Effective 10/08/07

DIRECTIONS FOR USE OF STANDARDS RUBRIC
FOR STAFF EVALUATION
Teachers

The Standards of Effective Teaching guide the process of professional development and evaluation of teachers. The general expectations for using this tool to assess teacher performance are as follows:

1. The administrator will conduct a classroom observation that encompasses a complete lesson (30 – 60 minutes).

2. Both the administrator and teacher will fill out a separate rubric after the observation. Each will select the number that best describes performance **for each standard**. Each will also select the number that best describes each skill area (gray areas). **The skill area rating is based on overall judgment of that skill area, not an "average" of all scores assigned.** Where applicable, references to the Principles of Learning are given for various performance standards.

3. This evaluation document must be done electronically, so that student and other evidence can be adequately noted. All cells will expand.

4. The administrator will hold a conference with the teacher following each classroom observation to discuss the observation and other things known about that teacher's overall job performance.

EXAMPLE:

Managing Classroom Procedures	**Below Standard** **1.5**	**<MEETS STANDARD >** **Area for Growth** **Solid Performance** **Area of Strength**
II. F	Students are inconsistently engaged in their work or off task. **1.0**	Students are engaged in their work and on task. • Student engagement is equally visible for high and low achievers.
II. G	Considerable instructional time is lost to transitions and non-instructional tasks. **1.5**	Smooth transitions and efficient handling of non-instructional tasks are evident. • Rituals and routines are clearly established.
II. H	Does not set clear expectations for paraprofessionals and volunteers.	Sets clear expectations for the work of paraprofessionals and volunteers. **3.0**
Notes: During this observation, 5 students were off task for most of the lesson. Another 10 students were off task for some of the lesson. The lesson did not begin until 6 minutes into the period. When students were asked to work with a partner, there was confusion as to how to select a partner and what specifically the task was. The paraprofessional in the classroom knew her role and how to support student learning.		

Timelines:

1. For non-tenured teachers, the first evaluation is completed by December 15, and the second evaluation is completed by May 1 of each school year.

2. Teachers who are recommended by their principal for contract non-renewal are notified by May 15 of each school year.

3. The conference following the observation is completed within ten school days of the observation, preferably sooner.

4. Evaluation documents completed by the administrator are sent to the teacher's personnel file no later than June 30 of each school year. Please send evaluation documents **double sided** to the personnel file and do not send this instructions page. A complete copy of each evaluation is also given to the teacher.

STANDARDS OF EFFECTIVE TEACHING **Saint Paul Public Schools** **Effective 10/08/07**

Observer: Site:

Teacher:

Time of Observation: From: To: Date:

Subject/Grade:

DOMAIN 1: ELEMENTS OF EFFECTIVE INSTRUCTION

Skill Area **Performance Level**

Effective Instructional Practices	**Below Standard** **1.0** **1.5**	**< MEETS STANDARD >** **Area for Growth** **Solid Performance** **Area of Strength** **2.0** **2.5** **3.0** **3.5** **4.0**
I. A *Academic Rigor, Clear Expectations, Fair and Credible Evaluations*	Lesson plans lack some or all of the expected components.	Lesson plans include: • reference to standards. • measurable objective(s) for student learning. • instructional strategies. • means of assessment. • guiding questions.
I. B *Academic Rigor*	Lessons lack some or all of the elements of effective instruction and result in minimal increased student achievement over time.	Implements effective instruction, aligned with the Project for Academic Excellence (PAE) training and practices, that results in increased student achievement for all students over time. Instruction includes clear and effective: • lesson objective(s). • direct instruction connected to prior learning. • modeling with "think alouds" and/or accountable talk. • guided practice. • independent and group work. • differentiated instruction. • academic feedback to students at all achievement levels. • assessment of student learning. • re-teaching as needed.
I. C *Clear Expectations, Self-management of Learning*	Limited use of student work to assess the effectiveness of lessons and/or plan new lessons.	Uses student work to: • assess the effectiveness of lessons. • reflect on instructional practices. • plan new lessons accordingly. • teach students to assess their own work toward standard.
I. D	Does not effectively teach students to use technology in learning.	Effectively uses a range of technologies in teaching and teaches students to access and present information.
I. E	Limited content knowledge or student learning; few connections to other subject areas or to diverse groups.	Displays solid content knowledge and: • effectively teaches the content to students. • builds connections within and among subject areas. • ensures content includes and respects diverse groups.
I. F	Does not apply adult learning principles and requirements to instructional practices.	• Uses authentic, adult-oriented materials. • Draws on experiences and needs of adult learners for lessons and interaction. • Encourages self-directed learning and independence. • Aligns instruction with curriculum and assessment. • Adapts to changes and mandates in ABE.

