

# Teacher Evaluation Rubric

by Kim Marshall – Revised March 6, 2024

## Organization, Rationale, and Suggestions for Implementation

1. The rubric has six domains covering all aspects of a teacher's job performance:

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities

2. The rubric uses a four-level rating scale:

*Highly Effective* – Excellent teacher performance that meets very demanding criteria

*Effective* – Solid, expected professional performance; teachers should feel good about scoring at this level

*Improvement Necessary* – Performance is mediocre; no teacher should be content to remain at this level

*Does Not Meet Standards* – Unacceptable performance leading to an improvement plan, intensive support, and, if improvement isn't made within a reasonable amount of time, dismissal

3. The rubric provides a shared description of the work teachers do with students and colleagues. To gather the information needed to fill out the rubric at the end of a school year, supervisors need to make frequent, short, unannounced classroom visits (about ten per teacher per year); have a face-to-face coaching conversation after each one (ideally in the teacher's classroom when students aren't there); regularly observe teachers in team meetings and other settings; and possibly look at student survey data. The rubric should *not* be used as checklists during classroom visits or in post-observation conferences – its comprehensive scope and evaluative tone are likely to hamper thoughtful observation and effective coaching. Rather, the rubric should inform teachers' work and supervisors' observations throughout the year and serve as a memory prompt and structuring protocol when it's time to evaluate the year's work.

4. This suggests that the rubric should be used formally at three points: (a) as school opens, teachers self-assess, meet with their supervisor, and set 2-3 improvement goals; (b) at mid-year, teacher and supervisor meet and compare ratings page by page, discuss any differences, assess progress on the teacher's goals, and identify areas for growth; and (c) at the end of the year, teacher and supervisor repeat this process and reach closure on the year's ratings (the supervisor, of course, has the final say). Evaluation meetings work best if the teacher and supervisor fill out the rubric beforehand, discuss only the areas where they disagree, and talk about those areas based on the teacher's actual performance. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurt feelings. This does not help teachers improve. The best thing a supervisor can do for an underperforming teacher is to visit frequently, provide candid, evidence-based coaching, listen to the teacher's concerns, and organize robust follow-up support.

5. When scoring each rubric line, it's best to read the *Effective* level first, and if that doesn't capture the teacher's work, look left or right and mark the level that contains the most accurate description. When all nine lines are done, the page provides a graphic display of areas that deserve praise and those that need improvement. The supervisor gives an overall rating at the bottom and writes a brief comment (if needed), and when all six pages have been finished, records the ratings on the summary page, gives the teacher an overall rating, and they both write summative comments and sign off.

6. When an entire staff is scored honestly using the rubrics, it's possible to create a color-coded spreadsheet that can serve as a (confidential) road-map for schoolwide professional development (see the samples on page 9 and 10).

7. The rubric synthesizes an extensive research base on classroom and professional practices that affect children's learning. Although student achievement is not evaluated by the rubric, it's reasonable to assume that in a well-run school (positive climate, professional working conditions, aligned curriculum, etc.) the more *Effective* and *Highly Effective* ratings a teacher has, the better students will do. For ideas on how to include student learning in the teacher-evaluation process, see Marshall's book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 3rd edition, 2024).

