

RUBRICS for Teacher Evaluation Observation Form

Principle I Currency in the Curriculum

Indicator	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>1. Demonstrates a working knowledge of the core curriculum of the teacher's assignment as defined by the standards and topics in the Springfield Public Schools Curriculum Guides and the Massachusetts Curriculum Frameworks.</p>	Teacher displays little understanding of the subject, or structure of the discipline, or content related pedagogy.	Teacher demonstrates a working knowledge of the content of the core curriculum of the discipline.	Teacher's working knowledge of the content of the core curriculum of the discipline is extensive.
<p>2. Plans curriculum to provide opportunities for reasoning, logic, analysis and synthesis.</p>	When planning , the teacher never or seldom frames the instruction with opportunities for reasoning, logic, analysis and synthesis.	When planning , the teacher usually frames the instruction with opportunities for reasoning, logic, analysis and synthesis.	When planning, the teacher consistently frames the instruction with opportunities for reasoning, logic, analysis and synthesis.
<p>3. Keeps current in the field and applies knowledge to the instructional program. **</p>	Teacher does not have a professional development plan that reflects the ongoing acquisition of subject matter knowledge.	Teacher has a professional development plan that is consistent with keeping current in subject matter knowledge and pedagogy.	Teacher has a professional development plan that will continually develop and strengthen subject matter knowledge and pedagogy

Principle II Effective Planning and Assessment of Curriculum and Instruction

<p>4. Identifies individual student and group needs and plans appropriate strategies to meet those needs. This may include the use of appropriate technology.</p>	Teacher makes little or no attempt to acquire knowledge of students' skills and interest.	Teacher demonstrates knowledge of students' skills and interests and uses this knowledge to plan for group and individual student learning.	Teacher demonstrates thorough knowledge of students' skills and interests and routinely uses this knowledge to plan for group and individual student learning.
<p>5. Uses materials and resources that are appropriately matched to curricular goals and to students' needs and learning styles. This may include the use of appropriate technology.</p>	Teacher makes little or no use of materials and resources that are appropriately matched to curricular goals and student needs and learning styles.	Teacher uses materials and resources that are appropriately matched to curricular goals and student needs and learning styles.	Teacher always uses materials and resources that are appropriately matched to curricular goals and student needs and learning styles.
<p>6. Frames instruction of curriculum content around students' own prior knowledge and experience, and identifies prerequisite</p>	Teacher does not or seldom frames instruction of curriculum content around students' prior knowledge, nor identifies	Teacher frames instruction of curriculum content around students' prior knowledge and identifies prerequisite skills, concepts, and vocabulary necessary for student	Teacher always frames instruction of curriculum content around students' prior knowledge and always identifies

<p>skills, concepts, and vocabulary that are important for students to know in order to be successful at a task.</p>	<p>prerequisite skills, concepts, and vocabulary necessary for student success.</p>	<p>success.</p>	<p>prerequisite skills, concepts, and vocabulary necessary for student success.</p>
<p>7. Assesses student performance based on instructional objectives aligned to grade level standards and consistent with the I.E.P. if appropriate.</p>	<p>Teacher's content and methods of assessment lack congruence with instructional objectives.</p> <p>Assessment criteria have not been communicated to the students.</p>	<p>Teacher's assessments are congruent with instructional objectives.</p> <p>Assessment criteria are clear and have been clearly communicated to students.</p>	<p>Teacher's assessments are completely congruent with the instructional objectives in both content and process.</p> <p>Assessment criteria are clear and have been clearly communicated to students.</p> <p>Teacher provides opportunities for students to contribute to the development of assessment criteria.</p>
<p>8. Provides prompt feedback to help students monitor and improve their performance in attaining the Grade Level Standards.</p>	<p>Teacher gives little or no feedback in a timely manner.</p>	<p>Teacher gives timely feedback to help students monitor and improve their performance in attaining the Grade Level Standards.</p>	<p>Teacher gives timely feedback to help students monitor and improve their performance in attaining the Grade Level Standards.</p> <p>Teacher allows for appropriate student reflection and/or class discussion on the feedback.</p>
<p>9. Uses results from multiple measures including formative and summative assessments to plan and modify instruction and to accurately report student progress.**</p>	<p>Teacher seldom or never plans to use assessment results in designing future instruction.</p>	<p>Teacher uses assessments results to plan instruction for groups of students or individuals.</p>	<p>Teacher consistently uses assessments results to plan instruction for groups of students or individuals.</p> <p>Teacher provides opportunities for students to reflect on assessment results.</p>
<p>10. Communicates students' progress to parents, students and staff members in a timely fashion using a range of information including portfolios, anecdotal records and other artifacts.**</p>	<p>Teacher does not communicate student progress in a timely matter and/or information about progress is not provided.</p> <p>Teacher responds ineffectively to parents and makes no attempt to offer the opportunity for parental engagement in the instructional program.</p>	<p>Teacher communicates student progress in a timely manner.</p> <p>Teacher communicates frequently with families and provides opportunities for families to successfully engage in the instructional program.</p>	<p>Teacher communicates student progress in a timely manner with consistently high quality.</p> <p>Teacher communicates frequently and sensitively with families and provides opportunities for them to engage in the instructional program.</p> <p>Teacher provides</p>

