

# USD 250 Teacher Performance Evaluation Rubric

Directions: With the teacher, examine all the evidence from the pre-observation conference, the observations, the post-observation conferences, and informal observations. Place a mark in the box of the statement that best portrays the performance of the teacher for each indicator. Together, discuss and develop comments about particular strengths and develop suggestions for future development.

Top of Form

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Teacher:

Evaluator:

School(s) Assigned:

- Pittsburg High School
- Pittsburg Community Middle School
- George Nettels Elementary
- Lakeside Elementary
- Meadowlark Elementary
- Westside Elementary
- Other:

Grade or Subject Assignment:

## Domain 1 - Planning and Preparation

### Utilization of Student Data

- Unsatisfactory - Teacher has no plan to use student data in designing instruction.
- Basic - Teacher uses student data in designing instruction for the class as a whole.
- Proficient - Teacher uses student data in designing instruction for groups of students
- Distinguished - Teacher uses student data in designing instruction for individual students.

### Knowledge of Curriculum and Content

- Unsatisfactory - Teacher displays little understanding of standards, curriculum and assigned content area.
- Basic - Teacher displays basic understanding of standards, curriculum and assigned content area. Connections are not made with other disciplines or to clarify student misconceptions.
- Proficient - Teacher displays solid understanding of standards, curriculum and assigned content area. Connections are made with other disciplines. The teacher anticipates common misconceptions.
- Distinguished - Teacher displays extensive understanding of standards, curriculum and assigned content area. Connections are actively made with other disciplines and to real world applications. The teacher anticipates common misconceptions.

### Selection of Instructional Strategies

- Unsatisfactory - Teacher displays little or no evidence of aligning instructional strategies to curriculum objectives.
- Basic - Teacher selects instructional strategies that align to curricular objectives.
- Proficient - Teacher selects a variety of instructional strategies that align to curricular objectives to build a deep understanding of content for all students.
- Distinguished - Teacher selects instructional strategies that align to curricular objectives based on students' learning styles, needs, knowledge and skills to build a deep understanding of content for all students.

### Knowledge of Students

- Unsatisfactory - Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests.
- Basic - Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests. Knowledge is used in planning for class as a whole.
- Proficient - Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests. Knowledge is used to plan for groups of students.
- Distinguished - Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests. Knowledge is used to plan for individual student learning.

### Overall Rating for Planning and Preparation

- Unsatisfactory
- Basic
- Proficient
- Distinguished

Comments:

## Domain 2 - The Classroom Environment

### Manages Classroom Procedures

- Unsatisfactory - Classroom routines and procedures are either non-existent or inefficient.
- Basic - Classroom routines and procedures have been established but function unevenly or inconsistently.
- Proficient - Classroom routines and procedures have been established and function smoothly.
- Distinguished - Classroom routines and procedures are consistent and effective in their operation and students assume considerable responsibility for the functioning of classroom routines and procedures.

### **Environment of Respect and Rapport**

- Unsatisfactory - Teacher and/or student interactions are negative or inappropriate and characterized by sarcasm, put-downs, and bullying.
- Basic - Teacher and/or student interactions are appropriate and free from conflict/bullying, but may be characterized by occasional displays of insensitivity.
- Proficient - Teacher and/or student interactions are generally positive, encouraging and respectful of differences among groups of students. Interactions are free from conflict and bullying.
- Distinguished - Teacher and/or student interactions are consistently positive, encouraging and respectful of differences among individual students. Interactions are free from conflict and bullying.

### **Manages Student Behavior**

- Unsatisfactory - The teacher has no clear expectations, no monitoring of student behavior and inappropriate response to student behavior.
- Basic - The teacher inconsistently establishes standards of conduct for students, monitors student behavior, and responds ineffectively to student misbehavior.
- Proficient - The teacher has established clear standards of conduct, monitors and responds effectively to student behavior.
- Distinguished - The teacher has established clear standards of conduct so that the monitoring of student behavior is subtle and preventive. Student behavior is appropriate and students are actively involved in setting expectations for conduct and monitoring of behavior.

### **Establishes a Culture for Learning**

- Unsatisfactory - The classroom environment is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.
- Basic - The classroom environment reflects only a modest and inconsistent expectation for student achievement, teacher commitment to the subject, and student pride in work. Teacher and students are performing at a minimal level.
- Proficient - The classroom environment reflects a high expectation for student achievement, with enthusiasm for the subject on the part of both the teacher and students, and student pride in work is evident.
- Distinguished - The classroom environment consistently and effectively reflects the teacher's genuine passion for the subject. Students take pride in their work, initiate improvements to their products, and hold their work to the highest standard.

