



PHOENIX-TALENT SCHOOLS

Teacher Performance Standards Rubric & Self-Evaluation Tool

Appendix A

Performance Criteria <i>(in relation to standard)</i>	Does Not Meet (1)	Partially Meets (2)	Consistently Meets (3)	Consistently Exceeds (4)
Domain 1: Planning and Preparation For Learning				
	1	2	3	4
1.1 Plans and Lessons	Plans lessons aimed primarily at entertaining students or covering textbook chapters. Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.	Plans lessons with some consideration of long-term goals. Plans lessons that involve a mixture of good and mediocre learning materials.	Designs lessons focused on measurable outcomes aligned with unit and long-term goals. Designs lessons that use an appropriate and culturally diverse materials. Collaborates with colleagues, when appropriate, in planning lessons. Actively plans re-teaching. Lessons include district adopted models of delivery (Sheltered Instruction Observation Protocol, Gradual Release of Responsibility Model).	Designs each lesson with clear, measurable goals closely aligned with standards, unit, and long-term outcomes. Designs lessons that use an effective mix of high-quality, multicultural learning materials, <u>strategies</u> and technology. Consistently collaborates with colleagues, when appropriate, in planning lessons. Actively plans re-teaching. Lessons include district adopted models of delivery (Sheltered Instruction Observation Protocol, Gradual Release of Responsibility Model). Plans activities that solidify learning in real world contexts.
1.2 Standards and Units	Plans lesson by lesson and has little familiarity with state standards and tests. Teaches on an <i>ad hoc</i> basis with little or no consideration for long range curriculum goals.	Has done some planning about how to cover common core state standards and test requirements this year. Plans lessons with some thought to larger goals and objectives and higher order thinking skills.	Plans the year so students will meet common core state standards and be ready for summative and external assessments. Plans most units aligned to standards including essential questions and skills.	Has a detailed plan for the year that is tightly aligned with common core standards and ensures success on formative and summative assessments. Plans all units aligned to standards including essential questions and skills. Specific plan to differentiate and reteach as diagnosed by formative evaluations. Includes enrichment for students who exceed expectations.

1.3 Knowledge of Content	<p>Has little familiarity with the subject matter.</p>	<p>Is familiar with the subject but limited in ability to extend content beyond textbook learning.</p>	<p>Knows the subject matter well. Effectively uses curriculum and relevant supplements to advance student learning.</p>	<p>Is an expert in the subject area and enthusiasm for topics is evident in daily lessons. Continuously updates knowledge and incorporates it into lessons. Effectively uses curriculum and a broad spectrum of engaging and rigorous supplemental materials to advance student learning.</p>
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1.4 Assessment	<p>Writes final assessments shortly before they are given. Prior planning is not evident.</p>	<p>Little or no pre assessment of skills. Does not analyze assessment outcomes to drive instruction. Limited re-teaching.</p>	<p>Uses pre-assessments to plan the units. Plans units with multiple formative and summative assessments to measure student learning. Uses information gathered to drive instruction (reteach, enrich, advance).</p>	<p>Uses pre-assessments to plan the units. Plans units with multiple formative and summative assessments to measure student learning. Uses information gathered to drive instruction (reteach, enrich, advance). Utilizes various techniques that allow students to demonstrate their knowledge in a variety of ways.</p>
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Domain 2: Classroom Management

