

# Wellesley Teacher Evaluation Rubric

*Background & Description: The Wellesley rubric blends the Massachusetts Model Rubric's framework language with descriptive language from Dr. Kim Marshall's rubric. The Wellesley Educator Evaluation Design Team chose the Marshall language during the first Pilot Year of the new Evaluation System. This "hybrid rubric" will help to ground teachers in observable practices and to guide post-observation discussions and reflections while providing clarity when communicating with other districts and with the Massachusetts Department of Elementary and Secondary Education about standards, indicators, elements, and performance.*

**Standard I: Curriculum, Planning, and Assessment.** *The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

Indicators	Elements	<b>Exemplary</b> <i>The educator's performance consistently and significantly exceeds the requirements of a Standard and could serve as a district-wide model of practice.</i>	<b>Proficient</b> <i>The educator's performance fully and consistently meets the requirements of a Standard.</i>	<b>Needs Improvement</b> <i>The educator's performance on a Standard is below the requirements of a Standard but is not considered to be Unsatisfactory at this time. Improvement is necessary and expected.</i>	<b>Unsatisfactory</b> <i>The educator's performance on a Standard ... has not significantly improved following a rating of Needs Improvement, or the educator's performance is consistently below the requirements of a Standard ... and is considered inadequate or both.</i>
<b>Curriculum &amp; Planning</b>	Knowledge of Subject	<ul style="list-style-type: none"> <li>Is expert in the subject area.</li> </ul>	<ul style="list-style-type: none"> <li>Knows the subject matter well.</li> </ul>	<ul style="list-style-type: none"> <li>Is somewhat familiar with the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Has little familiarity with the subject matter.</li> </ul>
	Child & Adolescent Development	<ul style="list-style-type: none"> <li>Has a cutting-edge grasp of child development and how students learn.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good grasp of child development and how students learn.</li> </ul>	<ul style="list-style-type: none"> <li>Has a few ideas of ways students develop and learn.</li> </ul>	<ul style="list-style-type: none"> <li>Has few ideas on how students learn.</li> </ul>
	Rigorous Standards-Based Unit Design	<ul style="list-style-type: none"> <li>Plans most units backwards, with well-thought-out big ideas, essential questions, knowledge, and skill goals.</li> <li>Has a well-honed game plan for the year that is tightly aligned with state standards and assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Plans some units backwards with big ideas, essential questions, knowledge, and skill goals.</li> <li>Plans the year so students will meet state standards and be ready for external assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.</li> <li>Has done some thinking about how to cover high standards and test requirements this year.</li> </ul>	<ul style="list-style-type: none"> <li>Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.</li> <li>Plans lesson by lesson and has little familiarity with state standards and tests.</li> </ul>
	Well-Structured Lessons	Designs lessons that <ul style="list-style-type: none"> <li>break down complex tasks and address all learning needs, styles, and interests.</li> <li>motivate all students and sweep them up in active learning.</li> <li>have clear, measurable goals closely aligned with standards and unit outcomes.</li> <li>involve an appropriate mix of top-notch, multicultural learning materials.</li> </ul>	Designs lessons that <ul style="list-style-type: none"> <li>target several learning needs, styles, and interests.</li> <li>are relevant, motivating, and likely to engage students in active learning.</li> <li>focus on measurable outcomes aligned with unit goals.</li> <li>use an effective, multicultural mix of materials.</li> </ul>	Plans lessons <ul style="list-style-type: none"> <li>with some thought as to how to accommodate special needs students.</li> <li>that will catch some students' interest and perhaps get a discussion going.</li> <li>with some consideration of long-term goals.</li> <li>that involve a mixture of good and mediocre learning materials.</li> </ul>	Plans lessons <ul style="list-style-type: none"> <li>with no differentiation.</li> <li>with very little likelihood of motivating or involving students.</li> <li>aimed primarily at entertaining students or covering textbook chapters.</li> <li>that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.</li> </ul>
<b>Assessment</b>	Variety of Assessment Methods	<ul style="list-style-type: none"> <li>Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.</li> <li>Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.</li> </ul>	<ul style="list-style-type: none"> <li>Plans on-the-spot and unit assessments to measure student learning.</li> <li>Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.</li> </ul>	<ul style="list-style-type: none"> <li>Drafts unit tests as instruction proceeds.</li> <li>Looks over students' tests to see if there is anything that needs to be re-taught.</li> </ul>	<ul style="list-style-type: none"> <li>Writes final tests shortly before they are given.</li> <li>Gives tests and moves on without analyzing them and following up with students.</li> </ul>
	Adjustment to Practice	<ul style="list-style-type: none"> <li>Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently checks for understanding and gives students helpful information if they seem confused.</li> </ul>	<ul style="list-style-type: none"> <li>Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Uses ineffective methods ("Is everyone with me?") to check for understanding.</li> </ul>
<b>Analysis</b>	Analysis & Sharing Conclusions	<ul style="list-style-type: none"> <li>Works with colleagues to analyze and chart assessment data, draw action conclusions, and share them with colleagues (such as special educators and team members), students, and families.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes data from assessments, draws conclusions, and shares them with colleagues (such as special educators and team members), students, and families.</li> </ul>	<ul style="list-style-type: none"> <li>Records students' grades and notes some general patterns for future reference. Occasionally shares information with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Records students' grades and moves on with the curriculum.</li> </ul>