8. The rubric is open source and may be used and adapted by schools and districts as they see fit.

## A. Planning and Preparation for Learning

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>a. Expertise</b>	Is expert in the subject area and how to relate it to students' developmental and learning needs and cultural heritage.	Knows the subject area and how it can be related to students' developmental and learning needs.	Is somewhat familiar with the subject area and has a few ideas on how it relates to students' developmental and learning needs.	Has little familiarity with the subject area and few ideas on relating it to students' developmental and learning needs.
<b>b. Goals</b>	Has a detailed plan for the year geared to explicit, challenging, achievable outcomes for all students, aligned with external standards.	Has explicit, challenging, achievable goals for all students, aligned with external standards.	Plans week by week aiming to cover external standards.	Plans lesson by lesson with little reference to external standards.
<b>c. Units</b>	Plans almost all units with big ideas, essential questions, knowledge, skill, transfer, and non-cognitive goals covering most Bloom levels.	Plans most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
<b>d. Assessments</b>	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes tests shortly before they are given.
<b>e. Anticipation</b>	Anticipates students' likely preconceptions, misconceptions, and confusions and develops strategies to overcome them.	Anticipates misconceptions and confusions students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions students might have about the material.
<b>f. Lessons</b>	Designs lessons and practice work with clear, measurable, achievable goals aligned with standards and unit outcomes.	Designs lessons and practice work focused on measurable, achievable outcomes aligned with unit goals.	Plans lessons and practice work with some consideration of long-term goals.	Plans lessons and practice aimed primarily at entertaining students or covering textbook chapters.
<b>g. Materials</b>	Designs lessons that use an effective mix of high-quality, culturally responsive learning materials and technology.	Designs lessons that use an engaging, culturally responsive mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
<b>h. Differentiation</b>	Designs lessons that captivate students across a wide range of differences, with low-floor/high-ceiling activities and productive struggle.	Designs lessons that engage and provide access to students at different levels of achievement and varied interests.	Plans lessons with some thought to engagement and accommodating varied student needs.	Plans lessons with little or no differentiation for varied student needs.
<b>i. Environment</b>	Uses room arrangement, materials, and displays to create an inviting climate and maximize student learning.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few displays.	Has a conventional furniture arrangement, hard-to-access materials, and few displays.

**Overall rating:** \_\_\_\_\_ **Comments:**

## B. Classroom Management

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>a. Expectations</b>	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with <i>ad hoc</i> rules and consequences as events unfold during the year.
<b>b. Relationships</b>	Shows warmth, caring, respect, and fairness for all students and builds strong, mutually respectful relationships.	Is fair and respectful toward students and builds positive relationships.	Fairness and respect are uneven and some relationships are negative.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.
<b>c. Social-emotional</b>	Implements a program that successfully fosters positive interactions and builds key social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
<b>d. Routines</b>	Successfully inculcates and maintains class routines to maximize learning time.	Teaches routines and prompts students to maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
<b>e. Responsibility</b>	Gets virtually all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
<b>f. Repertoire</b>	Has a highly effective discipline repertoire, including being able to capture and hold students' attention at will.	Has a repertoire of discipline "moves," including being able to get students' attention when needed.	Has a limited discipline repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
<b>g. Efficiency</b>	Skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off-task teacher behavior.
<b>h. Prevention</b>	Is alert, poised, dynamic, and self-assured and has a plan to nip virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
<b>i. Incentives</b>	Gets students to buy into an effective system of incentives linked to intrinsic rewards.	Uses incentives effectively to encourage and reinforce student cooperation.	Depends on extrinsic rewards to get students to cooperate and comply.	Uses low-quality extrinsic rewards (e.g., free time) and doesn't use them to leverage behavior.

**Overall rating:** \_\_\_\_\_ **Comments:**

## C. Delivery of Instruction

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>a. Expectations</b>	Exudes high expectations, urgency, and determination that all students will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
<b>b. Mindset</b>	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Teaches students that effective effort, not innate ability, is the key.	Doesn't counteract students' belief that innate ability is what makes the difference.	Communicates a "fixed" mindset about ability: some students have it, some don't.
<b>c. Framing</b>	Highlights lesson goals and unit essential questions up front and has students summarize and internalize key learning at the end.	Highlights lesson goals at the beginning of the lesson and has students sum up what they've learned at the conclusion.	Tells students the main learning objectives of each lesson but doesn't wrap things up at the end.	Begins and ends lessons without giving students a sense of what it's all about.
<b>d. Connections</b>	Engages student in each unit's and lesson's content and vocabulary by activating their interests and prior knowledge.	Links newly introduced lesson content and vocabulary to students' interests and prior knowledge.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
<b>e. Clarity</b>	Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way and/or uses language that is inappropriate.
<b>f. Repertoire</b>	Uses a wide range of well-chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
<b>g. Engagement</b>	Gets virtually all students involved in focused activities, actively learning and problem-solving, losing themselves in the work.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
<b>h. Differentiation</b>	Successfully reaches virtually all students by skillfully differentiating and scaffolding and using peer and adult helpers.	Scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts to accommodate lessons to students with learning needs, but with mixed success.	Fails to differentiate instruction for students with learning needs.
<b>i. Nimbleness</b>	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.

