

Overview

An important note about scores. 4s are reserved for exceptional practice. Experienced teachers will most likely be primarily 3s with some 4s and 2s. Nobody is exceptional in all areas of their work. They may be exceptional in some areas while strong in others. Threes are good strong marks reflecting competent and effective teaching.

Marshall's Teacher Evaluation Rubric

Adopted from Kim Marshall – Revised by ASD June 2013

Rationale and suggestions for implementation

1. These rubrics are organized around **six domains** covering all aspects of a teacher's job performance. The first 4 fall under Professional Practice and the last two fall under Professional Responsibility:
 1. Planning and Preparation for Learning
 2. Classroom Management
 3. Delivery of Instruction
 4. Monitoring, Assessment, and Follow-Up
 5. Family and Community Outreach
 6. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective: *Truly outstanding and exceptional teaching*
 - 3 – Effective: *Solid, expected professional performance*
 - 2 – Improvement Necessary: *Support required*
 - 1 – Does Not Meet Standards: *Clearly unacceptable*
2. According to Kim Marshall, "The rubrics are designed to give teachers a full-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. To knowledgeably fill out the rubrics, supervisors need to have been in classrooms frequently throughout the year. It is irresponsible to base the final evaluation on less than 15 classroom observations." For a detailed account of the development of these rubrics and their broader purpose, see Kim Marshall's book, "*Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2009).
 3. The *Effective* level describes solid, expected professional performance; teachers should feel good about scoring at this level. The *Highly Effective* level is reserved for truly outstanding and exceptional teaching that meets very demanding criteria. *Improvement Necessary* indicates that performance has deficiencies that require support; no teacher should be content to remain at this level (although some novices might begin here). An overall performance at the *Does Not Meet Standards* level is clearly unacceptable and should lead to dismissal if it is not improved immediately.

4. Self-Scoring:
 1. Look at each of the ten criteria.
 2. Read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards).
 3. Find the level that best describes the teacher's performance.
 4. Highlight or check that cell.
 5. Make brief comments in the space provided at the end of the rubric.
**Not all categories will apply to all teachers at all grade levels or subject areas.*

5. Each teacher completes the rubric prior to the initial meeting, then collaborates with the evaluator one domain at a time. The teacher has the final say, of course, but the discussion should aim for consensus based on actual evidence. Evaluators should go into the evaluation process with humility since they can't know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, teachers should be open to feedback from someone with an outside perspective.

6. Using the language of this rubric during conversations is the best method to enhance teacher development. The evaluator should give candid, evidence-based feedback, listen to the teacher's concerns, and provide robust follow-up support.

These rubrics are "open source" and may be used and adapted by schools and districts as they see fit.

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1. Planning and Preparation for Learning

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on any external assessments.	Plans the year so students will meet high standards and be ready for any external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans all units embedding big ideas, essential questions, knowledge, skill,	Plans most units with big ideas, essential questions,	Plans lessons with some thought to larger goals and objectives and	Teaches on an <i>ad hoc</i> basis with little or no consideration

	and non-cognitive goals that cover some Bloom's levels.	knowledge, skill, and non-cognitive goals covering some of Bloom's levels.	higher order thinking skills.	for long-range curriculum goals.
d. Assessments	Prepares and analyzes formative and summative assessments to monitor student learning.	Plans formative and summative assessments to measure student learning.	Drafts unit assessments as instruction proceeds.	Writes final assessments shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that 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 that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes over time aligned with unit goals.	Plans lessons with some consideration of long term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an	Designs lessons that	Plans lessons that involve a	Plans lessons that

	effective mix of high quality, multicultural learning materials and technology.	use an appropriate, multicultural mix of materials and technology.	mixture of good and mediocre learning materials.	rely mainly on mediocre and low quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation .
j. Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to access materials, and few wall displays.

2. Classroom Management

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	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 punishments.	Comes up with <i>ad hoc</i> rules and punishments as events occur.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Earns all students' respect and creates a climate in which disruption of learning is unthinkable.	Earns almost all students' respect and refuses to tolerate disruption.	Earns the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions	Fosters positive interactions among students and teaches	Often lectures students on the need for good behavior, and makes an	Publicly berates "bad" students, blaming them for their poor behavior.

	and social-emotional skills.	useful social skills.	example of “bad” students.	
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students 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.
f. Responsibility	Gets 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.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students’ attention any time.	Has a repertoire of discipline “moves” and can capture and maintain students’ attention.	Has a limited disciplinary repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students’ attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that 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, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.