**Standard II: Teaching All Students.** *The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

Indicators	Elements	<b>Exemplary</b> <i>The educator's performance consistently and significantly exceeds the requirements of a Standard and could serve as a district-wide model of practice.</i>	<b>Proficient</b> <i>The educator's performance fully and consistently meets the requirements of a Standard.</i>	<b>Needs Improvement</b> <i>The educator's performance on a Standard is below the requirements of a Standard but is not considered to be Unsatisfactory at this time. Improvement is necessary and expected.</i>	<b>Unsatisfactory</b> <i>The educator's performance on a Standard ... has not significantly improved following a rating of Needs Improvement, or the educator's performance is consistently below the requirements of a Standard ... and is considered inadequate or both.</i>
<b>Instruction</b>	Quality of Effort and Work	<ul style="list-style-type: none"> <li>Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them.</li> </ul>	<ul style="list-style-type: none"> <li>Posts clear criteria for proficiency, including rubrics and exemplars of student work.</li> </ul>	<ul style="list-style-type: none"> <li>Tells students some of the qualities that their finished work should exhibit.</li> </ul>	<ul style="list-style-type: none"> <li>Expects students to know (or figure out) what it takes to get good grades.</li> </ul>
	Student Engagement	<ul style="list-style-type: none"> <li>Gets all students highly involved in focused work in which they are active learners and problem-solvers.</li> </ul>	<ul style="list-style-type: none"> <li>Has students actively think about, discuss, and use the ideas and skills being taught.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to get students actively involved but some students are disengaged.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly lectures to passive students or has them plod through textbooks and worksheets.</li> </ul>
	Meeting Diverse Needs	<ul style="list-style-type: none"> <li>Successfully reaches all students by skillfully differentiating and scaffolding.</li> <li>Relentlessly follows up with struggling students with personal attention to reach proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiates and scaffolds instruction to accommodate most students' learning needs.</li> <li>Takes responsibility for students who are not succeeding and gives them extra help.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to accommodate students with learning deficits, but with mixed success.</li> <li>Offers students who fail tests some additional time to study and do re-takes.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to differentiate instruction for students with learning deficits.</li> <li>Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.</li> </ul>
<b>Learning Environment</b>	Safe Learning Environment	<ul style="list-style-type: none"> <li>Successfully inculcates class routines up front so that students maintain them throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Teaches routines and has students maintain them all year.</li> </ul>	<ul style="list-style-type: none"> <li>Tries to train students in class routines but many of the routines are not maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Does not teach routines and is constantly nagging, threatening, and punishing students.</li> </ul>
	Collaborative Learning Environment	<ul style="list-style-type: none"> <li>Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.</li> </ul>	<ul style="list-style-type: none"> <li>Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.</li> </ul>	<ul style="list-style-type: none"> <li>Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.</li> </ul>
	Student Motivation	<ul style="list-style-type: none"> <li>Has a highly effective discipline repertoire and can capture and hold students' attention any time.</li> </ul>	<ul style="list-style-type: none"> <li>Has a repertoire of discipline "moves" and can capture and maintain students' attention.</li> </ul>	<ul style="list-style-type: none"> <li>Has a limited disciplinary repertoire and students are frequently not paying attention.</li> </ul>	<ul style="list-style-type: none"> <li>Has few discipline "moves" and constantly struggles to get students' attention.</li> </ul>
<b>Cultural Proficiency</b>	Respects Differences	<ul style="list-style-type: none"> <li>Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes an environment in which students generally demonstrate respect for individual differences</li> </ul>	<ul style="list-style-type: none"> <li>Establishes an environment in which students demonstrate limited respect for individual differences.</li> </ul>
	Respectful Environment	<ul style="list-style-type: none"> <li>Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently.</li> </ul>	<ul style="list-style-type: none"> <li>Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.</li> </ul>	<ul style="list-style-type: none"> <li>Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.</li> </ul>	<ul style="list-style-type: none"> <li>Minimizes or ignores conflicts and/or responds in inappropriate ways.</li> </ul>

