

DRAFT! - Wenatchee Classroom Teacher Evaluation Rubric - DRAFT!

Employee: _____
School Year: _____

Location: _____

Administrator: _____
Date: _____

1. Centering instruction on high expectations for student achievement: The teacher sets high expectations and challenges each student by asking questions of all students with the same frequency and depth and by probing incorrect answers of all students in the same manner.

☐ **Unsatisfactory**

Consistently does not meet expected levels of performance

☐ **Basic**

Occasionally meets expected levels of performance

☐ **Proficient**

Consistently meets expected levels of performance

☐ **Distinguished**

Clearly and consistently exceeds expected levels of performance

Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
<input type="checkbox"/> 1.1 The teacher asks questions of all students with the same frequency and depth.				
The teacher does not use this strategy and/or uses the strategy incorrectly or with parts missing.	The teacher asks questions of all students somewhat mechanically, seemingly following a predetermined script with little to no monitoring of student participation.	The teacher asks questions of all students with the same frequency and depth and monitors the quality of participation.	The teacher challenges all students by adapting and/or creating new strategies for unique student needs and situations.	Notes:
Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
<input type="checkbox"/> 1.2 The teacher probes incorrect answers of all students in the same manner.				
The teacher does not use this strategy and/or uses the strategy incorrectly or with parts missing.	The teacher probes incorrect answers of all students in the same manner.	The teacher probes incorrect answers of all students in the same manner and monitors the level and quality of the responses.	The teacher challenges all students by adapting and/or creating new strategies for unique student needs and situations.	Notes:

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- 2. Demonstrating effective teaching practices: The teacher helps students effectively interact with, practice and deepen their understanding of, generate and test hypotheses about new knowledge through various methods to engage students.**

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Clearly and consistently exceeds expected levels of performance

Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
<input type="checkbox"/> 2.1 The teacher facilitates the acquisition of new knowledge.				
The teacher does not organize, facilitate, and/or engage students to interact with new knowledge.	The teacher organizes, facilitates, and/or engages students somewhat mechanically to interact with new knowledge. The teacher employs a limited variety of instructional methods.	The teacher organizes, facilitates, and engages all students to interact effectively with new knowledge. The teacher employs a variety of instructional methods.	The teacher organizes, facilitates, and engages the students to interact effectively with new knowledge by adapting and/or creating new strategies for unique student needs and situations.	a) The teacher helps students effectively interact with new knowledge.
				2a.1.1 The teacher identifies critical information.
				2a.1.2 The teacher organizes students to interact with new knowledge.
				2a.1.3 The teacher previews new content.
				2a.1.4 The teacher breaks content into small chunks.
				2a.1.5 Students actively process new information.
				2a.1.6 Students elaborate on new information.
				2a.1.7 Students record and represent knowledge.
				2a.1.8 Students reflect on their learning.
				b) The teacher helps students practice and deepen their understanding of new knowledge.
				2b.1.1 The teacher reviews content with students and highlights critical information.
				2b.1.2 The teacher organizes students to practice and deepen knowledge.
				2b.1.3 The teacher uses homework when appropriate.
				2b.1.4 Students examine similarities and differences.
				2b.1.5 Students examine errors in reasoning.
				2b.1.6 Students practice skills, strategies, and processes.
				2b.1.7 Students make revisions to prior knowledge.
				c) The teacher helps students generate and test hypotheses about new knowledge.
				2c.1.1 The teacher organizes students for, and students engage in, tasks involving hypothesis generation and testing.
				2c.1.2 The teacher provides resources and guidance for tasks involving hypothesis generation and testing.

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2.2 The teacher uses various methods to engage students.				
The teacher does not use various methods and/or uses the methods incorrectly or with parts missing.	The teacher uses limited methods to maintain student engagement.	The teacher uses deliberate and effective methods to maintain student engagement.	The teacher engages all students using multiple adapted and/or newly created strategies.	2.2.1 The teacher notices when students are not engaged.
				2.2.2 The teacher uses non-traditional activities to engage students..
				2.2.3 The teacher manages response rates.
				2.2.4 The teacher uses physical movement.
				2.2.5 The teacher maintains a lively pace.
				2.2.6 The teacher demonstrates intensity and enthusiasm.
				2.2.7 The teacher uses friendly controversy.
				2.2.8 The teacher provides opportunities for students to talk about themselves.
				2.2.9 The teacher presents unusual or intriguing information.
				Notes:
Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
2.3 The teacher identifies appropriate academic vocabulary aligned to the learning target and uses various strategies for student acquisition.				
The teacher does not provide appropriate academic vocabulary specific to the lesson.	The teacher has a general list of terms that are not specific to the lesson and fails to require students to use academic vocabulary.	The teacher refers to and clarifies specific academic vocabulary that students are required to use appropriately in class through student speaking, writing, reading, and/or listening.	The teacher builds on academic vocabulary from previous lessons to deepen understanding of the learning target.	Notes:

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3. Recognizing individual student learning needs and developing strategies to address those needs: The teacher has knowledge to design instruction for individual student learning needs and provides interventions to meet those needs.

