

## Teacher Performance Evaluation Rubric

The *Teacher Performance Evaluation Rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the teacher. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, and classroom walkthroughs (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING		Ineffective	Developing	Proficient	Accomplished
INSTRUCTIONAL PLANNING	<b>FOCUS FOR LEARNING</b> (Standard 4: Instruction)  <i>Sources of Evidence:</i> Pre-Conference	The teacher does not have a clear focus for student learning or the objective is too general to guide lesson planning or the objective is inappropriate for the students.	The teacher clearly communicates a focus for student learning that is appropriate for students.	The teacher develops a measurable goal for student learning that aligns with the Ohio standards.  The teacher can explain the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards.  The goal(s) reflect a range of student learner needs.  Teacher can explain how the goal(s) fit(s) into the broader unit and course goals for content learning and skills.
	<b>ASSESSMENT DATA</b> (Standard 3: Assessment)  <i>Sources of Evidence:</i> Pre-Conference	The teacher plans instruction without analyzing student learning data.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning.  There is evidence of more than one measure of student performance.  The teacher may, however, have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher can explain the characteristics, uses, and limitations (advantages/disadvantages) of various diagnostic, formative, and summative assessments.  Artifacts (instructional plans, assessments, etc.) document that the teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills.	The teacher purposely plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles.  Evidence indicates that student learning needs were accurately identified and that the teacher uses assessment data to identify student strengths and areas for student growth.

INSTRUCTIONAL PLANNING					
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INSTRUCTIONAL PLANNING	<p><b>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS</b> (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The teacher makes no effort to have the lesson build on or connect to students' prior knowledge, or the teacher may make an effort that is ineffective or may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.</p>	<p>The teacher states how the lesson connects to students' prior knowledge and/or to previous lessons and will prepare students for future learning.</p>	<p>Instructional plans demonstrate that the teacher makes clear and coherent connections with students' prior and future learning—both explicitly to students and within the lesson.</p> <p>In describing the instructional sequence, the teacher can articulate the important content, concepts, and processes in school and district curriculum priorities and in state standards.</p>	<p>The teacher uses the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.</p> <p>The teacher prepares learning activities with clear structures that allow for content review, student reflection and different pathways, depending on student needs.</p> <p>The teacher plans and sequences instruction in ways that reflect an understanding of the prerequisite relationships among topics and concepts. The teacher can accurately explain how the lesson fits within the structure of the discipline. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</p>
	<p><b>KNOWLEDGE OF STUDENTS</b> (Standard 1: Students)</p> <p><i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference</p>	<p>The teacher demonstrates a lack of understanding of why it is important to become familiar with students' backgrounds, does not know how to find this information, and lacks familiarity with students' backgrounds</p> <p>The teacher's plan for instruction does not suggest an understanding of:</p> <ul style="list-style-type: none"> <li>○ Student development (physical, social, emotional, cognitive, linguistic)</li> <li>○ Student learning and preferred learning styles</li> <li>○ Students' backgrounds/prior experiences</li> </ul>	<p>The teacher demonstrates some understanding of why it is important to become familiar with students' background experiences, describes one procedure used to obtain this information, and has some familiarity with the background knowledge and experiences of students in the class.</p> <p>The teacher makes an attempt to tailor the instructional plan to the specific population of students in the classroom.</p>	<p>The teacher can describe the population of students in the classroom and articulate their instructional needs.</p> <p>The teacher's plan shows evidence of an analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</p>	<p>The teacher demonstrates a comprehensive understanding of why it is important to become familiar with students' background experiences, describes several procedures used to obtain this information, and demonstrates a clear understanding of students' background knowledge and experiences.</p> <p>The teacher's analysis of student data shows a deep understanding of how to connect the data to specific instructional strategies and plans. The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.</p>

Instruction and Assessment					
		Ineffective	Developing	Proficient	Accomplished
INSTRUCTION AND ASSESSMENT	<p><b>LESSON DELIVERY</b> (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i> Formal Observation</p>	<p>The lesson is disorganized and students seem confused. The teachers' strategies fail to engage students, are inappropriate to the content, and/or discourage independent or creative thinking. The lesson is almost entirely teacher directed.</p> <p>Explanations may be unclear or incoherent, and are generally ineffective in building student understanding. The teacher may present information inaccurately, leaving students with a significant misunderstanding.</p> <p>Students may frequently ask questions that show confusion or frustration.</p>	<p>Teacher explanations are accurate and generally clear but students may ask some clarifying questions about content or instructions for learning activities.</p> <p>The teacher attempts, but is not always successful at, using developmentally appropriate language.</p> <p>The teacher demonstrates an effort to re-explain when students show confusion, but is not always able to provide an effective alternative explanation.</p>	<p>Teacher explanations are clear and accurate.</p> <p>The language the teacher uses is developmentally appropriate.</p> <p>The teacher employs effective, purposeful questioning techniques during instruction.</p>	<p>Teacher explanations are clear, coherent, and accurate. The teacher uses strategies designed to actively encourage independent, creative, and critical thinking.</p> <p>The teacher uses developmentally appropriate language to define academic terms and concepts and provide precise explanations. The teacher uses effective communication strategies to convey ideas (such as vocabulary that is appropriate to students' age and interests), ask questions, and stimulate discussion.</p> <p>The teacher develops high-level understanding through effective uses of varied levels of questions.</p>
	<p><b>DIFFERENTIATION</b> (Standard 1: Students; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation</p>	<p>The lesson is not accessible or not challenging to most students.</p> <p>The teacher may give students only one way to engage with the content.</p>	<p>The teacher makes the lesson accessible to most students though some may not be able to access certain parts of the lesson or some may not be challenged.</p> <p>The teacher provides students with more than one way to engage with content</p>	<p>The teacher uses appropriate and flexible grouping during instruction to support the learning needs of all students.</p> <p>The teacher's instruction is differentiated for individual and/or group needs through varying strategies, activities, materials, and/or pacing.</p>	<p>The teacher appropriately adapts instructional methods, materials, and the pace of learning to meet the individual learning and ability needs of students, making curriculum and instructional decisions that respond to the immediate teaching context and student needs.</p> <p>The teacher uses a variety of strategies to convey content to students. The teacher effectively uses independent, collaborative and whole-class instruction depending on the learning context to maximize student understanding and learning.</p> <p>The teacher provides varied options for how students will demonstrate mastery.</p>
	<p><b>RESOURCES</b> (Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation</p>	<p>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</p> <p>Technology is not used, or is used ineffectively or without meaningful integration into lesson or support for student use.</p>	<p>The teacher uses appropriate materials to support instructional goals.</p> <p>Technology is used to support the lesson.</p>	<p>Instructional materials and resources are aligned to the instructional purposes and are appropriate for students.</p> <p>Technology is used effectively to meet the objectives of the lesson, and the teacher effectively supports students in their use of technology as appropriate to the lesson.</p>	<p>Instructional materials are varied and appropriate to ability levels of students, actively engage students and are useful in representing particular content-area ideas and concepts.</p> <p>Technology is meaningfully integrated into the lesson and serves a clear purpose. The teacher develops students' abilities to use and evaluate technology when applicable to the lesson.</p>