**Standard II: Teaching All Students (continued).** *The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

<b>Expectations</b>	<b>Clear Expectations</b>	<ul style="list-style-type: none"> <li>Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.</li> </ul>	<ul style="list-style-type: none"> <li>Does not make specific academic and behavior expectations clear to students.</li> </ul>
	<b>High Expectations</b>	<ul style="list-style-type: none"> <li>Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.</li> <li>Exudes high expectations and determination and convinces all students that they will master the material.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates students that effective effort, not innate ability, is the key to high quality work.</li> <li>Conveys to students: This is important, you can do it, and I'm not going to give up on you.</li> </ul>	<ul style="list-style-type: none"> <li>Doesn't counteract students' misconceptions about innate ability.</li> <li>Tells students that the subject matter is important and they need to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates a "fixed" mindset about ability: some students have it, some don't.</li> <li>Gives up on some students as hopeless.</li> </ul>
	<b>Access to Knowledge</b>	<ul style="list-style-type: none"> <li>Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.</li> <li>Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.</li> <li>Is flexible about modifying lessons to take advantage of teachable moments.</li> </ul>	<ul style="list-style-type: none"> <li>Tells students the main learning objectives of each lesson.</li> <li>Sometimes doesn't take advantage of teachable moments.</li> </ul>	<ul style="list-style-type: none"> <li>Begins lessons without giving students a sense of where instruction is headed.</li> <li>Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.</li> </ul>

**Standard III: Family and Community Engagement.** *The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

<b>Indicators</b>	<b>Elements</b>	<b>Exemplary</b> <i>The educator's performance consistently and significantly exceeds the requirements of a Standard and could serve as a district-wide model of practice.</i>	<b>Proficient</b> <i>The educator's performance fully and consistently meets the requirements of a Standard.</i>	<b>Needs Improvement</b> <i>The educator's performance on a Standard is below the requirements of a Standard but is not considered to be Unsatisfactory at this time. Improvement is necessary and expected.</i>	<b>Unsatisfactory</b> <i>The educator's performance on a Standard ... has not significantly improved following a rating of Needs Improvement, or the educator's performance is consistently below the requirements of a Standard ... and is considered inadequate or both.</i>
<b>Engagement</b>	<b>Parent/Family Engagement</b>	<ul style="list-style-type: none"> <li>Makes sure parents hear positive news about their children first, and immediately flags any problems.</li> <li>Successfully enlists classroom volunteers and extra resources from homes and the community.</li> </ul>	<ul style="list-style-type: none"> <li>Promptly informs parents of behavior and learning problems, and also updates parents on good news.</li> <li>Reaches out to families and community agencies to bring in volunteers and additional resources.</li> </ul>	<ul style="list-style-type: none"> <li>Lets parents know about problems their children are having but rarely mentions positive news.</li> <li>Asks parents to volunteer in the classroom and contribute extra resources.</li> </ul>	<ul style="list-style-type: none"> <li>Seldom informs parents of concerns or positive news about their children.</li> <li>Does not reach out for extra support from parents or the community.</li> </ul>
<b>Collaboration</b>	<b>Learning Expectations</b>	<ul style="list-style-type: none"> <li>Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.</li> </ul>	<ul style="list-style-type: none"> <li>Gives parents clear, succinct expectations for student learning and behavior for the year.</li> </ul>	<ul style="list-style-type: none"> <li>Sends home a list of classroom rules and the syllabus for the year.</li> </ul>	<ul style="list-style-type: none"> <li>Doesn't inform parents about learning and behavior expectations.</li> </ul>
	<b>Curriculum Support</b>	<ul style="list-style-type: none"> <li>Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.</li> <li>Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Updates parents on the unfolding curriculum and suggests ways to support learning at home.</li> <li>Reaches out to families and community agencies to bring in volunteers and additional resources.</li> </ul>	<ul style="list-style-type: none"> <li>Sends home occasional suggestions on how parents can help their children with schoolwork.</li> <li>Asks parents to volunteer in the classroom and contribute extra resources.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely if ever communicates with parents on ways to help their children at home.</li> <li>Makes little or no effort to contact parents.</li> </ul>
<b>Communication</b>	<b>Two-Way Communication</b>	<ul style="list-style-type: none"> <li>Deals immediately and successfully with parent concerns and makes parents feel welcome at any time.</li> <li>In student-led conferences, report cards, and informal talks, gives parents detailed and helpful feedback on children's progress.</li> </ul>	<ul style="list-style-type: none"> <li>Responds promptly to parent concerns and makes parents feel welcome in the school.</li> <li>Uses conferences and report cards to give parents feedback on their children's progress.</li> </ul>	<ul style="list-style-type: none"> <li>Is slow to respond to some parent concerns and gives off an unwelcoming vibe.</li> <li>Uses report card conferences to tell parents the areas in which their children can improve.</li> </ul>	<ul style="list-style-type: none"> <li>Does not respond to parent concerns and makes parents feel unwelcome in the classroom.</li> <li>Gives out report cards and expects parents to deal with the areas that need improvement.</li> </ul>
	<b>Culturally Proficient Communication</b>	<ul style="list-style-type: none"> <li>Shows great sensitivity and respect for family and community culture, values, and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates respectfully with parents and is sensitive to different families' culture and values.</li> </ul>	<ul style="list-style-type: none"> <li>Tries to be sensitive to the culture and beliefs of students' families but sometimes has a tin ear.</li> </ul>	<ul style="list-style-type: none"> <li>Is often insensitive to the culture and beliefs of students' families.</li> </ul>