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Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
<input type="checkbox"/> 3.1 The teacher knows individual student learning needs to design instruction.				
The teacher does not know or understand how to design instruction for individual students learning needs.	The teacher occasionally knows or understands how to design instruction for individual students learning needs.	The teacher consistently knows or understands how to design instruction for individual students learning needs.	The teacher knows and understands individual student learning needs. This teacher serves as a resource for colleagues.	3.1.1 The teacher plans and prepares for effective scaffolding of information within lessons.
				3.1.2 The teacher plans and prepares lessons within a unit that progress toward a deep understanding and transfer of content.
				Notes:

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❑ 3.2 The teacher provides interventions to meet individual student learning needs.				
The teacher does not understand the intervention system or does not use the intervention system to address student needs.	The teacher occasionally uses data to provide interventions to address student needs.	The teacher consistently uses data and information to diagnose, monitor, and adjust instruction to meet the individual learning needs of students.	The teacher considers a variety of strategies and resources and selects and implements the most appropriate instruction to meet individual student learning needs.	3.2.1 The teacher provides interventions to meet individual student learning needs.
				3.2.2 The teacher plans and prepares for the needs of English language learners.
				3.2.3 The teacher plans and prepares for the needs of special education students.
				3.2.4 The teacher plans and prepares for the needs of students who come from home environments that offer little support for schooling.
				Notes:
Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
❑ 3.3 The teacher plans and prepares for use of materials and technology.				
The teacher does not attempt to perform this activity or attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher identifies the available traditional and technological materials but does not know (or can not explain) how to incorporate them into the lesson design.	The teacher identifies the available traditional and technological materials and knows (or can explain) how to incorporate them into the lesson design.	The teacher is a recognized leader in helping others with this activity.	3.3.1 The teacher plans and prepares for the use of available traditional materials.
				3.3.2 The teacher plans and prepares for the use of available technologies.
				Notes:

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- 4. Providing clear and intentional focus on subject matter content and curriculum: The teacher has a comprehensive understanding of the subject(s) and standards taught and skillfully uses the adopted curriculum while developing and communicating clear learning targets/goals to students.**

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<input type="checkbox"/> 4.1 The teacher has a comprehensive understanding of the subject(s) taught.				
The teacher does not understand or does not have knowledge of the subject(s) taught.	The teacher occasionally demonstrates a limited knowledge of the subject(s) in building a progression of learning.	The teacher consistently demonstrates knowledge of the subject(s) in building a progression of learning.	The teacher demonstrates a comprehensive knowledge of the subject(s). The teacher displays exceptional skill in building a progression of learning that influences the teaching practices of his/her colleagues.	Notes:
Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
<input type="checkbox"/> 4.2 The teacher skillfully uses the adopted curriculum.				
The teacher does not use the adopted curriculum, does not know the curriculum's scope and sequence, and/or does not sequence and pace the curriculum appropriately.	The teacher occasionally: - uses the adopted curriculum, - knows the curriculum's scope and sequence, and/or - sequences and paces the curriculum appropriately.	The teacher consistently: - uses the adopted curriculum, - knows the curriculum's scope and sequence, and/or - sequences and paces the curriculum appropriately.	The teacher skillfully: - uses the adopted curriculum, - knows the curriculum's scope and sequence, and/or - sequences and paces the curriculum appropriately. The teacher influences the teaching practices of his/her colleagues.	Notes:

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Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
❑ 4.3 The teacher has a comprehensive understanding of the standards.				
The teacher does not know the content standards and/or does not align those standards to the adopted curriculum.	The teacher occasionally demonstrates knowledge of the content standards and/or occasionally aligns those standards to the adopted curriculum.	The teacher consistently demonstrates knowledge of the content standards and/or consistently aligns those standards to the adopted curriculum.	The teacher models a comprehensive knowledge of the content standards and skillfully aligns those standards to the curriculum and subject matter. The teacher also demonstrates a thorough understanding of how to use vertically adjacent standards to strengthen the choice of curriculum and lesson development.	Notes:
Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
❑ 4.4 The teacher develops, aligns, and communicates clear learning targets/goals.				
The teacher does not communicate clear and understandable learning targets and/or learning goals for daily lessons.	The teacher occasionally communicates clear and understandable learning targets and/or learning goals for daily lessons.	The teacher consistently communicates clear and understandable learning targets and/or learning goals for daily lessons.	The teacher's communication of clear and understandable learning targets for daily lessons is exemplary.	Marzano 6.1.1 The teacher provides clear learning targets/goals and goal setting. Notes:

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- 5. Fostering and managing a safe, positive learning environment: The teacher fosters and manages a safe, positive learning environment by managing physical space, creating clear and consistent expectations, monitoring and responding to student behavior, and building positive relationships.**

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<input type="checkbox"/> 5.1 The teacher organizes a safe, physical layout of the classroom to facilitate movement and focus on learning.				
The teacher does not organize the safe, physical layout of the classroom to facilitate movement and focus on learning.	The teacher does not consistently organize the safe, physical layout of the classroom to facilitate movement and focus on learning.	The teacher consistently organizes the safe, physical layout of the classroom to facilitate movement and focus on learning.	The teacher takes initiative to be involved in further developing safety within the building and displays a model classroom. The teacher promotes and mentors others in purposeful organization, class safety, and access to materials.	Notes:

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❑ 5.2 The teacher reviews expectations regarding rules and procedures to ensure effective execution.				
The teacher does not communicate the expectations regarding rules and procedures and does not monitor the extent to which students adhere to them.	The teacher does not correctly or consistently communicate expectations regarding rules and procedures and does not monitor the extent to which students adhere to them.	The teacher consistently communicates expectations regarding rules and procedures. The teacher monitors the extent to which students adhere to them and responds appropriately.	The teacher promotes and mentors others, including students, to communicate expectations regarding rules and procedures. The teacher monitors the extent to which students adhere to them and responds appropriately.	5.2.1 The teacher establishes and maintains classroom rules and procedures.
				5.2.2 The teacher demonstrates awareness of environment at all times.
				5.2.3 The teacher applies consequences for lack of adherence to rules and procedures.
				5.2.4 The teacher acknowledges adherence to rules and procedures.
				Notes:
Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
❑ 5.3 The teacher builds positive relationships with students.				
The teacher does not create a classroom conducive to building positive relationships.	The teacher does not maintain a classroom conducive to building positive relationships.	The teacher creates and maintains a classroom that emphasizes a respectful atmosphere conducive to building positive relationships.	The teacher creates a positive atmosphere that influences a strong sense of community, collaborative processes, and an enthusiasm for learning that goes beyond the classroom.	5.3.1 The teacher understands students’ interests and background.
				5.3.2 The teacher uses verbal and nonverbal behaviors that indicate encouragement for students.
				5.3.3 The teacher displays objectivity and control.
				Notes:

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6. Use multiple student data elements to modify instruction and improve student learning: The teacher uses multiple data elements to guide students in self-reflection and goal setting, to modify instruction, and to design and modify appropriate student assessments; also, the teacher can show that the students in his/her classroom have made growth and/or met course or grade-level standards using multiple measures.

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Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
<input type="checkbox"/> 6.1 The teacher uses multiple data elements to guide students in self-reflection and goal setting.				
The teacher does not use multiple data elements to provide students with opportunities for self-reflection and goal setting.	The teacher occasionally uses multiple data elements to provide students with opportunities for self-reflection and goal setting.	The teacher consistently uses multiple data elements to provide students with opportunities for self-reflection and goal setting.	The teacher consistently uses multiple data elements to provide students with opportunities for self-reflection, goal setting, and progress monitoring.	6.1.1 The teacher facilitates tracking of student progress towards learning goals.
				6.1.2 The teacher celebrates student success.
				Notes:
Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
<input type="checkbox"/> 6.2 The teacher uses multiple data elements to modify instruction.				
The teacher does not use multiple data elements to guide and modify instruction.	The teacher occasionally uses multiple data elements to guide and modify instruction.	The teacher consistently uses multiple data elements to guide and modify instruction.	The teacher consistently uses multiple data elements to guide and modify instruction. The teacher actively researches best practices on the use of multiple data elements.	Notes:

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❑ 6.3 The teacher uses multiple data elements to design and modify appropriate student assessments.				
The teacher does not use multiple data elements to design and/or modify assessments.	The teacher occasionally uses multiple data elements to design and/or modify assessments.	The teacher consistently uses multiple data elements to design and/or modify increasingly valid and reliable assessments attending to cognitive demand.	The teacher uses multiple data elements to design and/or modify increasingly valid and reliable assessments attending to cognitive demand. The teacher assists others in this process.	Notes:
Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
❑ 6.4 The teacher can show that the students in his/her classroom have made growth and/or met course or grade-level standards using multiple measures.				
The teacher cannot show that at least 50% of his/her students have shown growth and/or met course or grade-level standard using multiple measures.	The teacher can show that at least 50% of his/her students have shown growth and/or met course or grade-level standard using multiple measures.	The teacher can show that at least 70% of his/her students have shown growth and/or met course or grade-level standard using multiple measures.	The teacher can show that at least 80% of his/her students have shown growth and/or met course or grade-level standard using multiple measures.	Notes:

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7. Communicating and collaborating with parents and school/community: The teacher communicates and collaborates with the school/community and families in a timely and professional manner.