2.5 Expectations	<p>Comes up with <i>ad hoc</i> rules and consequences as events unfold during the year.</p>	<p>Announces and posts classroom rules and consequences. Limited reinforcements and re teaching of expectations.</p>	<p>Clearly communicates and consistently enforces high standards for student behavior. Classroom and school routines taught and enforced. Posts visual reminders of rules and refers to them. Re teaches and reinforces when necessary. Strives for 4/1 ratio of positive to negative interactions.</p>	<p>Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations. Classroom and school routines taught and enforced. Posts visual reminders of rules and refers to them. Re-teaches and reinforces when necessary. Strives for 4/1 ratio of positive to negative interactions. Develops classroom expectations with student input. Uses models to show behavior expectations.</p>
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2.6 Relationships/ Respect	Is sometimes unfair and disrespectful to the class; plays favorites. Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.	Is equitable and respectful toward most students and builds positive relationships with some. Fosters the respect of some students but there are regular disruptions in the classroom. Limited teaching of respect for others.	Is equitable, respectful, and nurturing toward students and builds positive relationships. Builds a climate of respect within the classroom. Teaches respect for others and self-advocacy. Implements appropriate strategies to handle disruptions.	Is equitable, respectful, and nurturing toward students and builds positive relationships. Teaches respect for others and self-advocacy to promote a community of acceptance. Earns most students' respect and creates a climate in which disruption of learning is extremely rare and handled promptly and appropriately.
2.7 Socio-Emotional	Publicly berates students, blaming them for their poor behavior.	Often lectures students on the need for good behavior and makes an example of students with inappropriate behavior. Does not seek out support or follow behavior plans. Does not collect data on behavioral issues.	Fosters positive interactions among students and teaches useful social skills. Uses effective and appropriate behavior systems to promote positive changes. Proactively seeks out support before escalation occurs. Gathers behavior related data for initial and ongoing analysis.	Proactively seeks out and works with colleagues regarding positive behavior plans and adjusts the plan to meet the needs of the students. Uses data to implement a program that successfully develops positive interactions and social emotional skills. Uses task analysis when planning activities, and pre-plans for possible behavior concerns. Uses de-escalating techniques.
2.8 Routines and Efficiency	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.	Attempts to teach students class routines, but many of the routines are not maintained. Sometimes loses teaching time due to lack of clarity, interruptions and inefficient transitions.	Pre-teaches and consistently reviews routines. Has students maintain them all year. Rarely loses teaching time due to lack of clarity, interruptions and inefficient transitions. Analyzes and corrects inefficient routines. All materials are efficiently organized and managed for student use. Teacher models expectations.	Pre-teaches and consistently reviews routines and students maintain them all year. Maximizes academic learning time through coherence, lesson momentum, and smooth transitions. Analyzes and corrects inefficient routines. All materials are efficiently organized and managed for student use. Students have ownership in managing materials, routines, and problem solving.

Domain 3: Delivery of Instruction

3.9 Knowledge of Child Development	Has limited knowledge of how students learn and their developmental stages.	Understands some theory on child development, but is unable to apply it to daily lessons and other work with students.	Applies knowledge of child development and how students learn when planning and implementing units and lessons. Has a basic understanding of exceptional children's developmental differences.	Has a strong understanding of child development theories, including those regarding exceptional children (SpEd, TAG, and ELL students). Is able to skillfully and consistently incorporate that knowledge into the planning and implementation of units and lessons.
3.10 Mindset	Communicates a fixed mindset about ability: some students have it, some don't.	Attempts to counteract students' misconceptions about innate ability. Tries to create an academic risk-taking climate with limited success.	Fosters a positive climate conducive to academic risk taking. Tells students that effective effort, not innate ability, is the key. Holds high expectations for all students.	Actively fosters a growth mindset. Students encourage and support each other to take risks and learn from mistakes. The students believe that, through effort, everyone can and will achieve at high levels.
3.11 Engagement	Most students are passive or disengaged in the lesson. The teacher does not intervene or respond to students who are actively disengaged.	Attempts to get students involved but many students are not actively engaged. May lecture to passive students or have them work through textbooks and worksheets. Few students engaged in academic discussions on topic.	Teacher uses a variety of engagement strategies to involve students in the lesson. Most students are actively thinking about, discussing, and using the ideas and skills being taught.	Consistently implements a wide variety of highly effective and rigorous engagement strategies. Virtually all students are engaged in intellectually challenging work and discussions in which they are active learners and problem-solvers.
3.12 Questioning and Discussion Techniques	Questions of low cognitive challenge, with single correct responses, are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style; teacher mediates all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Few students participate in the discussion.	Questions lead students through a single path of inquiry with answers seemingly determined in advance. May attempt to ask some questions designed to engage students in thinking, but only a few students are involved. Attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	Teacher may use some low-level questions as well as questions that promote student thinking and understanding. Teacher creates a genuine discussion among students with adequate time for students to respond. Teacher steps aside when doing so is appropriate. Teacher challenges students to justify their thinking and engages most students in the discussion, using a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, or promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. There is a systematic procedure in place for supporting all students in participating in discussions.

