



# TEACHER PERFORMANCE RUBRIC & SELF-EVALUATION TOOL

## Appendix C

### Domain 1: Planning and Preparation for Learning

	<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Needs Improvement</b>	<b>1 Does Not Meet</b>
<b>1 Plans and Lessons</b>	Has a well-honed game plan for the year that is tightly aligned with state standards and assessments.	Plans the year so students will meet state standards and be ready for external assessments.	Has done some thinking about how to cover standards and test requirements.	Plans lesson by lesson and has little familiarity with state standards and assessments.
<b>2 Standards and Units</b>	Plans units backwards and designs unit lessons with clear measurable goals closely aligned with standards and outcomes with most of Bloom's levels included guided by district-approved curriculum.	Plans most units backward and designs lessons focused on measurable outcomes aligned with unit goals and state standards, with some of Bloom's levels included guided by district-approved curriculum.	Plans lessons with some alignment to larger goals and objectives and plans lessons with unit goals in mind. District-approved curriculum may or may not be used.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals and lessons are planned primarily for entertaining students or covering textbook chapters.
<b>3 Assessment</b>	Prepares and designs diagnostic, on-the-spot interim <u>and</u> summative assessments to monitor student learning.	Plans unit and on-the spot assessments to measure student learning.	Drafts unit test as instruction proceeds. Little or no evidence of assessment planning is evident.	Writes final tests shortly before they are given. Prior planning is not evident.

### Domain 2: Classroom Management

	<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Needs Improvement</b>	<b>1 Does Not Meet</b>
<b>4 Expectations</b>	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with <i>ad hoc</i> rules and consequences as events unfold during the year.
<b>5 Relationships/ Respect</b>	Shows warmth, caring, respect, and fairness for all students and builds strong relationships. Earns most students' respect and creates a climate in which disruption of learning is extremely rare and handled promptly and appropriately.	Is fair and respectful toward students and builds positive relationships. Builds a culture of respect within the learning classroom.	Is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the classroom.	Is sometimes unfair and disrespectful to the class; plays favorites. Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.

6 Socio-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teachers useful social skills.	Often lectures students on the need for good behavior and makes an example of students with inappropriate behavior.	Publicly berates students, blaming them for their poor behavior.
7 Routines and Efficiency	Successfully instills class routines so that students maintain them throughout the year. Uses coherence, lesson momentum and smooth transitions to get the most out of every minute.	Teacher routines and has students maintain them all year. Maximizes academic learning time through coherence, lesson momentum and smooth transitions.	Tries to train students in class routines, but many of the routines are not maintained. Sometimes loses teaching time due to lack of clarity, interruptions and inefficient transitions.	Does not teach routines and is constantly nagging, threatening, and punishing students. Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.

Domain 3: Delivery of Instruction				
	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
8 Knowledge of Content and Structure	Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas of how to teach it and how students learn.
9 Mindset	Teaches students how to be risk-takers, learn from mistakes and to be problem solvers.	Tells students it is okay to make mistakes; effective effort is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
10 Engagement	Gets all students highly involved in focused work and discussions in which they are active learners and problem-solvers.	Has students think about, discuss, and use the ideas and skills being taught.	Attempts to get student actively involved but some are disengaged.	Mostly lectures to passive students or has them work through textbooks and worksheets.
11 Learning Goals	Evidence of the learning objective is observable because the teacher has communicated and evaluated essential questions. The students know and demonstrate exactly what is expected.	Gives students a clear sense of purpose by using the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving the students a sense of where instruction is headed.
12	Grabs students' interest and makes connections to prior knowledge, experience and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson. Has	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives. Moves on at the end of

Connections and Applications	Consistently has students summarize and internalize what they learn and apply it to multiple situations and contexts.	students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	each lesson without closure or application.
13 Clarity	Presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language for student age and stages of development.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate for student age and stages of development.	Often presents material in a confusing way, using language that is inappropriate.
14 Repertoire (Variety of Instruction)	Orchestrates highly effective strategies, questions, materials, technology and groupings to boost the learning of all.	Orchestrates effective strategies, questions, materials technology and grouping to foster student learning.	Uses a limited range of classroom strategies, questions, materials and groupings with mixed success.	Uses only one of two strategies and types of materials and fails to reach most students.
15 Differentiation (Adapting to Individual Learning Needs)	Successfully reaches all students by skillfully differentiating and scaffolding rate and level of learning.	Differentiates and scaffolds instruction to accommodate most students' rate and level of learning.	Attempts to differentiate and to accommodate students' rate and level of learning with mixed success.	Fails to differentiate instruction for students' rate and level of learning.

Domain 4: Monitoring, Assessment and Follow-Up				
	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
16 Criteria and Recognition	Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them. Frequently posts students' work with commentary and uses it to motivate and direct effort.	Posts clear criteria for proficiency, including rubrics and exemplars of student work. Regularly posts students' work to make visible and celebrate their progress with respect to standards.	Tells students some of the qualities that their finished work should exhibit. Posts some 'A' student work as an example to others.	Expects students to know (or figure out) what it takes to get good grades. Posts only a few samples of student work or none at all.
17 Diagnostic Assessment	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.

