

## Central Valley School District Teacher Evaluation Rubric

**Criterion #1: Centering instruction on high expectations for student achievement.**

Teachers define high and appropriate goals for students. Teachers treat students as individuals. Teachers maintain high expectations for all students.			
Unsatisfactory 1 (Comment Required)	Developing 2	Proficient 3	Accomplished 4
<input type="checkbox"/> Minimum requirement not met. (Comment required.)	<input type="checkbox"/> Understands the need for high expectations for all students. <input type="checkbox"/> Establishes instructional goals based on mandated assessments.	... and <input type="checkbox"/> Communicates high expectations for all students. <input type="checkbox"/> Establishes instructional goals based on multiple measures of student achievement data. <input type="checkbox"/> Involves students in setting learning goals.	... and <input type="checkbox"/> Ensures that students can communicate expectations for learning. <input type="checkbox"/> Consistently monitors student growth. <input type="checkbox"/> Involves students in monitoring and adjusting learning goals based on ongoing use of achievement data.
<b>Evidence:</b> Scoring rubrics, syllabus, learning targets, goal setting, “I will” statements, written reflections at end of unit/assignments, learning logs, math anticipation guides, exit slips.			

**Criterion #2: Demonstrating effective teaching practices.**

**a. Teachers utilize research-based instructional practices.** Teachers select research-based strategies that are most effective in meeting the needs of their students. Teachers engage students in the learning process.

<b>Unsatisfactory 1 (Comment Required)</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Accomplished 4</b>
<input type="checkbox"/> Minimum requirement not met. (Comment required.)	<input type="checkbox"/> Demonstrates knowledge of a core set of research-based instructional strategies.  <input type="checkbox"/> Identifies instructional strategies that promote problem solving and critical thinking.  <input type="checkbox"/> Understands the importance of using available technology.	<b>... and</b> <input type="checkbox"/> Appropriately uses research-based instructional strategies and resources.  <input type="checkbox"/> Monitors and adjusts instructional strategies within lessons based on anecdotal evidence.  <input type="checkbox"/> Provides opportunities for students to extend and refine knowledge through a variety of strategies.  <input type="checkbox"/> Utilizes available instructional technology.	<b>... and</b> <input type="checkbox"/> Intentionally selects and implements instructional strategy for the cognitive requirements of the learning objective or lesson.  <input type="checkbox"/> Provides students with multiple exposures to tasks that build skills and knowledge.  <input type="checkbox"/> Purposefully assists students to incorporate the knowledge and skill from other academic disciplines.

**Evidence:** Collaboration; common vocabulary; crossing curricular boundaries; lesson plans; hands-on presentation integers: counters; questioning strategies; CITW sentence starters; A-V math tool kits/notebooks; exit tasks; clicker quizzes; graphic organizers; online grades; self-reflection rubric; conference portfolios; posted objectives. Evidence of strategies for extending and refining knowledge: decision making, problem solving, invention, investigation, systems analysis, experimental inquiry (previously listed under Proficient).

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- b. Teachers use assessment to inform feedback.** Teachers provide feedback that is corrective in nature, timely, and specific to a criterion. Teachers foster student ability to provide their own feedback.

Unsatisfactory 1 (Comment Required)	Developing 2	Proficient 3	Accomplished 4
<input type="checkbox"/> Minimum requirement not met. (Comment required.)	<input type="checkbox"/> Demonstrates an awareness of the power of feedback as a learning strategy.	... and <input type="checkbox"/> Provides learners with timely and consistent feedback based on on-going formative assessments.	... and <input type="checkbox"/> Creates opportunities for learners to monitor and analyze their own progress.
<b>Evidence:</b> Students charting their own progress; student led conferences.			

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## Criterion #3: Recognizing individual student learning needs and developing strategies to address those needs.