3.13 Learning Goals	Begins lessons without giving the students a sense of where instruction is headed.	Tells students the main learning objectives of each lesson. Goals are not posted, are insufficient, or are not aligned to lesson content.	Gives students a clear sense of purpose by posting and referring to a lesson's content goals. Connects lesson goal to broader unit outcomes or essential questions. Students can articulate the learning goals of the lesson.	Shows students exactly what's expected by posting content and language goals, success criteria, essential questions, and/or exemplars. Students can articulate (developmentally appropriately) what is expected in the lesson and how it fits into the larger unit or real-world application.
3.14 Connections and Applications	Rarely hooks students' interest or makes connections to their lives. Moves on at the end of each lesson without closure or application.	Is only sometimes successful in making the subject interesting and relating it to things students already know. Sometimes brings closure to lessons and asks students to think about applications.	Often activates students' prior knowledge and hooks their interest in units and lessons. Often has students sum up what they have learned and occasionally has students apply it in a different context.	Grabs virtually all students' interest and facilitates connections to prior knowledge, experiences, and reading. Consistently has students summarize what they learn and apply it to other contexts.
3.15 Clarity	Often presents material in a confusing way, using language that is inappropriate.	.Sometimes uses language and explanations that are vague, confusing, or inappropriate for student's age and/or stage of development. May attempt to adjust instruction or correct misunderstandings, but with mixed results.	Uses clear explanations, academic language and culturally and developmentally appropriate examples to present material. Regularly monitors and adjusts instruction and corrects misunderstandings while teaching.	Always presents material clearly and explicitly, with well chosen culturally and developmentally appropriate examples and academic language appropriate for student age and stages of development. Expertly monitors and adjusts instruction and clearly corrects misunderstandings.
3.16 Repertoire (Variety of Instruction)	Uses only one or two strategies and types of materials. Fails to reach most students.	Uses a limited range of classroom strategies, questions, materials and groupings with mixed success.	Orchestrates an effective range of strategies, questions, materials, technology (as appropriate), and groupings to foster student learning. Elements of district initiatives are evident (SIOP, GRRM).	Consistently orchestrates an extensive and highly effective range of strategies, questions, materials, technology, and groupings to boost the learning of all. District initiatives are consistently implemented and integrated into the lesson format.

3.17 Differentiation (Adapting to Individual Learning Needs)	Fails to differentiate instruction for students' learning needs. Does not adequately implement IEP's or address ELL learners.	Attempts to differentiate and to accommodate students' learning needs with mixed success. Inconsistently implements IEP accommodations and modifications. Inconsistently scaffolds language for ELL students. Does not effectively utilize adult helpers or consult with colleagues.	Differentiates and scaffolds instruction. Uses student and/or adult helpers to accommodate most students' learning needs. Specifically addresses needs of IEP, ELL, and TAG students. Consults with colleagues to address specific student needs.	Successfully reaches virtually all students, including IEP, ELL, and TAG students, as well as non-identified students. Skillfully differentiates and scaffolds instruction and strategically utilizes student and/or adult helpers.
Domain 4: Monitoring, Assessment, and Follow-Up				
4.18 Criteria	Expects students to know (or figure out) what it takes to get good grades.	Explains either verbally or visually to students some of the qualities that their finished work should exhibit. Displays some criteria.	Teaches and displays clear criteria for proficiency, including appropriate and relevant exemplars of student work and rubrics when applicable.	Consistently exhibits and reviews the criteria for success with rubrics and exemplars of student work at each level of proficiency to help students internalize expectations for high quality work.
4.19 Recognition	Displays only a few samples of student work or none at all. Does not positively recognize student efforts or successes. Focuses on negative	Displays some 'A' student work as an example to others. Rarely recognizes student efforts or successes.	Regularly displays students' work (as appropriate) to make visible their progress and/or recognizes student efforts and successes either verbally or with appropriate reinforcement.	Frequently displays (as appropriate) students' work with rubrics and commentary to celebrate progress and motivate and direct effort. Consistently uses multiple means to recognize student efforts and successes.
4.20 Diagnostic Assessment	Begins instruction without diagnosing students' skills and knowledge.	Surveys academic skills and knowledge before beginning a unit but does not adjust instruction based on the results.	Evaluates students' knowledge and skills prior to instruction and uses the data to make instructional adjustments for the group.	Gives students a well constructed diagnostic assessment that is directly linked to lesson or unit outcomes; uses the information to strategize instruction for the needs of individual students.