<p>i. Prevention</p>	<p>Is alert, poised, dynamic, and self-assured and addresses virtually all discipline problems immediately</p>	<p>Has a confident, dynamic presence and addresses most discipline problems immediately</p>	<p>Tries to prevent discipline problems but sometimes little things escalate into big problems.</p>	<p>Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.</p>
<p>j. Incentives</p>	<p>Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.</p>	<p>Uses incentives wisely to encourage and reinforce student cooperation.</p>	<p>Uses extrinsic rewards in an attempt to get students to cooperate and comply.</p>	<p>Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.</p>

3. Delivery of Instruction

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Exudes high expectations and determination and convinces all students that they 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. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks all students' interest and makes connections to	Activates students' prior knowledge	Is only sometimes successful in making the	Rarely hooks students' interest or makes

	prior knowledge, experience, and reading.	and hooks their interest in each unit and lesson.	subject interesting and relating it to things students already know.	connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and 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, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies, questions, materials, technology, and groupings to boost the learning of all students.	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' success.
g. Engagement	Gets all students highly involved in focused work and discussions in which they are active learners and problem-solvers.	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.
h. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding and using peer and/or adult helpers.	Differentiates and scaffolds instruction and uses peer and/or adult helpers to accommodate	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.

		te most students' learning needs.		
i. Nimbleness	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.
j. Application	Consistently has all students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

4. Monitoring, Assessment and Follow-Up

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Criteria	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts 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 be successful.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick formative assessment (i.e. K-W-L)before beginning a unit but does not use it to inform instruction.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	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 .

<p>d.</p> <p>Self-Assessment</p>	<p>Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.</p>	<p>Has students set goals, self-assess, and know where they stand academically.</p>	<p>Urges students to look over their work, see where they had trouble, and aim to improve those areas.</p>	<p>Allows students to move on without assessing and improving problems in their work.</p>
<p>e.</p> <p>Recognition</p>	<p>Frequently posts, publishes, or shares students' work with rubrics and commentary to celebrate progress and motivate and direct effort.</p>	<p>Regularly posts, publishes, or shares students' work to make visible their progress with respect to standards.</p>	<p>Posts, publishes, or shares only top student work as an example to others.</p>	<p>Posts only a few samples of student work or none at all.</p>
<p>f.</p> <p>Formative Assessments</p>	<p>Works with colleagues to use formative assessment data, fine tune teaching, re-teach, and help struggling students.</p>	<p>Uses data from formative assessments to adjust teaching, re-teach, and follow up with struggling students.</p>	<p>Looks over students' tests to see if there is anything that needs to be re-taught.</p>	<p>Gives tests and moves on without analyzing them and following up with students.</p>
<p>g.</p> <p>Tenacity</p>	<p>Relentlessly follows up with struggling students with personal attention so they all reach proficiency.</p>	<p>Takes responsibility for students who are not succeeding and gives them extra help.</p>	<p>Offers students who fail assessments some additional time to study and do re-takes.</p>	<p>Tells students that if they fail an assessment, that's it; the class has to move on to cover the curriculum.</p>
<p>h.</p> <p>Support</p>	<p>Makes sure that students who need</p>	<p>When necessary, refers</p>	<p>Sometimes doesn't refer students promptly</p>	<p>Often fails to refer students for special</p>

	specialized diagnosis and help receive appropriate services.	students for specialized diagnosis and extra help.	for special help, and/or refers students who don't need it.	services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments , draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on 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.

5. Family and Community Outreach

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief 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.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	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.
d. Communication	Makes sure parents hear positive news about their children first,	Promptly informs parents of behavior and learning	Lets parents know about problems their children are having but	Seldom informs parents of concerns or positive

	and immediately flags any problems.	problems, and also updates parents on good news.	rarely mentions positive news.	news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	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.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Uses student-led conferences, correspondences, report cards, and informal talks to give parents detailed and helpful feedback on	Uses conferences, correspondences, and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.

	children's progress.			
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to- reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Seeks volunteers and additional resources to enhance the curriculum.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

6. Professional Responsibilities

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Attendance	Has perfect or near perfect attendance (98-100%).	Has very good attendance (93- 97%).	Has moderate absences (8-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	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.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments ; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes	Demonstrates professional demeanor and	Occasionally acts and/or dresses in an unprofessional manner and/or	Frequently acts and/or dresses in an unprofessional manner and

	appropriate boundaries.	maintains appropriate boundaries.	violates boundaries.	violates boundaries.
e. Judgment	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 questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
j. Growth	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.
f. Above-and-beyond	Is an important member of teacher teams and committees and frequently volunteers for extra activities.	Shares responsibility for grade-level and school-wide 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.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a	Is a positive team player and contributes ideas, expertise, and time to	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.

	desire to improve student results.	the overall mission of the school.		
h. Openness	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 criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates 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.