Communication	Below Standard 1.0 1.5	< MEETS STANDARD > Area for Growth 2.0	Solid Performance 2.5 3.0 3.5	Area of Strength 4.0
I. G *See: Clear Expectations*	Oral and/or written language is unclear or incorrect, and/or inappropriate.	Oral and written language is clear, correct, and appropriate for all students.		
I. H *See: Clear Expectations*	Directions are confusing.	Directions and procedures are clearly communicated, appropriate, and modified as needed.		
Notes:				

Questioning and Discussion	Below Standard 1.0 1.5	<MEETS STANDARD > Area for Growth 2.0	Solid Performance 2.5 3.0 3.5	Area of Strength 4.0
I. I *See: Academic Rigor & Accountable Talk*	Questions are often lower order- especially for lower achievers - and elicit limited student response.	Uses a range of questions, some recall but more at higher levels such as analysis, synthesis, or evaluation, that: • are differentiated to engage all learners. • incorporate accountable talk. • are purposefully sequenced to meet instructional goals. • allow sufficient "wait time" for all students to think and reason.		
I. J *See: Accountable Talk*	Involves few students in the discussion.	Engages students at all achievement levels equitably in discussion that requires the use of higher order thinking, using a variety of techniques, such as: • Think, Pair, Share. • Cooperative/Flexible Groups. • Reciprocal Teaching.		
Notes:				

Maintaining Students in Learning	Below Standard 1.0 1.5	<MEETS STANDARD > Area for Growth 2.0	Solid Performance 2.5 3.0 3.5	Area of Strength 4.0
I. K *Academic Rigor*	Limited or no link between new information and prior knowledge and experience.	Effectively links new information with student's prior knowledge and experience. • Teaches difficult concepts to all achievement levels with appropriate scaffolding.		
I. L *Academic Rigor & Self-management of Learning*	Activities and assignments are often "busy work."	Students are involved in authentic learning activities that: • support SPPS standards and curriculum. • support the lesson objectives(s). • recognize their interests, abilities and experiences.		
I. M	There is limited or no accommodation for diverse backgrounds and learning styles.	Students' diverse cultures and experiences, special needs, language, and learning styles are effectively accommodated, by using a variety of techniques, such as: • specific ELL strategies. • visuals and scaffolding. • modified assignments.		
Notes:				

DOMAIN 2: THE CLASSROOM ENVIRONMENT **Effective 10/08/07**

Skill Area	Performance Level	
Environment of Respect and Rapport	**Below Standard** **1.0 1.5**	**< MEETS STANDARD>** **Area for Growth** **Solid Performance** **Area of Strength** **2.0 2.5 3.0 3.5 4.0**
II. A	Relationships with students are negative, disrespectful or inequitable.	Builds positive relationships with students that are appropriate to developmental, cultural and socioeconomic differences: • classroom interactions are respectful. • positive attention is given equitably to all students. • consequences for misbehavior are equitable for all students.
II. B *See: Accountable Talk*	Creates a negative classroom climate with evidence of low expectations or bias.	Creates a classroom climate in which: • there is a welcoming environment for all. • there are high academic and behavioral expectations for all. • academic interactions are equitable with all students.
II. C	Standards of conduct are unclear and/or not followed.	Standards of conduct are clear to all students and are followed. • There is clear evidence of ritual and routine. • Teacher monitors student behavior and works to minimize disruptions. • Teacher response to misbehavior is effective. • Teacher implements school adopted discipline plans/programs.
Notes:		