4.21 Formative Assessment	Gives assignments, quizzes, and other formative assessments and moves on without analyzing them and following up with students. Uses ineffective methods ("is everyone with me?") to check for understanding.	Looks over students' assignments, quizzes, and other formative assessments 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. Students are given few opportunities to show proficiency.	Uses data from interim assessments to adjust teaching, re-teach, and follow-up with failing students. Uses a variety of effective methods to frequently check for understanding and gives students helpful information if they seem confused. Students are often given multiple opportunities to show proficiency.	Works with colleagues when appropriate to use interim assessment data, fine-tune teaching, re-teach, help struggling students, and extend learning for students who have demonstrated proficiency. Uses a variety of effective methods to frequently check for understanding; immediately uses effective strategies to unscramble confusion or solidify learning. Consistently provides multiple opportunities to show proficiency.
4.22 Self-Assessment	Teacher allows students to move on without assessing and improving problems in their work.	Teacher asks students to look over their work, see where they had trouble and aim to improve those areas.	Teacher has students set goals, self-assess, and know where they stand relative to those goals.	Teacher ensures students set ambitious and developmentally appropriate goals, continuously self-assess and take responsibility for improving performance.
4.23 Reflection and Analysis	Does not reflect on teaching practices and student results.	At the end of a teaching unit or semester, the teacher reflects on instructional practices and identifies areas that need improvement.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	Collaborates with colleagues to reflect on what worked and what didn't and continuously improves instruction.
Domain 5: Family and Community Outreach				
5.24 Belief	Does not communicate to parents knowledge of individual children or concern about their future.	Tells parents that he or she cares about their children and wants the best for them.	Shows parents a genuine interest and belief in each child's ability to make adequate growth towards meeting the standards.	Shows each parent an in-depth knowledge of his/her child and a strong belief he/she will adequate growth towards meeting the standards.
5.25 Respect	Is often insensitive to the culture and beliefs of students' families.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity or awareness.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Shows great knowledge about, sensitivity toward, and respect for family and community cultures, values, and beliefs. Is a resource to colleagues for cultural understanding and background or actively seeks understanding of cultural awareness.

5.26 Communication	Never informs parents of concerns or positive news about their children. Does not communicate to parents knowledge of individual children or concern about their future.	Lets parents know about problems their children are having but rarely mentions positive news. Infrequently updates parents on student progress using tools such as Gradebook, email, and/or newsletters.	Promptly informs parents of behavior and learning problems. Regularly updates parents on student progress using tools such as Gradebook, email, and/or newsletters.	Makes sure parents of at risk students hear positive news about their children first, and immediately flags any problems. Frequently and successfully involves parents in supporting and enriching the curriculum for their children as it unfolds. Consistently updates parents on student progress using tools such as Gradebook, email, and/or newsletters.
5.27 Responsiveness	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Responds promptly to parent concerns and makes parents feel welcome at school.	Deals immediately and successfully with parent concerns, and makes parents feel heard and validated. Acts as a collaborative problem solver with parents.
Domain 6: Professional Responsibilities				
6.28 Professionalism	Frequently acts and/or presents self in an unprofessional manner and violates boundaries and/or confidentiality.	Shows regular patterns of minor unprofessionalism: lateness, lack of preparation for meetings, unprofessional appearance commensurate with job requirements, disrespects boundaries; does not consistently complete required duties, reports, or paperwork in a timely manner.	Generally presents self as a professional in all settings: regular attendance and punctuality, appropriateness of dress, ethical and honest judgment, maintains appropriate boundaries, and completes all required duties, reports and paperwork in a timely manner. Teacher displays honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Presents self as a consummate professional in all settings including: regular attendance and punctuality, appropriateness of dress, ethical and honest judgment, maintains appropriate boundaries, and completes all required duties, reports and paperwork in a timely manner. Teacher holds the highest standards for honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.
6.29 School/Culture/Community	Declines invitations to serve on committees and attends few school-wide activities.	When asked, will serve on a committee and attend school-wide activities.	Shares responsibilities and takes part in grade level and school wide activities/initiatives.	Is an important member of teacher teams and committees and frequently contributes to school activities/initiatives.

6.30 Leadership and Contribution	Rarely, if ever, contributes ideas that might help improve the school.	Occasionally suggests an idea aimed at improving the school.	Is a positive team player and contributes ideas, expertise to school/district mission.	Provides leadership, valuable ideas and expertise that furthers the school/district mission. Instills in colleagues a desire to improve student and school results.
6.31 Working With Teams	Meets infrequently with colleagues and is not open to collaboration.	Meets regularly with colleagues to share ideas about teaching and students.	Collaborates with colleagues to improve student learning. Uses student work and/or data for purposes of targeted improvement.	Elicits all voices in planning units, sharing teaching ideas, looking at student work and utilizing data to address issues that impact student learning. Contributes new ideas and strategies to improve student achievement.
6.32 Self-Improvement	Is not open to ideas for improving teaching and learning. Is defensive and/or resistant to changing professional practices.	Can occasionally be persuaded to try out new classroom practices. Shows minimal interest in listening to feedback and suggestions.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out and attempts to implement effective teaching ideas from supervisors, colleagues, and other sources and evaluates outcomes.	Actively seeks out best practices, feedback, and suggestions, which are effectively integrated into practice. Participates actively in professional groups, stays current on research-based best practices, and engages in action research to improve teaching and learning.