Instruction and Assessment					
		Ineffective	Developing	Proficient	Accomplished
	<p><b>CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)</b></p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation</p>	<p>There is little or no evidence of a positive rapport between the teacher and students.</p> <p>There are no evident routines or procedures; students seem unclear about what they should be doing.</p> <p>Transitions are inefficient and lessons progress slowly enough that students are frequently disengaged.</p> <p>The learning environment may pose safety hazards for students.</p> <p>The learning environment allows for little or no engagement of volunteers.</p>	<p>The teacher is fair in the treatment of students and establishes a basic rapport with them.</p> <p>Routines and procedures are in place, but require teacher prompting and direction when students are unclear or idle.</p> <p>The teacher transitions between learning activities and uses instructional time effectively.</p> <p>Attention is paid to the safety of the classroom environment.</p> <p>The teacher welcomes communication from parents and replies in a timely manner.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in all students.</p> <p>Routines and procedures run smoothly throughout the lesson.</p> <p>Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).</p> <p>The classroom environment and routines are set up to ensure the safety of students.</p> <p>The teacher offers a variety of volunteer opportunities and activities for families to support student learning.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in individual student's experiences, thoughts and opinions.</p> <p>Routines are well-established and orderly. Students assume considerable responsibility for the efficient operation of the classroom.</p> <p>Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.</p> <p>The classroom environment and routines are set up to ensure the safety of students.</p> <p>Active volunteer and family partnerships contribute to student learning and development.</p>
INSTRUCTION AND ASSESSMENT	<p><b>ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)</b></p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Post-Conference</p>	<p>The teacher does not routinely use assessments to measure student mastery.</p> <p>The teacher rarely or never checks the class understanding of content. As a result, the teacher fails to make adjustments in response to student confusion.</p> <p>The teacher persists in using a particular technique for responding to misunderstandings, even when it is not succeeding.</p> <p>The teacher does not provide students with feedback about their learning.</p>	<p>The teacher uses assessments to measure student mastery.</p> <p>The teacher checks for student understanding and makes attempts to adjust instruction accordingly.</p> <p>The teacher gathers and uses student data to choose appropriate instructional strategies for groups of students.</p> <p>Students receive feedback about their performance.</p>	<p>The teacher utilizes assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly.</p> <p>The teacher responds to student misunderstandings by providing additional clarification or adjusting the learning experience(s).</p> <p>The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual student).</p> <p>The teacher provides substantive, specific, and timely feedback of student progress to students, parents, and other school personnel while maintaining confidentiality.</p>	<p>The teacher examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.</p> <p>The teacher checks for understanding at key moments and makes adjustments accordingly (whole-class or individual). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly within the lesson and uses an alternative way to explain the concept.</p> <p>The teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students.</p> <p>Students are engaged in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.</p>

Professionalism		Ineffective	Developing	Proficient	Accomplished
PROFESSIONALISM	<p><b>PROFESSIONAL RESPONSIBILITIES</b>  <b>(Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)</b></p> <p><i>Sources of Evidence:</i>  Professional Development Plan or Improvement Plan;  Pre-conference;  Post-conference;  daily interaction with others</p>	<p>The teacher does not and/or makes no attempt to communicate clearly or collaborate effectively with professional colleagues.</p> <p>The teacher fails to not and/or makes no attempt to understand and follow regulations, policies, and agreements.</p> <p>The teacher does not and/or makes no attempt to demonstrate an ability to self-assess performance and to appropriately identify areas for professional development.</p>	<p>The teacher uses a variety of strategies to communicate with parents and caregivers about student learning.</p> <p>The teacher understands and follows district policies and state and federal regulations.</p> <p>The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p>	<p>The teacher uses effective communication strategies and teams with colleagues to examine problems of practice, analyze student work and identify targeted strategies.</p> <p>The teacher meets ethical and professional responsibilities with integrity and honesty.</p> <p>The teacher sets data-based short- and long-term professional development goals and takes action to meet these goals.</p>	<p>The teacher communicates effectively with students, families, and colleagues and collaborates for the professional development of self and others through professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p> <p>The teacher helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>The teacher regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.</p> <p>The teacher is actively involved in professional and community organizations that advance teaching and learning.</p>