

Rubric Teacher (ED)

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Wellesley Teacher Evaluation Rubric

Background & Description

The Wellesley rubric blends the Massachusetts Model Rubrics 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

Exemplary	Proficient	Needs Improvement	Unsatisfactory
The educator's performance consistently and significantly exceeds the requirements of a Standard and could serve as a district-wide model of practice.	The educator's performance fully and consistently meets the requirements of a Standard.	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.	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.

Curriculum & Planning: Knowledge of Subject

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Is expert in the subject area	Knows the subject matter well	Is somewhat familiar with the subject.	Has little familiarity with the subject matter

Curriculum & Planning: Child & Adolescent Development

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Has a cutting-edge grasp of child development and how students learn	Has a good grasp of child development and how students learn	Has a few ideas of ways students develop and learn.	Has few ideas on how students learn.

Curriculum and Planning: Rigorous Standards- Based Unit Design

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Plans most units backwards, with well-thought-out big ideas, essential questions, knowledge, and skill goals. Has a well-honed game plan for the year that is tightly aligned with state standards and assessments.	Plans some units backwards with big ideas, essential questions, knowledge, and skill goals. Plans the year so students will meet state standards and be ready for external assessments.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills. Has done some thinking about how to cover high standards and test requirements this year.	Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals. Plans lesson by lesson and has little familiarity with state standards and tests

Curriculum & Planning: Well-Structured Lessons

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Designs lessons that: break down complex tasks and address all learning needs, styles, and interests, motivate all students and sweep them up in active learning, have clear, measurable goals closely aligned with standards and unit outcomes, involve an appropriate mix of top-notch, multicultural learning materials.	Designs lessons that: target several learning needs, styles, and interests, are relevant, motivating, and likely to engage students in active learning, focus on measurable outcomes aligned with unit goals, use an effective, multicultural mix of materials.	Plans lessons with: some thought as to how to accommodate special needs students, that will catch some students' interest and perhaps get a discussion going, with some consideration of long-term goals, that involve a mixture of good and mediocre learning materials.	Plans lessons: with no differentiation, with very little likelihood of motivating or involving students, aimed primarily at entertaining students or covering textbook chapters, that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets

Assessment: Variety of Assessment Methods

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning. Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.	Plans on-the-spot and unit assessments to measure student learning. Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Drafts unit tests as instruction proceeds. Looks over students' tests to see if there is anything that needs to be re-taught.	Writes final tests shortly before they are given. Gives tests and moves on without analyzing them and following up with students.

Assessment: Adjustment to Practice

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

Analysis: Analysis and Sharing Conclusions

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.	Analyzes data from assessments, draws conclusions, and shares them with colleagues (such as special educators and team members), students, and families.	Records students' grades and notes some general patterns for future reference. Occasionally shares information with colleagues.	Records students' grades and moves on with the curriculum

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

Exemplary	Proficient	Needs Improvement	Unsatisfactory
The educator's performance consistently and significantly exceeds the requirements of a Standard and could serve as a district-wide model of practice	The educator's performance fully and consistently meets the requirements of a Standard.	Needs Improvement - 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.	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.

Instruction: Quality of Effort and Work

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them.	Posts clear 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.

Instruction: Student Engagement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Gets all students highly involved in focused work 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.

Instruction: Meeting Diverse Needs

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Successfully reaches all students by skillfully differentiating and scaffolding. Relentlessly follows up with struggling students with personal attention to reach proficiency.	Differentiates and scaffolds instruction to accommodate most students' learning needs. Takes responsibility for students who are not succeeding and gives them extra help.	Differentiates and scaffolds instruction to accommodate most students' learning needs. Takes responsibility for students who are not succeeding and gives them extra help.	Fails to differentiate instruction for students with learning deficits. Tells students that if they fail a test, that's it; the class has to move no to cover the curriculum.

Learning Environment: Safe Learning Environment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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

Learning Environment: Collaborative Learning Environment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.	Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.

Learning Environment: Student Motivation

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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 students are frequently not paying attention.	Has few discipline moves and constantly struggles to get students' attention.

