

PUSD Rubric for Teacher Performance Summative Evaluation

DOMAIN I: PLANNING AND PREPARATION

A. Develops appropriate objectives for the lessons

1. Measurable
2. Aligned to lesson
3. Aligned to Arizona Academic Standards
4. Meaningful; relevant

Proficient:

- ___ 1. The objectives are directly measurable.
- ___ 2. The objectives are aligned to lesson goals.
- ___ 3. Standards are reflected in each objective.
- ___ 4. The objectives are relevant to further learning.

Area of Growth:

- ___ 1. Most objectives are directly measurable.
- ___ 2. Most objectives are aligned to lesson goals.
- ___ 3. Standards are reflected in most objectives.
- ___ 4. Most objectives are relevant to further learning.

Unsatisfactory:

- ___ 1. Few or none of the objectives are directly measurable.
- ___ 2. Few or none of the objectives are aligned to lesson goals.
- ___ 3. Few or none of the standards are reflected in the objectives.
- ___ 4. Few objectives are relevant to further learning.

Not Observed:

- ___ 1. Not observed.

B. Demonstrates command of the subject matter

1. Content knowledge
2. Connections made

Proficient:

- ___ 1. Teacher displays solid content knowledge with evidence of continuing pursuit of knowledge.
- ___ 2. Teacher makes connections between the content and other parts of the discipline or other disciplines.

Area of Growth:

- ___ 1. Teacher displays basic content knowledge.
- ___ 2. Teacher makes few connections with other parts of the discipline or with other disciplines.

Unsatisfactory:

- ___ 1. Teacher makes content errors or does not correct content errors students make.
- ___ 2. Teacher does not articulate connections.

Not Observed:

- ___ 1. Not observed.

C. Prepares lesson plans aligned to Arizona Academic Standards and/or District Curriculum

1. Legible and organized
2. Activities that address the objectives
3. Structure

Proficient:

- ___ 1. All lesson plans are well organized and legible.
- ___ 2. All activities support the objectives of the Arizona Academic Standards and/or the district curriculum.
- ___ 3. The lesson plan has a clearly defined structure.

Area of Growth:

- ___ 1. Most lesson plans are well organized and legible.
- ___ 2. Most activities support the objectives of the Arizona Academic Standards and/or the district curriculum.
- ___ 3. Most lesson plans have a clearly defined structure.

Unsatisfactory:

- ___ 1. Few lesson plans are well organized.
- ___ 2. Few activities support the objectives of the Arizona Academic Standards and/or the district curriculum.
- ___ 3. The lesson plan has a poorly defined structure.

Not Observed:

- ___ 1. Not observed.

D. Selects instructional goals suitable for diverse students

1. Selects goals according to the characteristics of the age group
2. Selects goals according to students' varied approaches to learning
3. Selects goals according to the students' skills and knowledge
4. Selects goals according to the students' interests and cultural heritage

Proficient:

- ___ 1. All goals display thorough knowledge of the developmental characteristics of the age group.
- ___ 2. All goals exhibit a solid understanding of different approaches to learning.
- ___ 3. All goals demonstrate an awareness of students' skills and knowledge.
- ___ 4. When appropriate, goals display a knowledge of students' interests or cultural heritage.

Area of Growth:

- ___ 1. Most goals display thorough knowledge of the developmental characteristics of the age group.
- ___ 2. Most goals exhibit a solid understanding of different approaches to learning.
- ___ 3. Most goals demonstrate an awareness of students' skills and knowledge.
- ___ 4. When appropriate, most goals display a knowledge of students' interests or cultural heritage.

Unsatisfactory:

- 1. Few goals display thorough knowledge of the developmental characteristics of the age group.
- 2. Few goals exhibit a solid understanding of different approaches to learning.
- 3. Few goals demonstrate an awareness of students' skills and knowledge.
- 4. When appropriate, few goals display a knowledge of students' interests or cultural heritage.

Not Observed:

- 1. Not observed.

E. Develops a plan and method for evaluating the student work congruent with instructional goals

- 1. Assessment is congruent with instructional goals
- 2. Assessments are aligned with what has been taught in the class
- 3. Lesson plans reflect use of various assessments

Proficient:

- 1. Assessment is always congruent with instructional goals.
- 2. Assessments are always aligned with what has been taught in the class.
- 3. Lesson plans always reflect use of various assessments.

Area of Growth:

- 1. Assessment is sometimes congruent with instructional goals.
- 2. Assessments are sometimes aligned with what has been taught in the class.
- 3. Lesson plans sometimes reflect use of various assessments.

Unsatisfactory:

- 1. Assessment is rarely congruent with instructional goals.
- 2. Assessments are rarely aligned with what has been taught in the class.
- 3. Lesson plans rarely reflect use of various assessments.

Not Observed:

- 1. Not observed.

F. Analyzes and uses student performance data

- 1. Assessment data used to tailor instruction
- 2. Assessment results are used to tailor instruction

Proficient:

- 1. Assessment data is always used to tailor instruction.
- 2. Assessment results are always used to tailor instruction.

Area of Growth:

- 1. Assessment data is sometimes used to tailor instruction.
- 2. Assessment results are sometimes used to tailor instruction.

Unsatisfactory:

- 1. Assessment data is rarely used to tailor instruction.
- 2. Assessment results are rarely used to tailor instruction.

Not Observed:

1. Not observed.

DOMAIN II: CLASSROOM ENVIRONMENT

A. Creates and maintains positive, supportive climate where individual contributions are valued

1. Teacher interacts with students
2. Student interactions
3. Instructional environment motivates and promotes positive expectations for high academic achievement

Proficient:

1. Teacher/student interactions are friendly and demonstrate general feeling of warmth, caring, and respect.
2. Student interactions are generally polite and respectful.
3. Instructional environment motivates and promotes expectations.

Area of Growth:

1. Teacher/student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for students' culture.
2. Students do not usually demonstrate negative behavior.
3. Instructional environment occasionally motivates and promotes expectations.

Unsatisfactory:

1. Teacher interactions with at least some of the students are negative, humiliating, sarcastic, or inappropriate.
2. Student interactions are characterized by conflict, sarcasm or put-downs.
3. Instructional environment rarely motivates and promotes expectations.

Not Observed:

1. Not observed.

B. Organizes and manages classroom procedures effectively

1. Management of transitions
2. Management of structural groups
3. Management of materials and supplies

Proficient:

1. Transitions are smooth with little loss of instructional time.
2. Work is organized and most students are engaged at all times.
3. Procedures for handling materials and supplies are smooth.

Area of Growth:

1. Transitions result in some loss of instructional time.
2. Work is partially organized resulting in some off task behavior.
3. Procedures for handling materials and supplies occur with some disruption.

Unsatisfactory:

- 1. Much time is lost during transitions.
- 2. There is no organization. Students are not productively engaged in learning because of lack of organization.
- 3. Procedures for handling materials and supplies are inefficient.

Not Observed:

- 1. Not observed.

C. Manages student behavior effectively and in a positive, constructive manner

- 1. Expectations
- 2. Monitoring of student behavior
- 3. Response to student behavior

Proficient:

- 1. Standards of conduct are clear to students.
- 2. Teacher monitors and is aware of student behavior.
- 3. Teacher's response to student is effective and sensitive to the students' needs.

Area of Growth:

- 1. Standards of conduct appear somewhat clear to students.
- 2. Teacher is generally aware of student behavior.
- 3. Teacher attempts to respond to student behavior with uneven results.

Unsatisfactory:

- 1. There does not appear to be standards of conduct.
- 2. The teacher does not monitor student behavior.
- 3. The teacher does not respond to student behavior or is repressive, not respecting the student.

Not Observed:

- 1. Not observed.

D. Arranges the physical environment within their control to complement the learning atmosphere

- 1. Safe environment
- 2. Access to physical resources

Proficient:

- 1. Teacher competently arranges the classroom to provide a safe environment.
- 2. Teacher competently organizes the classroom for accessibility to physical resources.

Area of Growth:

- 1. Teacher adequately arranges the classroom to provide a safe environment.
- 2. Teacher adequately organizes the classroom for accessibility to physical resources.

Unsatisfactory:

- 1. Teacher poorly arranges the classroom having at times an unsafe environment.
- 2. Teacher poorly organizes the classroom causing difficulty in accessing physical resources.

Not Observed:

- ___ 1. Not observed.

DOMAIN III: INSTRUCTION

A. Ensures student time on task

1. Activities and assignments
2. Structure and pacing

Proficient:

- ___ 1. Activities and assignments are appropriate to students. Almost all students are cognitively engaged.
- ___ 2. The structure of the lesson is coherent and the pacing is appropriate for the students.

Area of Growth:

- ___ 1. The students are cognitively engaged in some appropriate activities and assignments.
- ___ 2. The lesson has structure though not maintained throughout. Pacing is inconsistent.

Unsatisfactory:

- ___ 1. Activities and assignments are inappropriate for students. Students are not engaged cognitively.
- ___ 2. The lesson has no clearly defined structure and pace.

Not Observed:

- ___ 1. Not observed.

B. Communicates the objective and purpose of the lesson

1. Clear and accurate
2. Appropriate amount of detail

Proficient:

- ___ 1. Teacher's objective and purpose is clear and accurate.
- ___ 2. Teacher's objective and purpose contains appropriate amount of detail.

Area of Growth:

- ___ 1. Teacher usually states objective and purpose clearly and accurately.
- ___ 2. Teacher's objective and purpose usually contains appropriate amount of detail.

Unsatisfactory:

- ___ 1. Teacher rarely states objective and purpose clearly and accurately.
- ___ 2. Teacher's objective and purpose rarely contains appropriate amount of detail.

Not Observed:

- ___ 1. Not observed.

C. Communicates directions and procedures of the lesson

1. Clear and accurate
2. Appropriate amount of detail

Proficient:

- ____ 1. The teacher's directions and procedures are clear and accurate.
____ 2. The teacher's directions and procedures contain an appropriate amount of detail.

Area of Growth:

- ____ 1. The teacher's directions and procedures are sometimes unclear.
____ 2. The teacher's directions and procedures lack appropriate detail.

Unsatisfactory:

- ____ 1. The teacher's directions and procedures are confusing to students.
____ 2. There do not appear to be directions given or procedures in place.

Not Observed:

- ____ 1. Not observed.

D. Uses effective questioning techniques

1. Quality of questions
2. Student participation

Proficient:

- ____ 1. Most of the teacher's questions are of high quality and adequate time is given for response.
____ 2. Teacher successfully engages students in discussion.

Area of Growth:

- ____ 1. Teacher's questions are of inconsistent quality and not all questions are answerable.
____ 2. Teacher attempts to engage students with limited success.

Unsatisfactory:

- ____ 1. Teacher's questions are of poor quality.
____ 2. Only a few students participate.

Not Observed:

- ____ 1. Not observed.

E. Monitors student progress and adjusts teaching as needed

1. Guided practice
2. Lesson adjustment
3. Instructional strategies

Proficient:

- ____ 1. Teacher provides opportunities for practice of the material presented.
____ 2. Teacher makes smooth adjustments to lessons when necessary.
____ 3. Teacher seeks and uses instructional strategies for students who are having difficulty learning.

Area of Growth:

- 1. Teacher provides inconsistent opportunities for practice.
- 2. Teacher attempts to adjust lesson with mixed results.
- 3. Teacher demonstrates limited use of instructional strategies for students who are having difficulty learning.

Unsatisfactory:

- 1. Guided practice is irrelevant and not meaningful.
- 2. Teacher adheres strictly to the lesson plan even when change is clearly necessary.
- 3. Teacher does not demonstrate the willingness to seek out instructional strategies for students who are having difficulty learning.

Not Observed:

- 1. Not observed.

F. Communicates assessment criteria to students

- 1. Quality
- 2. Timeliness

Proficient:

- 1. Communication is consistently high in quality.
- 2. Communication is consistently provided in a timely manner.

Area of Growth:

- 1. Communication is inconsistent in quality.
- 2. Timeliness of communication is inconsistent.

Unsatisfactory:

- 1. Communication is either not provided or is of poor quality.
- 2. Communication is not provided in a timely manner or is unsatisfactory.

Not Observed:

- 1. Not observed.

G. Provides a variety of relevant activities to enhance student participation and enrichment of curriculum

- 1. Relevant activities and student participation
- 2. Resources for teaching such as materials, media, community resources and technology

Proficient:

- 1. Consistently provides relevant activities to promote student participation.
- 2. Teacher plans and effectively uses various resources such as materials, media, community resources and technology.

Area of Growth:

- 1. Occasionally provides relevant activities to promote student participation.
- 2. Teacher displays limited use of available resources such as materials, media, community resources and technology.

Unsatisfactory:

- _____ 1. Rarely provides relevant activities to promote student participation.
- _____ 2. Teacher rarely uses resources such as materials, media, community resources and technology.

Not Observed:

- _____ 1. Not observed.

H. Provides for a summary of key points of the lesson

- 1. Summarizes lesson

Proficient:

- _____ 1. Consistently provides opportunities for lesson summary by teacher or student(s).

Area of Growth:

- _____ 1. Occasionally provides opportunities for lesson summary by teacher or student(s).

Unsatisfactory:

- _____ 1. Rarely provides opportunities for lesson summary by teacher or student(s).

Not Observed:

- _____ 1. Not observed.

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

A. Maintains accurate student records

- 1. Records legible, accurate, and timely

Proficient:

- _____ 1. Teacher's system for maintaining records is legible, accurate, and timely.

Area of Growth:

- _____ 1. Teacher's system for maintaining records is partially legible, accurate, and timely.

Unsatisfactory:

- _____ 1. Teacher's system for maintaining records is in disarray and not timely.

Not Observed:

- _____ 1. Not observed.

B. Demonstrates a willingness to keep curriculum and instructional practices current

- 1. Augmentation of content knowledge
- 2. Enhancement of instructional strategies

Proficient:

- _____ 1. Teacher seeks opportunities for professional development and improvement.
- _____ 2. Teacher seeks opportunities to develop and enhance instructional strategies.

Area of Growth:

- ____ 1. Teacher participates in limited professional opportunities when convenient.
- ____ 2. Teacher participates in limited opportunities to develop and enhance instructional strategies.

Unsatisfactory:

- ____ 1. Teacher does not seek opportunities for professional development.
- ____ 2. Teacher does not participate in opportunities to develop and enhance instructional strategies.

Not Observed:

- ____ 1. Not observed.

C. Communicates professionally with parents

- 1. Initiates communication with parents
- 2. Responds to parent communication(s)

Proficient:

- ____ 1. Teacher consistently communicates with parents in a timely manner.
- ____ 2. Teacher consistently responds to parents in a timely manner.

Area of Growth:

- ____ 1. Teacher usually communicates with parents in a timely manner.
- ____ 2. Teacher usually responds to parents in a timely manner.

Unsatisfactory:

- ____ 1. Teacher rarely communicates with parents in a timely manner.
- ____ 2. Teacher rarely responds to parents in a timely manner.

Not Observed:

- ____ 1. Not observed.

D. Communicates professionally with co-workers

- 1. Communication with co-workers

Proficient:

- ____ 1. Teacher consistently communicates in a professional and timely manner with co-workers.

Area of Growth:

- ____ 1. Teacher usually communicates in a professional and timely manner with co-workers.

Unsatisfactory:

- ____ 1. Teacher rarely communicates in a professional and timely manner with co-workers.

Not Observed:

- ____ 1. Not observed.