text-align: center;">1 2 3</p> <div style="display: flex; justify-content: space-around; width: 100px;"> <div style="width: 30px; height: 15px; border: 1px solid black;"></div> <div style="width: 30px; height: 15px; border: 1px solid black;"></div> <div style="width: 30px; height: 15px; background-color: #cccccc; border: 1px solid black;"></div> </div>	<input type="checkbox"/> Teacher makes little or no effort to determine whether students understand the lesson. Feedback is not specific, general to the whole class, limited to a few students, and/or not evident.	<input type="checkbox"/> Teacher monitors understanding through a single method or without eliciting evidence of student understanding. Feedback does not support learning.	<input type="checkbox"/> Teacher elicits evidence of student understanding through formative assessment. Feedback is accurate and specific, provides guidance, and helps students learn. Students apply the feedback.	<input type="checkbox"/> Formative assessment is fully integrated into instruction. Feedback comes from teacher and/or peers and advances student learning. Students assess their own work and/or progress as developmentally appropriate.
<p>f. Flexibility & Responsiveness</p> <p style="text-align: center;">1 2 3</p> <div style="display: flex; justify-content: space-around; width: 100px;"> <div style="width: 30px; height: 15px; border: 1px solid black;"></div> <div style="width: 30px; height: 15px; background-color: #cccccc; border: 1px solid black;"></div> <div style="width: 30px; height: 15px; border: 1px solid black;"></div> </div>	<input type="checkbox"/> Teacher ignores student questions. Teacher makes no attempt to adjust the lesson even when students don't understand the content.	<input type="checkbox"/> Teacher attempts to incorporate student questions and interests in lessons. Teacher attempts to adjust instruction but is uncertain how to assist students and/or is minimally successful.	<input type="checkbox"/> Teacher incorporates student interests and/or questions into lesson. Teacher makes adjustments when necessary and/or successfully uses other approaches when students experience difficulty.	<input type="checkbox"/> Teacher seizes opportunities to enhance learning or build on spontaneous events. Teacher successfully adjusts or differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches.

Domain IV: Professionalism

An exemplary rating includes and exceeds standards for proficiency.