Environment for Learning	**Below Standard** **1.0 1.5**	**< MEETS STANDARD>** **Area for Growth** **Solid Performance** **Area of Strength** **2.0 2.5 3.0 3.5 4.0**
II. D *Clear Expectations & Self-management of Learning*	Fails to clearly communicate standards for student work and/or provide tools to assess them.	Clearly communicates and displays standards for student work and provides tools to assess them, such as: • student developed rubrics to assess own work. • exemplars that are posted. • displays that students use as models for their own work. • criteria charts.
II. E	Classroom is cluttered, disorganized, not conducive to learning.	Classroom is well organized and instructional resources are prepared and accessible.
Notes:		

Managing Classroom Procedures	**Below Standard** **1.0 1.5**	**< MEETS STANDARD >** **Area for Growth** **Solid Performance** **Area of Strength** **2.0 2.5 3.0 3.5 4.0**
II. F	Students are inconsistently engaged in their work or off task.	Students are engaged in their work and on task. • Student engagement is equally visible for high and low achievers.
II. G	Considerable instructional time is lost to transitions and non-instructional tasks.	Smooth transitions and efficient handling of non-instructional tasks are evident. • Rituals and routines are clearly established.
II. H	Does not set clear expectations for paraprofessionals and volunteers.	Sets clear expectations for the work of paraprofessionals and volunteers
Notes:		

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES

Skill Area	Performance Level	
Informing and Engaging Families	**Below Standard** **1.0 1.5**	**< MEETS STANDARD >** **Area for Growth** **Solid Performance** **Area of Strength** **2.0 2.5 3.0 3.5 4.0**
III. A	Makes minimal efforts to identify resources or refer students for help	Identifies resources that provide student support.
Notes:		
Professional Growth/Service to Profession	**Below Standard** **1.0 1.5**	**< MEETS STANDARD >** **Area for Growth** **Solid Performance** **Area of Strength** **2.0 2.5 3.0 3.5 4.0**
III. B	Ignores or minimizes feedback from colleagues and supervisors	Open to feedback from colleagues and supervisors.
III. C	Participates in professional development if required or at a minimal level	Regularly participates in professional development and implements expected instructional practices with fidelity that are aligned with the PAE Implementation Guide or Disciplinary Literacy practices: • takes advantage of coaching. • aligns Professional Development Plan with PAE and student results. • participates in Learning Walks.
III. D	Work with other teachers is ineffective.	Works effectively and respectfully with others in: • planning and implementing instruction (collaboration). • actively participating in a Professional Learning Community. • following through and sharing workloads with teams.
Notes:		

Professional Expectations:

Has good attendance. YES ____ NO ___

Has effective lesson plans available if absent. YES ____ NO ____

Attire is appropriate. YES ____ NO ____

Student attendance records, report cards and files are accurate and complete. YES ____ NO ____

Follows laws and policies (ie; Due Process, Abuse Reporting, etc.). YES ____ NO ____

Standards of Effective Teaching **SUMMARY EVALUATION**

	Below Standard		<MEETS STANDARD>				
			Area for Growth		Solid Performance		Area of Strength
	1.0	1.5	2.0	2.5	3.0	3.5	4.0
I. Effective Instructional Practices							
II. Communication							
III. Questioning and Discussion							
IV. Maintaining Students in Learning							
V. Environment of Respect and Rapport							
VI. Environment for Learning							
VII. Managing Classroom Procedures							
VIII. Informing and Engaging Families							
IX. Professional Growth/ Service to Profession							

SUMMARY EVALUATION:

Please rate the overall performance of _____

Below Standard		**Needs Professional Growth**		**Solid Performance**		**Very strong in many standards**
1.0	1.5	2.0	2.5	3.0	3.5	4.0

Comments:

Signed: _____ Date: _____

Principal/Administrator

This performance appraisal has been discussed with me and I have received a complete copy of it. Teachers may submit a letter pertaining to this evaluation to their personnel file.

Signed: _____ Date: _____

Teacher

C: Personnel File

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