**Overall rating:** \_\_\_\_\_ **Comments:**

## D. Monitoring, Assessment, and Follow-Up

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>a. Criteria</b>	Consistently highlights and reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency.	Highlights criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
<b>b. Diagnosis</b>	Gives students a well-constructed diagnostic assessment before each unit and uses the information to shape instruction.	Diagnoses students' knowledge and skills at the beginning of a unit and tweaks lessons based on the data.	Does a quick review before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
<b>c. Goals</b>	Has students set ambitious goals, continuously self-assess, and take responsibility for improving their work.	Has students self-assess, set goals, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
<b>d. Feedback</b>	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
<b>e. Recognition</b>	Frequently displays students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly displays students' work to make visible their progress with respect to standards.	Displays some 'A' student work as an example to others.	Displays only a few samples of student work or none at all.
<b>f. Analysis</b>	Works with colleagues to immediately use assessment data to fine-tune teaching, re-teach, and help students who need support.	Promptly uses data from assessments to adjust teaching, re-teach, and follow up with students who need support.	Records students' assessment grades and notes some general patterns for future reference.	Records students' assessment grades and moves on with the curriculum.
<b>g. Tenacity</b>	Relentlessly follows up with struggling students with personal attention so that virtually all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
<b>h. Support</b>	Makes sure that students who need academic support or services receive appropriate services promptly.	When necessary, refers students for academic support or services.	Sometimes doesn't refer students promptly for support, and/or refers students who don't need it.	Often fails to refer students for support services and/or refers students who do not need them.
<b>i. Reflection</b>	Works with colleagues to reflect on and document what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

**Overall rating:** \_\_\_\_\_ **Comments:**

## E. Family and Community Outreach

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>a. Respect</b>	Shows sensitivity and respect for family culture, values, and beliefs and finds ways to make all feel welcome in the school.	Is respectful with family members, sensitive to different cultures, and welcomes all to the classroom.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of respect.	Is often insensitive to the culture and beliefs of students' families.
<b>b. Belief</b>	Shows each parent an in-depth knowledge of their child and a strong belief that he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
<b>c. Expectations</b>	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work through the year.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
<b>d. Communication</b>	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, also updating parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
<b>e. Involving</b>	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Plans appropriate ways for family members to be involved in their children's learning.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
<b>f. Responsiveness</b>	Deals immediately and successfully with parents' concerns.	Responds promptly to parents' concerns.	Is slow to respond to parents' concerns.	Is unresponsive to parents' concerns.
<b>g. Reporting</b>	Uses informal and digital channels and student-led conferences to regularly inform parent on their children's progress.	Uses digital channels and reports to regularly keep parents informed on their children's progress.	Uses parent conferences intermittently to tell parents the areas in which their children need to improve.	Completes reports, not always on time, and expects parents to deal with their children's learning needs.
<b>h. Outreach</b>	Successfully contacts virtually all parents, including those who are hard to reach.	Reaches out to all parents and is tenacious in contacting those who are hard to reach.	Tries to contact all parents, but ends up talking mainly to the parents who tend to be responsive.	Makes little or no effort to contact parents.
<b>i. Resources</b>	Successfully enlists extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in additional resources.	Asks parents to contribute extra resources.	Does not reach out for extra support from parents or the community.

**Overall rating:** \_\_\_\_\_ **Comments:**

## F. Professional Responsibilities

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>a. Language</b>	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
<b>b. Reliability</b>	Carries out all duties and assignments conscientiously and punctually and keeps meticulous records.	Is punctual and reliable with paperwork, duties, and assignments and keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, or misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, or misses paperwork deadlines.
<b>c. Professionalism</b>	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and attire and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
<b>d. Judgment</b>	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses poor judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
<b>e. Teamwork</b>	Is an important member of teacher teams and committees and volunteers for extra activities.	Shares responsibility for grade-level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
<b>f. Leadership</b>	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
<b>g. Openness</b>	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about feedback and resistant to changing practices.
<b>h. Collaboration</b>	Meets frequently with colleagues to plan units, share ideas, and analyze assessment results.	Collaborates regularly with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
<b>i. Growth</b>	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning and has not implemented suggestions.