			students with opportunities to participate in the family communication process.
11. Prepares and maintains accurate and efficient record-keeping systems of the quality and quantity of student work that reflects the District Grading Policy.**	Teacher has no or an ineffective system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective. Teacher provides opportunities for students to be fully aware of the system and its implications.
12. Uses individual student and group data appropriately; maintains confidentiality concerning individual student data and achievement.**	Teacher rarely uses individual and group data appropriately. Teacher does not maintain confidentiality concerning individual student data and achievement.	Teacher generally uses individual and group data appropriately. Teacher maintains confidentiality concerning individual student data and achievement.	Teacher always uses individual and group data appropriately. Teacher maintains confidentiality concerning individual student data and achievement. Teacher provides opportunities for students to reflect on individual/group data.

PRINCIPLE III Effective Management of Classroom Environment

Indicator	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
13. Uses classroom time and classroom space to promote optimal learning.	Classroom time and space is used inappropriately and does not ensure that learning is accessible to all students.	Classroom time and space is used to ensure that learning is accessible to all students.	Classroom time and space is used to ensure that optimal learning is accessible to all students.
14. Establishes classroom procedures that maintain a high level of students' time-on-task and that ensure smooth transitions from one activity to another.	Teacher does not establish classroom procedures that maintain a high level of student's time-on-task in a safe environment. Teacher's transitions from one activity to another are not effective and seamless.	Teacher establishes classroom procedures that maintain a high level of student's time-on-task in a safe environment. Teacher's transitions from one activity to another are effective.	Teacher establishes classroom procedures that consistently maintain a high level of student's time-on-task in a safe environment. Teacher's transitions from one activity to another are effective and seamless.
15. Maintains systematic approach to discipline by establishing and	Teacher has not established clear standards of conduct and	Teacher establishes clear standards of conduct and manages rules and	Teacher establishes clear standards of conduct and manages rules and

administering a consistent and fair set of rules and consequences supporting appropriate expectations.	has ineffective rules and consequences.	consequences effectively.	consequences effectively, and, when appropriate, provides opportunities for students to help develop them and to reflect on them.
16. Demonstrates attitudes of fairness, courtesy and respect that encourage students' active participation and commitment to learning.	Teacher's interactions with students are not professional nor age appropriate. Teacher does not always model appropriate behavior for students.	Teacher's interactions with students are professional and age appropriate. Teacher models appropriate behavior for students.	Teacher's interactions with students are always professional and age appropriate. Teacher consistently models appropriate behavior for students.

Principle IV Effective Instruction

Indicator	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
17. Regularly checks for students' understanding of content and concepts and progress on skills.	Teacher does not check for students' understanding of content and concepts and progress on skills.	Teacher checks for students' understanding of content and concepts and progress on skills.	Teacher regularly checks for students' understanding of content and concepts and progress on skills by using a variety of strategies that engage the students.
18. Identifies confusions and misconceptions as indicated by student responses	Teacher does not identify misconceptions as indicated by student responses.	Teacher identifies student misconceptions and uses the misconceptions to modify instruction.	Teacher consistently identifies misconceptions and uses the misconceptions to modify instruction.
19. Makes connections between concepts taught and students' prior knowledge and experiences.	Teacher seldom or never makes connections between concepts taught and students' prior knowledge and experiences.	Teacher usually makes connections between concepts taught and students' prior knowledge and experiences.	Teacher consistently makes connections between concepts taught and students' prior knowledge and experiences.
20. Uses a variety of teaching strategies to actively engage students, including cooperative, peer and project-based learning, audio-visual presentations, lecture, discussions, and inquiry.	Teacher uses limited teaching strategies.	Teacher uses a variety of teaching strategies to actively engage students.	Teacher routinely uses a variety of teaching strategies to actively engage students. Teacher continually uses professional development opportunities to increase knowledge of active learning strategies.
21. Uses a variety of appropriate materials in order to reinforce and extend skills, to accommodate learning	Teacher uses limited materials in order to reinforce and extend skills, to accommodate learning styles, and to match instructional	Teacher uses a variety of appropriate materials in order to reinforce and extend skills, to accommodate learning styles, and to match	Teacher consistently uses a variety of appropriate materials in order to reinforce and extend skills, to accommodate learning style

styles, and to match instructional objectives.	objectives.	instructional objectives.	and to match instructional objectives.
22. Uses a variety of questioning techniques, including those which encourage and guide critical and independent thinking and the development of ideas.	Teachers rarely uses question techniques.	Teacher uses a variety of questions that encourage and guide critical and independent thinking in the development of ideas. Teacher encourages students assess the accuracy of information presented.	Teacher consistently uses a variety of questions that encourage and guide critical and independent thinking in the development of ideas. Teacher consistently encourages students to assess the accuracy of information presented. Teacher provides opportunities for students to construct questions during unit work and provides time for students to reflect upon how questioning stimulates critical and independent thinking.
23. Continually uses, evaluates, and refines innovative approaches and instructional strategies, including the effective use of technologies, to increase student learning and students' confidence that they can master a challenging core curriculum with appropriate modifications of instruction.	Teacher seldom attempts to do does not attempt to use and/or evaluate and/or refine innovative approaches and instructional strategies to increase student learning and build students' confidence that they can master a challenging core curriculum with appropriate modifications of instruction. .	Teacher uses and/or evaluates and/or refines innovative approaches and instructional strategies to increase student learning and build students' confidence that they can master a challenging core curriculum with appropriate modifications of instruction. Teacher modifies or adapts instructional strategies for differentiated student learning	Teacher use and/or evaluate and/or refine innovative approaches and instructional strategies to increase student learning and to build students' confidence that they can master a challenging core curriculum with appropriate modifications of instruction. Teacher modifies or adapts instructional strategies for differentiated student learning Teacher provides opportunities for students to reflect on the differentiated instructional strategies and their attempts to master the challenging core curriculum

Principle V Promotion of High Standards and Expectations for Student Achievement

Indicator	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
24 Clearly communicates objectives or learning outcomes to students during every lesson.	Teacher rarely communicates goals and objectives of the <i>lesson</i> .	Teacher communicates goals and objectives of the lesson.	Teacher consistently and clearly communicates goals and objectives of the lesson.
25. Communicates standards, expectations and guidelines regarding quality and quantity of	Teacher provides little or no information about the instructional program to	Teacher provides frequent and appropriate information about the instructional program	Teacher consistently provides appropriate information

<p>student's work, work procedures and interpersonal behavior to students and parents/guardians.</p>	<p>students and parents/guardians.</p>	<p>to students and parents/guardians.</p>	<p>about the instructional program to students and parents/guardians.</p> <p>Teacher provides students with opportunities to engage in the communication process.</p>
<p>26. Responds to students' answers and work in a manner that encourages the use of critical thinking skills when persevering with challenging tasks.</p>	<p>Teacher seldom responds to students' answers and work in a manner that encourages the use of critical thinking skills when persevering with challenging tasks.</p>	<p>Teacher responds to students' answers and work in a manner that encourages the use of critical thinking skills when persevering with challenging tasks.</p>	<p>Teacher consistently responds to students' answers and work in a manner that encourages the use of critical thinking skills when persevering with challenging tasks.</p> <p>Teacher provides time for students to reflect on challenging tasks and use peers as resources to aid them in persevering with the task.</p>
<p>27. Encourages and supports students to believe that effort is a key to high achievement and that student work, study and inquiry is valued.</p>	<p>Teacher seldom encourages and supports students to believe that effort is a key to high achievement.</p> <p>Teacher seldom or does not demonstrates that student work, study and inquiry is valued.</p>	<p>Teacher encourages and supports students to believe that effort is a key to high achievement.</p> <p>Teacher demonstrates that student work, study and inquiry is valued.</p>	<p>Teacher consistently encourages and supports students to believe that effort is a key to high achievement.</p> <p>Teacher consistently demonstrates that student work, study and inquiry is valued.</p> <p>Teacher provides time for students to reflect upon the quality of their effort.</p>
<p>28. Identifies students needing extra help and works to ensure that they get the interventions and assistance necessary to achieve success.**</p>	<p>Teacher seldom identifies students needing extra help.</p> <p>Teacher seldom or does not work to ensure that they receive the interventions and assistance necessary to achieve success.</p>	<p>Teacher identifies students needing extra help.</p> <p>Teacher possesses a repertoire of strategies to ensure that students receive the interventions and assistance necessary to achieve success.</p>	<p>Teacher consistently identifies students needing extra help.</p> <p>Teacher possesses an extensive repertoire of strategies to ensure that students receive the interventions and assistance necessary to achieve success.</p> <p>Teacher solicits additional school resources to help with interventions and assistance for students needing extra help.</p>
<p>29. Identifies students who are not meeting expectations and contributes to the</p>	<p>Teacher seldom identifies students who are not meeting expectations.</p>	<p>Teacher identifies students who are not meeting expectations.</p>	<p>Teacher consistently identifies students who are not meeting expectations.</p>

Individual Student Success Plan (ISSP) and/or Individual Education Plan (IEP)**	Teacher seldom contributes to the Individual Student Success Plan (ISSP) and/or Individual Education Plan (IEP)**	Teacher contributes to the Individual Student Success Plan (ISSP) and/or Individual Education Plan (IEP)**	Teacher makes highly effective contributions to the Individual Student Success Plan (ISSP) and/or Individual Education Plan (IEP)**
30. Recognizes and responds appropriately when an individual student is having social and/or emotional difficulties which interfere with learning and/or participation in class.	Teacher does not always recognize and respond when a student is having social and/or emotional difficulties which are interfering with learning and/or participation in class.	Teacher recognizes and responds when a student is having social and/or emotional difficulties which are interfering with learning and/or participation in class.	Teacher always recognizes and responds appropriately when a student is having social and/or emotional difficulties which are interfering with learning and/or participation in class. Teacher appropriately employs other school resources in helping the student who is having social and/or emotional difficulties which are interfering with learning and/or participation in class.

Principle VI Promotion of Equity and Appreciation of Diversity

Indicator	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<i>31. Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.</i>	Teacher demonstrates little or no sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.	Teacher demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.	Teacher consistently demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.
32. Implements educational and organizational strategies that are effective in meeting the needs of a diverse student body.**	Teacher seldom or never implements educational and organizational strategies that are effective in meeting the needs of a diverse student body	Teacher implements educational and organizational strategies that are effective in meeting the needs of a diverse student body	Teacher consistently implements educational and organizational strategies that are effective in meeting the needs of a diverse student body
33. Provides opportunities to include all students in the full range of academic programs and activities and extra-curricular activities.	Teacher inconsistently ensures equitable opportunities for student learning.	Teacher strives to ensure equitable opportunities for student learning.	Teacher consistently ensures equitable opportunities for student learning.
34. Addresses the needs of diverse student populations by applying and adapting constitutional and statutory laws, state regulations and Board of Education policies and guidelines.	Teacher has little or no knowledge of constitutional and statutory laws, state regulations and Board of Education policies and guidelines.	Teacher has knowledge of constitutional and statutory laws, state regulations and Board of Education policies and guidelines.	Teacher has extensive knowledge of constitutional and statutory laws, state regulations and Board of Education policies and guidelines.

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Principle VII Fulfillment of Professional Responsibilities

Indicator	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
35. Works constructively with others to identify school problems and suggest possible solutions.**	Teacher chooses not to become involved in school issues.	Teacher chooses to become involved in school issues, making a contribution.	Teacher chooses to become involved in school issues, making a constructive contribution, and assumes a leadership role in some aspect of school life.
36. Seeks out and collaborates with school-based specialists and resource personnel to better design curricula or instructional modifications to meet and support the special learning needs of all students in learning and applying a challenging core curriculum. **	Teacher does not collaborate with content specialists to design or modify the curriculum to meet the diverse needs of students.	Teacher communicates and collaborates with content specialists to design differentiated curriculum to meet the diverse needs of students.	Teacher communicates and collaborates frequently with content specialists and /or colleagues to design differentiated curriculum that meets the diverse need of students.
37. Works collaboratively with other staff in planning and implementing interdisciplinary curriculum, instruction and other school programs and shares expertise and new ideas with colleagues.	Teacher does not display a willingness to work with staff to plan curriculum and improve instruction.	Teacher participates actively with staff in insuring that the instructional program is rigorous and appropriate. Teacher shares expertise and new ideas with colleagues.	Teacher leads the development of rigorous and appropriate curriculum and models differentiated instructional practices. Teacher works closely with content specialists in the development of new ideas and shares expertise and new ideas with colleagues.
38. Cooperates with other teachers about students' overall workload.**	Teacher demonstrates little or no cooperation with staff to ensure equitable workload.	Teacher works within the context of a team or department to ensure an equitable workload.	Teacher consistently works within the context of a team or department to ensure an equitable workload.
39. Reflects and acts on what students need to know and be able to do.	Teacher rarely reflects and acts on what students need to know and be able to do during the lesson/unit.	Teacher reflects and acts on what students need to know and be able to do during the lesson/unit	Teacher consistently and effectively reflects and acts on what students need to know and be able to do during the lesson/unit
Reflects and acts on what the teacher can do to foster learning during lessons/units.**	Teacher rarely reflects and acts on what can be done to foster learning during lessons/units	Teacher reflects accurately on the lesson/unit, citing general examples, and makes some specific suggestions on how it might be improved. Teacher acts on specific suggestions to improve the lesson/unit.	Teacher's reflections on the lesson are highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to act on alternative strategies.
40. Uses available resources to analyze, expand, and refine	Teacher is unaware of or does not use school or district resources to expand	Teacher is aware of and uses school and district resources available to	Teacher is aware of and uses school and district resources available to

<p>professional knowledge and skills; resources can include professional organizations, academic course work; school-based staff, administrative and community resources, and other colleagues.</p>	<p>professional knowledge and skills.</p>	<p>expand professional knowledge and skills.</p>	<p>expand professional knowledge and skills</p> <p>Teacher seeks out resources in professional organizations and in the community to expand professional knowledge and skills.</p>
<p>41. Is receptive to suggestions for growth and improvement. **</p>	<p>Teacher is not receptive to suggestions for growth and improvement.</p>	<p>Teacher is receptive to suggestions for growth and improvement.</p>	<p>Teacher seeks constructive suggestions for growth and improvement to continually improve his/her knowledge and skills.</p> <p>When asked, teacher offers feedback confidentially to his/her colleagues, creating a safe and risk-free environment.</p>
<p>42. Maintains appropriate professional boundaries with students. **</p>	<p>Teacher's interactions with students are not professional nor age appropriate.</p>	<p>Teacher's interactions with students are professional and age appropriate.</p>	<p>Teacher's interactions with students are always professional and age appropriate.</p>
<p>43. Participates in student or school activities. **</p>	<p>Teacher does not become involved in student or school activities.</p>	<p>Teacher chooses to participate in student or school activities, making a contribution to some aspect of school life.</p>	<p>Teacher chooses to participate in student or school activities, making a substantial contribution, and assumes a leadership role in some aspect of school life.</p>