Cultural Proficiency: Respects Differences

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.	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.	Establishes an environment in which students generally demonstrate respect for individual differences	Establishes an environment in which students demonstrate limited respect for individual differences.

Cultural Proficiency: Respectful Environment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	Minimizes or ignores conflicts and/or responds in inappropriate ways

Expectations: Clear Expectations

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	Does not make specific academic and behavior expectations clear to students.

Expectations: High Expectations

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels. Exudes high expectations and determination and convinces all students that they will master the material.	Demonstrates students that effective effort, not innate ability, is the key to high quality work. Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Doesn't counteract students' misconceptions about innate ability. Tells students that the subject matter is important and they need to work hard.	Communicates a "fixed" mindset about ability: some students have it, some don't. Gives up on some students as hopeless.

Expectations: Access to Knowledge

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work. Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals. Is flexible about modifying lessons to take advantage of teachable moments.	Tells students the main learning objectives of each lesson. Sometimes doesn't take advantage of teachable moments.	Begins lessons without giving students a sense of where instruction is headed. Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.

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.

Indicators & Elements

Exemplary	Proficient	Needs Improvement	Unsatisfactory
The educator's performance consistently and significantly exceeds the requirements of a Standard and could serve as a district-wide model of practice.	The educator's performance fully and consistently meets the requirements of a Standard.	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.	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.

Engagement: Parent/Family Engagement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Makes sure parents hear positive news about their children first, and immediately flags any problems. Successfully enlists classroom volunteers and extra resources from homes and the community	Promptly informs parents of behavior and learning problems, and also updates parents on good news. Reaches out to families and community agencies to bring in volunteers and additional resources	Lets parents know about problems their children are having but rarely mentions positive news. Asks parents to volunteer in the classroom and contribute extra resources.	Seldom informs parents of concerns or positive news about their children. Does not reach out for extra support from parents or the community.

Collaboration: Learning Expectations

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Give parents clear, succinct expectations for student learning and behavior for the year.	Give parents clear, succinct 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.

Collaboration: Curriculum Support

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds. Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Updates parents on the unfolding curriculum and suggests ways to support learning at home. Reaches out to families and community agencies to bring in volunteers and additional resources.	Sends home occasional suggestions on how parents can help their children with schoolwork. Asks parents to volunteer in the classroom and contribute extra resources.	Rarely if ever communicates with parents on ways to help their children at home. Makes little or no effort to contact parents.

Communication: Two-Way Communication

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Deals immediately and successfully with parent concerns and makes parents feel welcome at any time. In student-led conferences, report cards, and informal talks, gives parents detailed and helpful feedback on children's progress.	Responds promptly to parent concerns and makes parents feel welcome in the school. Uses conferences and report cards to give parents feedback on their children's progress.	Is slow to respond to some parent concerns and gives off an unwelcoming vibe. Uses report card conferences to tell parents the areas in which their children can improve.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom. Gives out report cards and expects parents to deal with the areas that need improvement.

Communication: Culturally Proficient Communication

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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 has a tin ear.	Is often insensitive to the culture and beliefs of students' families.

Standard IV: Professional Culture.

The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice

Indicators: Elements

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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Reflection and Growth: Reflective Practice

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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

Reflection and Growth: Goal-setting

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data.	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.	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	Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.

Collaboration: Professional Collaboration

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments. Actively seeks out feedback and suggestions and uses them to improve performance. Frequently volunteers and is an important member of teacher teams and committees	Collaborates with colleagues to plan units, share teaching ideas, and look at student work. Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Sometimes volunteers and is a contributing member of teacher teams and committees.	Meets occasionally with colleagues to share ideas about teaching and students. Is somewhat defensive but does listen to feedback and suggestions. When asked, will volunteer and participate as a member of teacher teams and committees.	Meets infrequently with colleagues, and conversations lack educational substance. Is very defensive about criticism and resistant to changing classroom practice. Declines invitations to serve on committees and teacher teams.

Decision-Making

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement.	Is a positive team player and 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.

Professional and Shared Responsibilities: Judgement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality.	Is ethical and above-board, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.

Professional and Shared Responsibilities: Reliability and Responsibility

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.