18 Formative Assessment	Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students. Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Uses data from interim assessments to adjust teaching, re-teach, and follow-up with failing students. Frequently checks for understanding and gives students helpful information if they seem confused.	Looks over students' tests to see if there is anything that needs to be re-taught. Uses moderately effective methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Gives tests and moves on without analyzing them and following up with students. Uses ineffective methods ("is everyone with me?") to check for understanding.
19 Self-Assessment	Teacher ensures students set ambitious goals, continuously self-assess and take responsibility for improving performance.	Teacher has students set goals, self-assess and knows where they stand academically at all times.	Teacher asks students to look over their work, see where they had trouble and aim to improve those areas.	Teacher allows students to move on without assessing and improving problems in their work.
20 Reflection and Analysis	Works with colleagues to reflect on what worked and what didn't and continuously improves instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

#### Domain 5: Family and Community Outreach

	<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Needs Improvement</b>	<b>1 Does Not Meet</b>
21 Belief	Shows each parent an in-depth knowledge of his/her child and a strong belief he/she will meet or exceed standards.	Communicates respectfully with parents and is sensitive to different families' culture and values. Shows parents a genuine interest and belief in each child's ability to reach standards.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity. Tells parents that he or she cares about their children and wants the best for them.	Is often insensitive to the culture and beliefs of students' families. Does not communicate to parents knowledge of individual children or concern about their future.
22 Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems. Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Promptly informs parents of behavior and learning problems, and also updates parents on good news. Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Let parents know about problems their children are having but rarely mentions positive news. Sends home occasional suggestions on how parents can help their children with schoolwork.	Seldom informs parents of concerns or positive news about their children.
23	Deals immediately and successfully with parent	Responds promptly to parent concerns and	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel

Responsiveness	concerns and makes parents feel welcome.	makes parents feel welcome at school.		unwelcome in the classroom.
<b>Domain 6: Professional Responsibilities</b>				
	<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Needs Improvement</b>	<b>1 Does Not Meet</b>
24 Professionalism	Presents self as a consummate professional and always observes appropriate boundaries and expectations.	Demonstrates professional demeanor/behavior and maintains appropriate boundaries.	Occasionally acts and/or presents self in an unprofessional manner and disrespects boundaries.	Frequently acts and/or present self in an unprofessional manner and violates boundaries.
25 School/ Culture/ Community	Is an important member of teacher teams and committees and frequently contributes to school activities/initiatives.	Shares responsibilities and takes part in grade-level and school-wide activities/initiatives.	When asked, will serve on a committee and attend school-wide activities.	Declines invitations to serve on committees and attends few school-wide activities.
26 Leadership and Contribution	Provides leadership, valuable ideas and expertise that furthers school/district mission.	Is a positive team player and contributes ideas, expertise to school/district mission.	Occasionally suggests and idea aimed at improving the school.	Rarely, if ever, contributes ideas that might help improve the school.
27 Working with Teams	Elicits all voices in planning units, sharing teaching ideas, looking at student work and utilizing data to change instruction.	Collaborates with colleagues to plan units, share teaching ideas and look at student work.	Meets regularly with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues and is not open to collaboration.
28 Self- Improvement	Seeks out best-practices, feedback, and suggestions, which are integrated into practice. Active participant of professional groups, reading and/or research to improve teaching and learning.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective teaching ideas from supervisors, colleagues and other sources.	Keep an eye out for new ideas to improve teaching and learning, but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	Is not open to ideas for improving teaching and learning. Is defensive and/or resistant to changing professional practices.

	Phoenix-Talent Schools Teacher Performance Summary (To be completed by Administrator)				
Summative Evaluation	Performance Indicator	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Does Not Meet (1)
	Domain 1: Planning and Preparation for Learning				
	1.1 Plans and Lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.2 Standard and Units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.3 Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Average Domain 1 Rating:				
	Domain 2: Classroom Management				
	2.4 Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.5 Relationships/Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.6 Socio-emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.7 Routines and Efficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Average Domain 2 Rating:				
	Domain 3: Delivery of Instruction				
	3.8 Knowledge of Content and Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.9 Mindset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.10 Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.11 Learning Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.12 Connections and Applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.13 Clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.14 Repertoire (Variety of Instruction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.15 Differentiation (Adapting to Individual Learning Needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Average Domain 3 Rating:				
	Domain 4: Monitoring, Assessment and Follow-up				
	4.16 Criteria and Recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.17 Diagnostic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.18 Formative Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.19 Self-Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.20 Reflection and Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Average Domain 4 Rating:				
	Domain 5: Family and Community Outreach				
	5.21 Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.22 Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.23 Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Average Domain 5 Rating:				
	Domain 6: Professional Responsibilities				
	6.24 Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.25 School/Culture/Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.26 Leadership and Contribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.27 Working with Teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.28 Self-Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Average Domain 6 Rating:					
Overall Standard Evaluation Rating:					
Overall Student Learning Goals Evaluation Rating:					
Final Evaluation:					