**Standard IV: Professional Culture.** *The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.*

Indicators	Elements	<p><b>Exemplary</b> <i>The educator's performance consistently and significantly exceeds the requirements of a Standard and could serve as a district-wide model of practice.</i></p>	<p><b>Proficient</b> <i>The educator's performance fully and consistently meets the requirements of a Standard.</i></p>	<p><b>Needs Improvement</b> <i>The educator's performance on a Standard is below the requirements of a Standard but is not considered to be Unsatisfactory at this time. Improvement is necessary and expected.</i></p>	<p><b>Unsatisfactory</b> <i>The educator's performance on a Standard ... has not significantly improved following a rating of Needs Improvement, or the educator's performance is consistently below the requirements of a Standard ... and is considered inadequate or both.</i></p>
Reflection & Growth	Reflective Practice	<ul style="list-style-type: none"> <li>Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.</li> </ul>	<ul style="list-style-type: none"> <li>Can occasionally be persuaded to try out new classroom practices.</li> </ul>	<ul style="list-style-type: none"> <li>Is not open to ideas for improving teaching and learning.</li> </ul>
	Goal-setting	<ul style="list-style-type: none"> <li>Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data.</li> </ul>	<ul style="list-style-type: none"> <li>Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.</li> </ul>	<ul style="list-style-type: none"> <li>Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.</li> </ul>	<ul style="list-style-type: none"> <li>Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.</li> </ul>
Collaboration	Professional Collaboration	<ul style="list-style-type: none"> <li>Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.</li> <li>Actively seeks out feedback and suggestions and uses them to improve performance.</li> <li>Frequently volunteers and is an important member of teacher teams and committees.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with colleagues to plan units, share teaching ideas, and look at student work.</li> <li>Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.</li> <li>Sometimes volunteers and is a contributing member of teacher teams and committees.</li> </ul>	<ul style="list-style-type: none"> <li>Meets occasionally with colleagues to share ideas about teaching and students.</li> <li>Is somewhat defensive but does listen to feedback and suggestions.</li> <li>When asked, will volunteer and participate as a member of teacher teams and committees.</li> </ul>	<ul style="list-style-type: none"> <li>Meets infrequently with colleagues, and conversations lack educational substance.</li> <li>Is very defensive about criticism and resistant to changing classroom practice.</li> <li>Declines invitations to serve on committees and teacher teams.</li> </ul>
Decision-making	Decision-Making	<ul style="list-style-type: none"> <li>Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally suggests an idea aimed at improving the school.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely if ever contributes ideas that might help improve the school.</li> </ul>
Professional & Shared Responsibilities	Judgment	<ul style="list-style-type: none"> <li>Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>Is ethical and above-board, uses good judgment, and maintains confidentiality with student records.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.</li> </ul>	<ul style="list-style-type: none"> <li>Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.</li> </ul>
	Reliability & Responsibility	<ul style="list-style-type: none"> <li>Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.</li> </ul>	<ul style="list-style-type: none"> <li>Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.</li> </ul>