### Physical Environment

- Unsatisfactory - The teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students. The arrangement is not conducive to lesson activities. The classroom is sterile with no student work and/or learning support materials displayed.
- Basic - The teacher's classroom is safe and essential learning is accessible to all students. Classroom arrangement partially supports learning activities. There is little student work and/or learning support materials displayed.
- Proficient - The teacher's classroom is safe and essential learning is accessible to all students. Teacher uses physical resources well and ensures that the arrangement of the classroom supports the learning activities. The classroom is warm and engaging with displays of student work and/or learning support materials.
- Distinguished - The teacher uses physical space and resources well and ensures that the arrangement of the classroom supports the learning activities. The classroom is warm and engaging with many examples of student work and/or learning support materials displayed. Students contribute to ensuring that the classroom is safe and essential learning is accessible to all students.

### Overall Rating for Classroom Environment

- Unsatisfactory
- Basic
- Proficient
- Distinguished

Comments:

## Domain 3 - Instruction

### Communicates Clearly & Accurately

- Unsatisfactory - The teacher's oral and written communication contains errors or is unclear or inappropriate for students' level of understanding.
- Basic - The teacher's oral and written communication contains no errors, but may not be completely appropriate for the students' level of understanding.
- Proficient - The teacher's oral and written communication is clear and accurate, anticipating possible student misconceptions.
- Distinguished - The teacher's oral and written communication is consistently and effectively clear and accurate, anticipating possible student misconceptions.

### Utilizes Questioning & Discussion Techniques

- Unsatisfactory - The teacher uses ineffective questioning techniques that result in limited discussion and student participation.
- Basic - The teacher inconsistently uses effective questioning techniques that result in moderate discussion and student participation.
- Proficient - The teacher uses high-level questioning techniques that result in discussion and participation by all students.
- Distinguished - The teacher consistently and effectively uses high-level questioning techniques that result in discussion and participation by all students.

### Engages Students

- Unsatisfactory - The teacher uses ineffective strategies that result in the lack of student engagement and significant learning.
- Basic - The teacher uses some strategies that result in inconsistent student engagement and learning.
- Proficient - The teacher uses a variety of strategies that engage and challenge all students.
- Distinguished - The teacher consistently and effectively uses a variety of strategies that engage and challenge all students.

### Demonstrates Responsiveness

- Unsatisfactory - The teacher adheres to the instructional plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.
- Basic - The teacher demonstrates inconsistent flexibility and responsiveness to the instructional plan in response to students' needs and interests during a lesson.
- Proficient - The teacher makes adjustments as needed to the instructional plan in response to students' needs and interests
- Distinguished - The teacher consistently and effectively makes adjustments as needed to the instructional plan in response to students' needs and interests to promote successful learning for all students.

**Provides Student Feedback**

- Unsatisfactory - Teacher feedback is not given in a timely manner and is of poor quality
- Basic - The teacher provides feedback that is inconsistent in timeliness and quality.
- Proficient - The teacher provides feedback that is timely and of high quality and students make use of the feedback in their learning.
- Distinguished - The teacher consistently and effectively provides feedback that is timely and of high quality, and students make use of the feedback in their learning.

**Incorporates Resources and Technology**

- Unsatisfactory - The teacher does not use available technology and resources to engage students and promote learning.
- Basic - The teacher inconsistently uses available technology and resources to engage students and promote learning.
- Proficient - The teacher integrates available technology and resources to engage students and promote learning.
- Distinguished - The teacher consistently and effectively integrates available technology and resources to engage students and promote learning.

**Overall Rating for Instruction**

- Unsatisfactory
- Basic
- Proficient
- Distinguished

Comments:

## Domain 4 - Student Performance

### Utilization of Multiple Measures to Monitor Student Growth

- Unsatisfactory - Teacher shows no evidence of utilizing multiple measures to monitor growth in student achievement.
- Basic - Teacher shows limited evidence of utilizing multiple measures to monitor growth in student achievement.
- Proficient - Teacher shows solid evidence of utilizing multiple measures to monitor growth in student achievement.
- Distinguished - Teacher shows extensive evidence of consistently utilizing multiple measures to monitor growth in student achievement.

### Utilization of Student Support Services

- Unsatisfactory - Teacher does not utilize student support services; i.e. MTSS, Counseling, Nurse, SIT, Special Education, as needed to improve student achievement.
- Basic - Teacher inconsistently utilizes student support services; i.e. MTSS, Counseling, Nurse, SIT, Special Education, as needed to improve student achievement.
- Proficient - Proficient - Teacher utilizes student support services; i.e. MTSS, Counseling, Nurse, SIT, Special Education, as needed to improve and enhance student achievement.
- Distinguished - Teacher consistently and effectively utilizes student support services; i.e. MTSS, Counseling, Nurse, SIT, Special Education, to improve and enhance student achievement.

