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SHAKER HEIGHTS CITY SCHOOL DISTRICT

**TEACHER EVALUATION RUBRIC**

**PLANNING**

| **PLANNING** | **Accomplished** | **MYP Unit Planner** | **Skillful Teacher** |
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| **FOCUS FOR LEARNING**  **(Standard 4)**   * Objectives * Standards/   curriculum | * develops an ambitious and measurable objective for student learning that aligns with the Ohio standards * can explain how objective fits into broader unit and course goals for content learning and skills | * Inquiry: Establishing the purpose of the unit (pg. 1)   Objectives (pg. 2)  Content (pg. 3)   * MYP Unit Planner- explaining how specific lesson relates to the overall unit.- Key Concept, Related Concept and Global Context | * How do I plan lessons that will reach all of my students? * How should I frame objectives so they precisely guide my planning and my students’ learning? * How do my personal passions show up in a “No Child Left Behind” world? |
| **ASSESSMENT DATA**  **(Standard 3)**   * Data based * Diagnostic evidence | * purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles; incorporating a range of assessments into lesson plans * student learning needs are accurately identified through an analysis of student data * uses assessment data to identify student strengths and areas for student growth | * Tiered Inquiry Questions (pg. 1)   Summative Assessments (pg. 2)  Formative Assessments (pg. 3)  *All backwards mapped with the Unit Planning*   * Pre-Assessment process * SLO Template- growth measure | * How can I use assessment to inform instruction and improve student performance? |
| **PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS**  **(Standards 1, 2,4)**   * Interdisciplinary * Authentic inst. * Real world connections | * lesson builds on students’ prior knowledge in a significant and meaningful way * can accurately explain how the lesson fits within the structure of the discipline * makes meaningful and relevant connections between lesson content and/or other disciplines, real-world experiences and careers | * Reflection: Considering the planning, process and impact of the inquiry- Prior to teaching the unit (pg. 4)   Curriculum Map  Pre-Assessment process   * MYP Unit Planner- explaining how specific lesson relates to the overall unit.- Key Concept, Related Concept (pg. 1)   Curriculum Map   * MYP Unit Planner- explaining how specific lesson relates to the overall unit.- Related Concept, Global Context (pg. 1)   Statement of Inquiry/Inquiry Questions (pg. 1) | * How do I design more efficient and effective learning experiences? |
| **KNOWLEDGE OF STUDENTS**  **(Standard 1)**   * Relationships * Needs * Learning styles * Readiness | * demonstrates a comprehensive understanding of why it is important to become familiar with students’ background experiences * describes procedure used to obtain this information, and demonstrates a clear understanding of students’ background knowledge and experiences * analysis of student data shows a deep understanding of how to connect the data to specific instructional strategies and plans * plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students | * Approaches to Learning (pg. 2)   Differentiation (pg. 3)     * Pre-Assessment process   Beginning of year survey  Records review   * Common Planning/Unit Writing- TBTs * Approaches to Learning (pg. 2)   Differentiation (pg. 3) | * How do I design more efficient and effective learning experiences? * What choices do I have for differentiating learning experiences? * How do I build good personal relationships with students and make them feel truly known and valued? |

**TEACHING I**

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| **TEACHING I** | **Accomplished** | **MYP Unit Planner** | **Skillful Teacher** |
| **LESSON DELIVERY**  **(Standards 2,4&6)**   * Developmentally appropriate * Clear explanations * Inquiry based | * explanations are clear, coherent, and accurate * uses developmentally appropriate language and explanations, using specific academic language as appropriate * students’ questions show engagement and connections * develops high-level understanding through effective questioning and varied levels of questions * uses strategies that are designed to actively encourage independent, creative, and critical thinking | * Statement of Inquiry (pg. 1)   Inquiry Questions (pg. 1), Probing Questions  Learning Experiences and Teaching Strategies (pg. 3)- Think-pair-share, write-it read-it, pass a problem, quiz the teacher….. | * How do I make concepts and skills clear and accessible to students? * How do I create learning experiences that develop the mind as well as the content? * How do I get students to pay attention and stay on task? |
| **DIFFERENTIATION**  **(Standards 1&4)**   * Purposeful varied instruction | * matches strategies, materials, and/or pacing to students’ individual needs, to make learning accessible and challenging for all students in the classroom * effectively uses independent, collaborative and whole-class instruction and provides varied options for how students will demonstrate mastery | * Tiered Inquiry Questions (pg. 1)   Resources (pg. 3)  Differentiation (pg. 3)   * Learning Experiences (pg. 3)- plan to display use of 2-3 methods(whole class & others)   Formative Assessment (pg. 3) | * What choices do I have for differentiating learning experiences? * How do I make concepts and skills clear and accessible to students? |

**TEACHING II**

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| **TEACHING II** | **Accomplished** | **MYP Unit Planner** | **Skillful Teacher** |
| **LEARNING ENVIRONMENT**  **(Standards 1&5)**   * Transitions * Rapport * Routines and procedures * Appropriate tasks * Classroom management/   behavioral expectations | * positive rapport with students * demonstrates respect for and interest in individual student’s experiences, thoughts and opinions * routines and procedures are well established and the lesson progresses at a quick pace * effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations * classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs * students are actively encouraged to take responsibility for their behavior * uses effective strategies to lessen disruptive behaviors and reinforce positive behaviors | * Reflection: Considering the planning, process and impact of the inquiry- Prior to Teaching, During teaching the unit (pg. 4) | * How do I keep the flow of events moving smoothly and minimize downtime, delays and distractions? * How do I eliminate disruptions while building responsibility and ownership? * How do I time events and regulate schedules so that students get the most productive learning time? * What procedural routines are important and how do I get maximum mileage out of them? * How do I build good personal relationships with students and make them feel truly known and valued? * How do I build a climate of inclusion, risk-taking, and personal efficacy? * How do I get students to pay attention and stay on task? |
| **RESOURCES**  **(Standards 2&4)**   * Engaging materials * Efficient routines * Differentiated and purposeful use of technology | * instructional materials are varied and appropriate to ability levels of students, actively engage students and are suitable to instructional purposes * routines for handling materials and supplies work effectively, with teacher and students assuming responsibility for smooth operation * technology is meaningfully integrated into the lesson to convey key subject matter concepts and serves a clear purpose for student learning and/or engagement | * Resources (pg. 3) * Reflection: Considering the planning, process and impact of the inquiry- Prior to Teaching, During teaching the unit (pg. 4) | * How do I get the most out of my space and furniture? * What choices do I have for differentiating learning experiences? |

**ASSESSING**

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| **ASSESSING** | **Accomplished** | **MYP Unit Planner** | **Skillful Teacher** |
| **ASSESSMENT OF STUDENT LEARNING**  **(Standard 3)**   * Student mastery * Checks for understanding * Formative/ summative adjustments * Descriptive feedback * Rubrics/exemplars | * routinely uses assessments to measure student mastery and provides different ways to demonstrate mastery and differentiate instruction * checks for understanding at most key moments and makes whole-class adjustments accordingly * when an explanation is not effectively leading students to understand the content, adjusts quickly and uses an alternative way to explain the concept * can articulate what the students best understood, what areas remain challenges, and how these will be woven into subsequent lessons * students receive substantive and specific feedback * students are engaged in self-assessment and show awareness of their own strengths and weaknesses | * Formative Assessments (pg. 3) * Reflection: Considering the planning, process and impact of the inquiry- During teaching the unit (pg. 4) * Formative Assessments (pg. 3) * Reflection: Considering the planning, process and impact of the inquiry-During teaching the unit (pg. 4)      * Reflection: Considering the planning, process and impact of the inquiry- During teaching the unit, After teaching the unit (pg. 4) * Summative Assessment (pg. 2) * Formative Assessment (pg. 3) * Provide Rubrics in advance, self-grade and reflection | * How can I use assessment to inform instruction and improve student performance? * How do I communicate to students that what we’re doing is important, that they can do it well, and that I won’t give up on them? |

**PROFESSIONALISM**

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| **PROFESSIONALISM** | **Accomplished** | **MYP Unit Planner** | **Skillful Teacher** |
| **EFFECTIVE**  **COMMUNICATION**  **(Standards 3 & 6)**   * Consistent feedback * Effective strategies | * proactively communicates with students, families, and colleagues effectively on a regular basis by: * providing consistent, timely and substantive feedback about student work on an ongoing basis * attending parents/guardian meetings/conferences with concrete evidence of ways students can learn/grow * communicating in a professional and respectful manner with all colleagues | * Provide Rubrics in advance, self-grade and reflection * Summative Assessments (pg. 2) * Formative Assessments (pg. 3) * Call Logs, emails, ProgressBook | * How do I build a climate of inclusion, risk-taking, and personal efficacy? * How do I communicate to students that what we’re doing is important, that they can do it well, and that I won’t give up on them? * How can I use assessment to inform instruction and improve student performance? |
| **COLLABORATION**  **(Standard 6)**   * Works with colleagues * Facilitates professional dialogue * Participates in and facilitates learning activities | * collaborates with colleagues to improve personal and team practices by:   + working actively with colleagues to examine problems of practice, analyze student work and data, and identify effective strategies (Teacher Based Team meetings, Department meetings)   + developing and reflecting on lessons and units of study (Common Planning Time, co-teaching planning, etc.)   + facilitating professional dialogue and bringing new ideas to colleagues   + participating in peer coaching, observation and feedback   + collaboratively developing curriculum maps, guides, and/or units of study   + leading internal professional development   + participating in additional collegial learning activities BLT, etc.) | * Common Planning Time- TBTs * Unit & Assessment Writing * Curriculum Maps & Guides * Department Meetings * MYP Grading Rubric | * What do I need to know about my curriculum? |
| **ETHICAL AND PROFESSIONAL RESPONSIBILITIES**  **(Standard 7)**   * **Attendance, punctual, meets deadlines** * **Follows and advocates for district initiatives** * **Leadership roles** | * meets ethical and professional responsibilities with integrity and honesty by:   + following contractual expectations of attendance, punctuality, and deadlines   + coming to required professional meetings and school events prepared to participate * helps colleagues access and interpret laws and policies and understand their implications in the classroom * models and upholds district policies and state and federal mandates * participates in and successfully leads/ advises school-sponsored activities beyond the level of expectations * takes leadership roles in the implementation of district initiatives | * Professional Development- participation |  |

**PROFESSIONALISM, CONTINUED**

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| **PROFESSIONALISM** | **Accomplished** | **MYP Unit Planner** | **Skillful Teacher** |
| **SELF-ASSESSMENT/**  **REFLECTION**  **(Standard 7)**   * Professional goals * Uses professional development * Ongoing reflection | * sets and regularly modifies short-term and long-term professional goals based on self-assessment and analysis of student learning evidence by:   + developing and revising Annual Professional Growth Plan based on self-assessment and analysis of student work   + actively working to meet professional goals and modify instructional practices based on reflection and observation on an ongoing basis * seeks out, actively participates in, and supports others in professional development opportunities that are aligned to areas of growth needed and applies what is learned to instruction with students | * Annual Professional Goals * Student Surveys and Self-Reflection | * What do I need to know about my curriculum? |
| **CULTURALLY PROFICIENT PRACTICES**  **(Standards 1, 2, 3, 4, 5, 6 &7)**   * Effective interactions * Effective strategies * Appreciation of student diversity | * interacts effectively with students, families, and colleagues of different cultural and socioeconomic backgrounds by:   + addressing the diverse needs of learners and families   + working to employ culturally inclusive teaching practices   + proactively initiating interactions with students and families of all backgrounds in educational and community activities   + seeking out relevant research on culturally responsive practices to incorporate into instructional practices * demonstrates an appreciation of student diversity by seeking to involve all in high quality student activities | * MYP Unit Planner | * How do I communicate to students that what we’re doing is important, that they can do it well, and that I won’t give up on them? * How do I build good personal relationships with students and make them feel truly known and valued? * How do I build a climate of inclusion, risk-taking, and personal efficacy? |