Component	Needs Improvement	Developing	Proficient	Exemplary
<p>a. Reflection</p> <p>Year Proficiency (P) Expected:</p> <p style="text-align: center;">1 2 3</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 20px; height: 15px; background-color: #cccccc; border: 1px solid black;"></div> <div style="width: 20px; height: 15px; border: 1px solid black;"></div> <div style="width: 20px; height: 15px; border: 1px solid black;"></div> </div>	<input type="checkbox"/> Teacher is unable to articulate the effectiveness of teaching and learning and does not make suggestions for improvement.	<input type="checkbox"/> Teacher has a generally accurate impression of teaching and learning and makes limited suggestions for improvement.	<input type="checkbox"/> Teacher clearly articulates teaching and learning effectiveness and describes future adjustments.	<input type="checkbox"/> Teacher thoughtfully articulates teaching and learning effectiveness. Teacher offers specific alternative strategies or actions with rationale for change including expected outcomes.
<p>b. Records</p> <p style="text-align: center;">1 2 3</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 20px; height: 15px; background-color: #cccccc; border: 1px solid black;"></div> <div style="width: 20px; height: 15px; border: 1px solid black;"></div> <div style="width: 20px; height: 15px; border: 1px solid black;"></div> </div>	<input type="checkbox"/> Teacher's system for recording student work and non-instructional information is nonexistent, inaccurate or confusing, and/or late.	<input type="checkbox"/> Teacher's system for recording student work and non-instructional information is partially effective, late, inadequate, inefficient, and/or inconsistent. Administrator oversight may be necessary.	<input type="checkbox"/> Teacher's system for recording student work and non-instructional information is efficient, effective, and meets deadlines.	<input type="checkbox"/> Teacher's system for recording student work and non-instructional information is fully effective. Teacher's records include spreadsheets, anecdotal notes, documentation, and etcetera.
<p>c. Communication with Families</p> <p style="text-align: center;">1 2 3</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 20px; height: 15px; background-color: #cccccc; border: 1px solid black;"></div> <div style="width: 20px; height: 15px; border: 1px solid black;"></div> <div style="width: 20px; height: 15px; border: 1px solid black;"></div> </div>	<input type="checkbox"/> Teacher communication is minimal, nonexistent, and or inappropriate. Families are unaware of their children's progress or have to rely on parent portal for critical information.	<input type="checkbox"/> Teacher communication is infrequent, minimal, and/or inconsistent. Teacher maintains school-required grades but does little else to inform families about student progress. Teacher makes sporadic and/or ineffective attempts to foster positive relationships.	<input type="checkbox"/> Teacher regularly communicates information, shares information about student progress, and fosters positive relationships. Communications are timely and appropriate.	<input type="checkbox"/> Teacher communicates information to elicit parent engagement in student learning. Communication is frequent, fosters positive relationships, and is proactive. Communications are sensitive and respectful to family situations or cultural norms.
<p>d. Professional Contributions & Responsibilities</p> <p style="text-align: center;">1 2 3</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 20px; height: 15px; border: 1px solid black;"></div> <div style="width: 20px; height: 15px; border: 1px solid black;"></div> <div style="width: 20px; height: 15px; background-color: #cccccc; border: 1px solid black;"></div> </div>	<input type="checkbox"/> Teacher's relationships with colleagues are negative or nonexistent. Teacher avoids participation in professional learning. Teacher avoids becoming involved in school or district events and/or projects.	<input type="checkbox"/> Teacher's relationships with colleagues are cordial. When invited, teacher participates in professional learning as well as school, district, or community events or projects	<input type="checkbox"/> Teacher's relationships with colleagues are supportive and collaborative. Teacher regularly participates in activities related to professional learning and school events or projects.	<input type="checkbox"/> Teacher's relationships with all colleagues are positive and characterized by mutual support and cooperation. Teacher takes a leadership role in promoting a culture of professional learning, team or department decision making, and/or substantially contributing to the school or district.
<p>e. Professional Development</p> <p style="text-align: center;">1 2 3</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="width: 20px; height: 15px; border: 1px solid black;"></div> <div style="width: 20px; height: 15px; background-color: #cccccc; border: 1px solid black;"></div> <div style="width: 20px; height: 15px; border: 1px solid black;"></div> </div>	<input type="checkbox"/> Teacher makes little effort to engage in professional development and/or does not apply professional development. Teacher does not apply feedback.	<input type="checkbox"/> Teacher participates in limited professional development and/or attempts to apply professional development. Teacher reluctantly accepts and/or applies feedback.	<input type="checkbox"/> Teacher seeks and applies professional development. Teacher accepts and applies feedback.	<input type="checkbox"/> Teacher shares professional development. Teacher welcomes colleagues and supervisors into the classroom, actively engages in professional conversations about practice, seeks feedback, and assists other educators.

<p>f. Professionalism</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> 1 2 3 </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="width: 30px; height: 15px; background-color: #cccccc; border: 1px solid black;"></div> <div style="width: 30px; height: 15px; border: 1px solid black;"></div> <div style="width: 30px; height: 15px; border: 1px solid black;"></div> </div>	<p><input type="checkbox"/>Teacher is dishonest. Teacher does not notice and/or address needs of students. Teacher does not comply with procedures and policies or willfully rejects them. Teacher does not attend required meetings is late, leaves early, and/or does not notify administration when not attending.</p>	<p><input type="checkbox"/>Teacher is honest. Teacher notices needs of students but is inconsistent in addressing them. Teacher complies with procedures and policies inconsistently and/or with occasional reminders from supervisors.</p>	<p><input type="checkbox"/>Teacher displays high standards of honesty and confidentiality in interactions with colleagues, students, and the public. Teacher advocates for students' needs. Teacher complies with procedures and policies: professional dress, attendance, promptness, demeanor, language, flexibility, and attendance & participation at meetings.</p>	<p><input type="checkbox"/>Teacher has a positive attitude and is considered a leader in terms of honesty, integrity, and confidentiality. Teacher supports building and district initiatives. Teacher is proactive in advocating for students, staff, and building needs.</p>
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