### Provides evidence of growth in student learning.

- Unsatisfactory - The teacher provides no evidence of student growth toward the district's learning goals.
- Basic - The teacher provides multiple sources of data that show minimal or inconsistent evidence of student growth toward the district's learning goals.
- Proficient - The teacher provides multiple sources of data that show evidence of improving student growth toward the district's learning goals.
- Distinguished - The teacher provides multiple sources of data that show evidence of consistent student growth toward the district's learning goals.



Comments:

## Domain 5 - Professional Responsibilities

### Maintains accurate records

- Unsatisfactory - The teacher has no system for maintaining accurate and timely records, causing errors and confusion.
- Basic - The teacher's system for maintaining accurate and timely records is inconsistent and only partially effective.
- Proficient - The teacher's system for maintaining accurate records is timely, efficient, and effective, according to building policies.
- Distinguished - The teacher's system for maintaining accurate records is timely, efficient, effective, and students/parents are consistently informed of student progress.

### Participates in professional development

- Unsatisfactory - The teacher does not participate in professional development or PLC activities.
- Basic - The teacher only participates in professional development/PLC activities when it is district/building mandated.
- Proficient - The teacher participates actively in professional development/PLC activities, applies new learning to classroom practice, and contributes to the profession.
- Distinguished - The teacher actively pursues professional development/PLC activities, applies new learning to classroom practice, impacts student achievement, and mentors colleagues and/or teachers in training.

### **Communicates with families and patrons**

- Unsatisfactory - The teacher provides little or no information to families/patrons and makes no attempt to engage them in the instructional program.
- Basic - The teacher complies with school procedures for communicating with families/patrons and makes an effort to engage them in the instructional program.
- Proficient - The teacher communicates utilizing a variety of methods with families/patrons, and successfully engages them in the instructional program.
- Distinguished - The teacher communicates consistently utilizing a variety of methods with families/patrons, and successfully engages them in the instructional program and the building mission/vision.

### **Reflects on instructional practice**

- Unsatisfactory - The teacher does not reflect on the lesson or propose ideas as to how it might be improved.
- Basic - The teacher's reflection on the lesson is generally accurate, and the teacher makes global suggestions as to how it might be improved.
- Proficient - The teacher reflects accurately on the lesson, citing general characteristics and makes some specific suggestions about how it might be improved.
- Distinguished - The teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. The teacher suggests a variety alternative strategies if needed.

### **Contributes to school and district**

- Unsatisfactory - The teacher's relationships with colleagues are negative or self-serving, and /or teacher avoids being involved in school and district events and projects.
- Basic - The teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.
- Proficient - The teacher maintains positive relationships with colleagues and participates actively in school and district projects and events.
- Distinguished - The teacher assumes a leadership role with colleagues and makes a substantial contribution to school and district events and projects.

### **Adheres to district and building policies and procedures**

- Unsatisfactory - The teacher fails to adhere to district and building policies and procedures and/or demonstrates a lack of professionalism.
- Basic - The teacher shows inconsistency in adhering to district and building policies and procedures and/or occasionally demonstrates a lack of professionalism.
- Proficient - The teacher consistently adheres to district and building policies and procedures and demonstrates professionalism.
- Distinguished - The teacher consistently adheres to district and building policies and procedures and demonstrates professionalism and leadership.

**Overall Rating for Professional Responsibilities**

- Unsatisfactory
- Basic
- Proficient
- Distinguished

Comments:

**PITTSBURG COMMUNITY SCHOOLS  
PERFORMANCE EVALUATION SUMMARY FORM**

**Employee's Name** [Redacted]  
**Assignment** [Redacted]  
**Primary Evaluator** [Redacted]  
**Date** [Redacted]

This report is to be completed by the evaluator on each staff member being evaluated and shall serve as a progress report of the professional's growth since the last formal appraisal.

1. This report is based upon the following observations and information:

Dates of informal observation [Redacted]  
Dates of formal observation [Redacted]  
Dates of evaluator/employee conferences [Redacted]

**Additional Comments by the Evaluator (if any):**

**Comments by the Educator (if any):**

3. Evaluator's recommendation (to be completed for final evaluation of the evaluation cycle).

- Regular Evaluation Cycle
- Follow-up conference for improvement
- Plan for intensive assistance

\_\_\_\_\_  
**Employee's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Evaluator's Signature**

\_\_\_\_\_  
**Date**

*Signatures and dates are required. Signatures acknowledge content and do not signify agreement. Responses to this document may be made no later than two weeks after receipt of it.*

This evaluation was initiated by:

Check one:     Regular evaluation Cycle     Employee's request     Evaluator's request