****

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 surveyRecords 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?
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**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 QuestionsLearning 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?
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**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?
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| **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?
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**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?
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**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
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**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?
 |