**Overall rating:** \_\_\_\_\_ **Comments:**

## Evaluation Summary Page

Teacher's name: \_\_\_\_\_ School year: \_\_\_\_\_

School: \_\_\_\_\_ Subject area: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

### **RATINGS ON EACH DOMAIN:**

#### A. Planning and Preparation for Learning:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### B. Classroom Management:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### C. Delivery of Instruction:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### D. Monitoring, Assessment, and Follow-Up:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### E. Family and Community Outreach:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### F. Professional Responsibilities:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

### **OVERALL RATING:**

**Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards**

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY TEACHER:

Evaluator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)



# Spreadsheet of Rubric Scores of 11 Teachers for PD Purposes

	<i>A. Planning and Preparation</i>	<i>B. Classroom Management</i>	<i>C. Delivery of Instruction</i>	<i>D. Monitoring, Assessment...</i>	<i>E. Family and Community</i>	<i>F. Professional Responsibilities</i>
<b>Cynthia</b>	Green	Green	Green	Yellow	Green	Green
<b>Henry</b>	Green	Blue	Green	Green	Green	Yellow
<b>Belinda</b>	Green	Green	Green	Yellow	Green	Green
<b>Marcia</b>	Blue	Blue	Green	Blue	Blue	Green
<b>Charles</b>	Green	Green	Green	Yellow	Green	Blue
<b>Raymond</b>	Green	Yellow	Green	Green	Green	Blue
<b>Sandy</b>	Green	Green	Green	Yellow	Green	Green
<b>Mark</b>	Blue	Green	Blue	Blue	Green	Blue
<b>Placida</b>	Green	Green	Green	Yellow	Green	Green
<b>Anne</b>	Green	Green	Green	Yellow	Green	Green
<b>Richard</b>	Yellow	Green	Yellow	Red	Yellow	Yellow

	<i>a. Criteria</i>	<i>b. Diagnosis</i>	<i>c. Goals</i>	<i>d. Feedback</i>	<i>e. Recognition</i>	<i>f. Analysis</i>	<i>g. Tenacity</i>	<i>h. Support</i>	<i>i. Reflection</i>
Cynthia	Green	Green	Yellow	Yellow	Yellow	Red	Yellow	Yellow	Green
Henry	Green	Green	Yellow	Green	Green	Yellow	Green	Green	Green
Belinda	Yellow	Green	Yellow	Yellow	Yellow	Yellow	Green	Yellow	Yellow
Marcia	Blue	Blue	Yellow	Blue	Green	Yellow	Green	Blue	Blue
Charles	Yellow	Green	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Yellow
Raymond	Green	Blue	Yellow	Green	Green	Yellow	Green	Yellow	Green
Sandy	Yellow	Green	Yellow	Yellow	Green	Yellow	Yellow	Green	Yellow
Mark	Blue	Blue	Yellow	Green	Blue	Yellow	Green	Blue	Blue
Placida	Green	Green	Yellow	Yellow	Yellow	Yellow	Green	Yellow	Green
Anne	Yellow	Green	Yellow	Green	Yellow	Red	Yellow	Yellow	Green
Richard	Yellow	Yellow	Red	Red	Yellow	Red	Green	Red	Yellow

## Sources

Alexandria Public Schools (Virginia) performance evaluation rubrics (2003)

Aspire Charter Schools, California teacher evaluation rubrics (2003)

Australian Government Department of Education and Training, Teaching Practice Evaluation Framework (2019)

Boston Public Schools Performance Evaluation Instrument (1997)

City on a Hill Charter School (Boston) performance evaluation rubrics (2004)

Conservatory Lab Charter School (Boston) performance evaluation rubrics (2004)

*Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996)

“Indicators of Teaching for Understanding” by Jay McTighe and Eliot Seif (unpublished paper, 2005)

*KIPP Framework for Excellent Teaching*, Version 2.0, Summer 2012

*Leading for Learning: Reflective Tools for School and District Leaders*, Michael Knapp et al., Center for the Study of Teaching and Policy, University of Washington (February 2003)

*Linking Teacher Evaluation and Student Learning* by Pamela Tucker and James Stronge (ASCD, 2005)

North Star Academy Charter School of Newark: Teaching Standards (2004-05)

Roxbury Preparatory Charter School, Boston: Criteria for Outstanding Teaching (2004-05)

*The Skillful Teacher* by Jon Saphier and Robert Gower (Research for Better Teaching, 1997)

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Vaughn Next Century Learning Center, Chicago performance evaluation rubric (2004)

*What Works in Schools: Translating Research into Action* by Robert Marzano (ASCD, 2003)

## Acknowledgements

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Since then, a number of other educators have provided suggestions, resulting in eliminating the 4-3-2-1 rating numbers at the top of each page, reducing the number of lines in each domain from ten to nine, and making important changes in wording and substance.