Teachers demonstrate an awareness of individual student needs and utilize instructional strategies to address those needs. Teachers vary instruction to meet student needs in order for students to achieve at their highest ability level.			
Unsatisfactory 1 (Comment Required)	Developing 2	Proficient 3	Accomplished 4
<input type="checkbox"/> Minimum requirement not met. (Comment required.)	<input type="checkbox"/> Understands the varying developmental needs of students. <input type="checkbox"/> Identifies resources to address individual student needs.	... and <input type="checkbox"/> Utilizes available resources needed to address individual student needs. <input type="checkbox"/> Differentiates instruction based on regular review of individual student work.	... and <input type="checkbox"/> Consistently addresses the unique learning needs of individual students. <input type="checkbox"/> Explicitly demonstrates how new learning builds on the prior learning of individual students.
<b>Evidence:</b> Peer tutoring; conferencing; examples; lesson presentations; use of technology; Socratic dialogues; manipulatives; varied leveled materials; room arrangement.			

**Criterion #4: Providing clear and intentional focus on subject matter content and curriculum.**

<b>a. Teachers align instruction to the required grade level/content standards.</b> Teachers make the standards-based curriculum rigorous and relevant for all students.			
<b>Unsatisfactory 1 (Comment Required)</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Accomplished 4</b>
<input type="checkbox"/> Minimum requirement not met. (Comment required.)	<input type="checkbox"/> Demonstrates how daily lessons are consistently aligned to the established standards.  <input type="checkbox"/> Standards are presented to students.	<b>... and</b> <input type="checkbox"/> Assists students in understanding the relevance of the standards. <input type="checkbox"/> Communicates standards in learner friendly language. <input type="checkbox"/> Provides students with an appropriately challenging and rigorous curriculum.	<b>... and</b> <input type="checkbox"/> Consistently provides opportunities for students to communicate their understanding of their learning.
<b>Evidence:</b> Posting standards; posting objectives; lesson plans; student rubrics; student reflections.			

**b. Teachers utilize district established approved curriculum:** Teachers ensure all students have the opportunity to learn the essential content aligned to state standards.

Unsatisfactory 1 (Comment required)	Developing 2	Proficient 3	Accomplished 4
<input type="checkbox"/> Minimum requirement not met. (Comment required.)	<input type="checkbox"/> Demonstrates knowledge of established standards. <input type="checkbox"/> Demonstrates a basic understanding of the district's approved curriculum.	<input type="checkbox"/> Utilizes district approved curriculum and established standards in both short term and long term lesson development. <input type="checkbox"/> Utilizes instructional time to promote understanding of content.	<input type="checkbox"/> Consistently provides leadership in the development and/or implementation of approved curriculum.
<b>Evidence:</b> Collaboration; standards-based assessments; lesson plans; committee membership.			

**DRAFT****Criterion #5: Fostering and managing a safe, positive learning environment.**

Teachers create a welcoming environment where students feel safe, secure and respected. Teachers encourage an environment that is inviting, respectful and inclusive.			
Unsatisfactory 1 (Comment Required)	Developing 2	Proficient 3	Accomplished 4
<input type="checkbox"/> Minimum requirement not met. (Comment required.)	<input type="checkbox"/> Interactions with students are respectful and positive. <input type="checkbox"/> Demonstrates sensitivity to the diversity of students in the classroom. <input type="checkbox"/> Develops routines and procedures that provide a safe and orderly classroom.	... and <input type="checkbox"/> Monitors and adjusts routines and procedures based on classroom dynamics. <input type="checkbox"/> Routinely encourages contributions of all students. <input type="checkbox"/> Supports students of various backgrounds and abilities.	... and <input type="checkbox"/> Assures routines and procedures are in place that help students assume responsibility for themselves. <input type="checkbox"/> Establishes a classroom community that empowers students to collaborate and maintain a safe and supportive environment.
<b>Evidence:</b> Student collaboration; cooperative learning; lesson plans; syllabus; rules posted; student contract; room arrangements; visuals that support routines and procedures.			

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### Criterion #6: Using multiple student data elements to modify instruction and improve student learning.

**Teachers use on-going formative and summative assessments to inform and adjust classroom instruction.** Teachers use multiple indicators to evaluate student progress and growth. Teachers provide opportunities and tools for students to assess themselves. Teachers modify instruction to ensure learning.

Unsatisfactory 1 (Comment Required)	Developing 2	Proficient 3	Accomplished 4
<input type="checkbox"/> Minimum requirement not met. (Comment required.)	<input type="checkbox"/> Demonstrates an awareness of a variety of assessment methods. <input type="checkbox"/> Communicates specified criteria to students. <input type="checkbox"/> Understands the importance of improved teaching practice and student learning based on assessment results.	... and <input type="checkbox"/> Effectively utilizes a variety of formative and summative assessments aligned with learning targets and established standards. <input type="checkbox"/> Uses formative and summative assessment data to inform lesson planning and instructional decisions.	... and <input type="checkbox"/> Empowers students to engage in self-assessment. <input type="checkbox"/> Utilizes student's self-assessments to inform and modify instructional practices.
<b>Evidence:</b> Grouping; re-teaching; re-assessing; self assessment rubrics; questioning strategies; lesson plans; study guides; formative and summative assessments; reflection journal.			



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## Criterion #7: Communicating and collaborating with parents and school community.

Teachers communicate effectively and professionally. Teachers communicate in ways that are clearly understood by students, parents/guardians, and school community.			
Unsatisfactory 1 (Comment Required)	Developing 2	Proficient 3	Accomplished 4
<input type="checkbox"/> Minimum requirement not met. (Comment required.)	<input type="checkbox"/> Demonstrates an awareness of the needs of the intended audience. <input type="checkbox"/> Develops a plan for communicating with families regarding student performance. <input type="checkbox"/> Reads district/school-wide communications. <input type="checkbox"/> Adhere to confidentiality policies.	... and <input type="checkbox"/> Communicates in a timely and consistent manner with students, parents, guardians for the benefit of students. <input type="checkbox"/> Supports district/school mission and goals.	... and <input type="checkbox"/> Builds relationships with parents and community by providing opportunities for two-way communication. <input type="checkbox"/> Communicates with other professional educators within the school to promote improving individual student performance.
<b>Evidence:</b> Email; communication logs; weekly newsletters; progress reports; parent conferences; conference tools; website.			

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## Criterion #8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

a. Teachers strive to improve student learning through collaborative and collegial practice. Teachers collaborate with their colleagues in the use of data, planning, and reflecting on practices that influence student learning.			
Unsatisfactory 1 (Comment Required)	Developing 2	Proficient 3	Accomplished 4
<input type="checkbox"/> Minimum requirement not met. (Comment required.)	<input type="checkbox"/> Professionally collaborates with colleagues.  <input type="checkbox"/> Effectively communicates with colleagues regarding student performance.	... and <input type="checkbox"/> Collaborates with colleagues about best practices for improved student learning.  <input type="checkbox"/> Professionally and confidentially shares with appropriate colleague's information that explains or helps inform about students' academic performance.	... and <input type="checkbox"/> Promotes the success of all students through a focus on teamwork, trust, and collective efficacy.  <input type="checkbox"/> Provides leadership in facilitating collaborative and collegial processes.
<b>Evidence:</b> Collaboration notes; email; calendar; lesson plans; SST notes..			

b. <b>Teachers strive to improve professional practice.</b> Teachers participate in professional learning that meets the needs of students and their own professional growth. Teachers actively investigate and consider new ideas that improve teaching and learning.			
Unsatisfactory 1 (Comment Required)	Developing 2	Proficient 3	Accomplished 4
<input type="checkbox"/> Minimum requirement not met. (Comment required.)	<input type="checkbox"/> Sets professional goals directly related to professional growth.  <input type="checkbox"/> Attends professional learning activities that are related directly to professional growth.	... and  <input type="checkbox"/> Contributes to the establishment of professional working relationships.  <input type="checkbox"/> Seeks resources and professional development opportunities to improve professional practice.	... and  <input type="checkbox"/> Provides leadership for the professional learning of colleagues in the use of research-based instructional strategies.  <input type="checkbox"/> Models the use of assessment information to adjust instructional practice for others.
<b>Evidence:</b> Lesson plans; calendar; SST notes; notes; email; clock hour classes; book studies, grants.			