☐ **Unsatisfactory**

Consistently does not meet expected levels of performance

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Occasionally meets expected levels of performance

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Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
<input type="checkbox"/> 7.1 The teacher communicates and collaborates with parents/guardians/school/community in a timely and professional manner regarding courses, programs, school events, and grade level expectations.				
The teacher does not communicate with parents/guardians in a timely and professional manner.	The teacher occasionally communicates with parents/guardians in a timely and professional manner.	The teacher consistently communicates with parents/guardians in a timely and professional manner.	The teacher uses multiple strategies to communicate consistently and professionally with parents/guardians/school/community.	7.1.1 The teacher communicates and collaborates with parents/guardians and school/community.
				7.1.2 The teacher promotes positive interactions with colleagues.
				7.1.3 The teacher promotes positive interactions with students and parents.
				Notes:
Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
<input type="checkbox"/> 7.2 The teacher communicates individual student progress to parents/guardians in a timely and professional manner and collaborates with parents in support of student learning.				
The teacher does not communicate and/or collaborate in a timely and professional manner with parents/guardians regarding student academic and behavioral progress.	The teacher occasionally communicates and/or collaborates in a timely and professional manner with parents/guardians regarding student academic and behavioral progress.	The teacher consistently communicates and/or collaborates in a timely and professional manner with parents/guardians regarding student academic and behavioral progress.	The teacher uses a variety of means to communicate and/or collaborate consistently and professionally with parents/guardians regarding student academic progress, behavior issues, available support, response to requests, and engage families in the instructional program.	Notes:

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8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning: The teacher collaborates with colleagues about student learning and instructional practices, displays dependability through active participation, and pursues professional development.

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Consistently does not meet expected levels of performance

❑ Basic

Occasionally meets expected levels of performance

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Clearly and consistently exceeds expected levels of performance

Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
❑ 8.1 The teacher collaborates with colleagues about student learning and instructional practices.				
The teacher does not collaborate with colleagues and is not respectful of diverse ideas and opinions.	The teacher occasionally collaborates with colleagues about student learning and instructional practices and/or inconsistently displays respect for diverse ideas and opinions.	The teacher consistently collaborates with colleagues about student learning and instructional practices. The teacher consistently and clearly displays respect for diverse ideas and opinions.	The teacher masterfully collaborates with colleagues about student learning and instructional practices. The teacher's respect for diverse ideas and opinions is evident. The teacher is an influential model for collaborative and respectful practices within the school environment.	8.1.1 The teacher seeks mentorship for areas of need or interest.
				8.1.2 The teacher mentors other teachers and shares ideas and strategies.
				Notes:

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Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
❑ 8.2 The teacher displays dependability through active participation.				
The teacher does not follow established norms or collective commitments. This teacher's behavior may be obstructing the functioning of the team/group.	The teacher occasionally follows established norms and collective commitments.	The teacher consistently follows established norms and collective commitments.	The teacher consistently models established norms and collective commitments. The teacher effectively addresses and successfully facilitates the team/group in resolving conflict for effective functioning.	8.2.1 The teacher displays dependability through active participation.
				8.2.2 The teacher adheres to district and school rules.
				8.2.3 The teacher participates in district and school initiatives.
				Notes:
Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
❑ 8.3 The teacher pursues professional development.				
The teacher does not pursue continued professional development nor include input from colleagues to enhance professional practice.	The teacher pursues continued professional development.	The teacher pursues continued professional development, seeks input from colleagues, and uses new knowledge/skills to enhance professional practice.	The teacher pursues continued professional development, seeks input from colleagues, and uses new knowledge/skills to enhance professional practice. In addition, the teacher mentors and/or instructs other staff.	8.3.1 The teacher develops a written growth and development plan.
				8.3.2 The teacher monitors progress relative to the professional growth and development plan.
				Notes:

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Unsatisfactory	Basic	Proficient	Distinguished	Notes and Sub-Criteria
❑ 8.4 The teacher meets growth targets as identified in annual professional goals.				
The teacher does not achieve any of the three goals.	The teacher achieves one of the three goals.	The teacher achieves two of the three goals.	The teacher achieves all three goals.	Marzano's 8.5.1 The teacher identifies specific areas of pedagogical strength and weakness.
				Marzano's 8.5.2 The teacher evaluates the effectiveness of individual lessons and units.
				Marzano's 8.5.3 The teacher evaluates the effectiveness of specific pedagogical strategies and behaviors.
				Notes: