

SCSD TEACHER EVALUATION RUBRIC

(Taken from the NYSUT 2014 Rubric)

6 Unobservable Indicators

8 Observable Indicators

Pre-Observation:**Standard 1:**

Planning for Differentiation 1.3A

| Indicators | Ineffective | Developing | Effective | Highly Effective |
|---|--|--|--|--|
| A. <i>Plans for student strengths, interests, experiences to meet diverse learning needs of each student.</i> | Teacher planning does not vary or modify instruction to meet diverse learning needs of students using student strengths, interests or experiences. | Teacher planning varies or modifies instruction to meet diverse learning needs of some students using student strengths, interests, experiences. | Teacher planning varies or modifies instruction to meet diverse learning needs of most students using student strengths, interests, experiences. | Teacher planning varies or modifies instruction to meet diverse learning needs of each student using student strengths, interests or experiences. Teacher plans for students to suggest ways in which instruction or lessons might be modified to advance their own learning and teacher acknowledges the suggestions. |

Standard 2:

Objectives Aligned to Standards 2.4A

| Indicators | Ineffective | Developing | Effective | Highly Effective |
|--|---|---|--|---|
| A. <i>Articulates learning objectives/goals with learning standards.</i> | Teacher does not design learning experiences or articulate how objectives are aligned with standards and/or how students will achieve the learning goals. | Teacher designs learning experiences and articulates how some objectives are aligned with standards and has designed some opportunities for students to achieve the learning goals. | Teacher designs learning experiences and articulates how most objectives align with standards. Teacher includes several different opportunities for most students to achieve the learning goals. | Teacher designs all learning experiences and articulates how objectives are aligned with standards. Teacher includes several different opportunities for all students to achieve the learning goals. Students have opportunities to suggest additional ways in which to demonstrate their learning. |

Planning for Misconceptions: 2.5A

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|----|---|---|--|--|---|
| A. | <i>Designs instruction using current levels of student understanding.</i> | Teacher does not use students' responses to questions, discussion or other sources to determine student understanding and knowledge of content nor considers possible misconceptions when planning instruction. | Teacher use of students' responses to questions, discussion or other sources is limited in determining student understanding and knowledge of content and may or may not consider common misconceptions when planning instruction. | Teacher use of students' responses to questions, discussion, and other sources is appropriate, determines student understanding and knowledge of content, and considers common misconceptions when planning instruction. | Teacher use of individual students' responses to questions, discussion, and other sources is appropriate to determine current levels of knowledge and understanding of content and routinely considers common misconceptions when planning instruction. |

Standard 5:

Planning based on data 5.3A

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|----|---|--|---|---|---|
| A. | <i>Accesses, analyzes and interprets assessments.</i> | Teacher does not analyze or provide accurate information about or interpretation of various assessment data. | Teacher analyzes data accurately, provides appropriate information; interpretation of various assessment data may be rudimentary. | Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and inform instruction. | Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and design differentiated instruction. Teacher supports students to contribute information and participate in the interpretation of data. |

Observation:**Standard 3:**

Objectives 3.1A

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|----|---|--|---|--|---|
| A. | <i>Aligns instruction to standards.</i> | Teacher does not implement learning experiences that are aligned with learning standards. Students are unaware of the learning objective(s). | Teacher implements some learning experiences that are aligned with learning standards. Students are aware of the learning objective(s), but may be unable to clearly convey/demonstrate the purpose of the learning experience. | Teacher implements most learning experiences that are aligned with learning standards. Students are aware of the learning objective(s) and can convey/demonstrate how they relate to the learning experiences. | Teacher implements all learning experiences that are aligned with learning standards. Students are aware of the learning objective(s) and can clearly convey/demonstrate how they relate to the learning experiences. |

Student engagements 3.1B

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|----|--------------------------|---|---|---|--|
| B. | <i>Engages students.</i> | Teacher's instructional practices engage students at a low level of cognitive challenge. Students have little interaction with the teacher or with peers. | Teacher's instructional practices engage students at an insufficient level of cognitive challenge. Students have occasional opportunities to interact with the teacher and/or with peers. | Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. | Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement. |

Procedures: 3.2A

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|----|--|---|---|--|---|
| A. | <i>Provides directions and procedures.</i> | Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student needs. | Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs. | Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs. | Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students. |

Questioning: 3.2B

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|----|--|--|---|--|--|
| B. | <i>Uses questioning techniques to engage students.</i> | Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion. Techniques result in few students having an opportunity to respond. | Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion. Techniques result in some students having an opportunity to respond. | Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion. Techniques require most students to respond. | Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Techniques require all students to respond. Students formulate questions to advance their understanding. |

High Expectations 3.3B

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|----|---|--|--|---|---|
| B. | <i>Implements challenging learning experiences.</i> | Teacher is unable to articulate student expectations and does not challenge or support all students through instructional strategies, learning experiences and/or resources. | Teacher articulates low expectations for some students and attempts to challenge and support all students through instructional strategies, learning experiences and/or resources, but efforts are ineffective or limited. | Teacher articulates high expectations for most students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, learning experiences, and resources. | Teacher articulates high expectations for all students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, experiences, and resources. |

Assessment 3.6A and 3.6B

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|----|--|--|---|--|--|
| A. | <i>Uses formative assessment to monitor and adjust pacing.</i> | Teacher does not use formative assessment during instruction to monitor student learning. Teacher does not adjust the pace, focus, or delivery of instruction. | Teacher occasionally uses formative assessment to monitor student learning. Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction with uneven results. | Teacher frequently uses formative assessment to monitor student learning. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. | Teacher always uses a variety of formative assessment to monitor the progress of individual students. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction. |
| B. | <i>Provides feedback during and after instruction.</i> | Teacher's feedback to students is limited, infrequent and/or irrelevant. | Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning. | Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning. | Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students use the feedback to advance their own learning. |

Standard 4:

Classroom Management 4.3A

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|----|--|--|--|---|---|
| A. | <i>Establishes routines/ procedures/transitions and expectations for student behavior.</i> | The teacher's routines/ procedures/ transitions and standards of conduct, are chaotic, with much instructional time being lost. They are not clear to students and require repeated prompting. | The teacher's routines/ procedures/ transitions and standards of conduct are somewhat efficient, resulting in some loss of instructional time. They are clear to some students and may require repeated prompting. | Teacher's routines/ procedures/ transitions and standards of conduct occur smoothly, with little loss of instructional time. They are clear to most students and require little prompting. Students assume some responsibility under teacher direction. | The teacher and students have established seamless routines/ procedures/ transitions and standards of conduct. They are clear to all students and require no prompting. Students assume responsibility in reinforcing routines and standards of conduct, and in ensuring their efficient. |

POST OBSERVATION

Standard 6:

Supports the School 6.2A*

| Indicators | Ineffective | Developing | Effective | Highly Effective |
|---|--|--|--|---|
| A. <i>Supports the school as an organization with a vision and mission.</i> | Teacher fails to understand or acknowledge the school’s historical, cultural, political or social context. Teacher does not support the school and district vision and mission and/or engages in practices that are explicitly contrary to the vision and mission. | Teacher has a general understanding of the school as an organization with an historical, cultural, political and social context, and has a general awareness of the school and district mission and vision, but is inconsistent in supporting or promoting the vision and mission. | Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy practices, and the school and district mission and vision. The teacher supports the vision and mission for the purpose of school improvement. | Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy, practices and the school and district mission and vision. The teacher is aware of and actively promotes the school and district mission and vision, and strives to help others understand them. |

*The Score for 6.2A will be determine based on the average score of indicators

- 6.3A Communicates with parents,
- 6.4A Maintains Records,
- 6.4B Manages Time and Attendance, and
- 6.4C Maintains Classroom resources.

| <u>Average Score</u> | <u>HEDI Indicator</u> |
|-----------------------------|------------------------------|
| <i>3.5 or Higher</i> | <i>Highly Effective</i> |
| <i>2.5-3.4</i> | <i>Effective</i> |
| <i>1.5-2.4</i> | <i>Developing</i> |
| <i>Less than 1.5</i> | <i>Ineffective</i> |

-Unless there is evidence to the contrary presented throughout the year all teacher will be considered effective. To receive Highly Effective Teachers must present evidence as part of the post conference.

Standard 7:

Reflection 7.1A

| | Indicators | Ineffective | Developing | Effective | Highly Effective |
|----|--|---|---|--|--|
| A. | <i>Reflects on evidence of student learning.</i> | Teacher does not examine and/or analyze formal and informal evidence of student learning to inform professional growth. | Teacher occasionally examines and/or analyzes formal and informal evidence of student learning; professional growth is only loosely aligned with the needs of students. | Teacher regularly examines and analyzes formal and informal evidence of student learning; professional growth is aligned with the needs of students. | Teacher engages in an ongoing examination and analysis of formal and informal evidence of student learning; professional growth is aligned with the needs of students. The teacher reviews the impact of professional learning on student achievement. |