

B. Classroom Management

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	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 punishments.	Comes up with ad hoc rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Wins almost all students' respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of bad students.	Publicly berates bad students, blaming them for their poor behavior.
e. Routines	Successfully inculcates classroom routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in classroom routines but many of the routines are not maintained.	Does not teach routines and constantly nagging, threatening, and punishing students.
f. Responsibility	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline moves and can capture and maintain students' attention.	Has a limited disciplinary repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, less momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives				

E. Family and Community Outreach

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating: _____ Comments:

Evaluation Summary Page

Teacher's name: _____ School year: _____

School: _____ Subject area: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Classroom Management:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Delivery of Instruction:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Family and Community Outreach:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Professional Responsibilities:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY TEACHER:

Principal's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Sources

- Alexandria Public Schools (Virginia) performance evaluation rubrics (2003)
- Aspire Charter Schools, California teacher evaluation rubrics (2003)
- Boston Public Schools Performance Evaluation Instrument (1997)
- City on a Hill Charter School (Boston) performance evaluation rubrics (2004)
- Conservatory Lab Charter School (Boston) performance evaluation rubrics (2004)
- Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson (ASCD, 1996)
- ÒIndicators of Teaching for UnderstandingÓ by Jay McTighe and Eliot Seif (unpublished paper, 2005)
- Leading for Learning: Reflective Tools for School and District Leaders by Michael Knapp et al., Center for the Study of Teaching and Policy, University of Washington (February 2003)
- Linking Teacher Evaluation and Student Learning by Pamela Tucker and James Stronge (ASCD, 2005)
- North Star Academy Charter School of Newark: Teaching Standards (2004-05)
- Roxbury Preparatory Charter School, Boston: Criteria for Outstanding Teaching (2004-05)
- The Skillful Teacher by Jon Saphier and Robert Gower (Research for Better Teaching, 1997)
- The Three Big Rocks of Educational Reform by Jon Saphier (Research for Better Teaching, 2005)
- Vaughn Next Century Learning Center, Chicago performance evaluation rubric (2004)
- What Works in Schools: Translating Research into Action by Robert Marzano (ASCD, 2003)