

Michigan Center School District 5D Rubric for Teachers Defined

Domain 1: Planning and Preparation (24 Total Points) **20% of Overall Evaluation**

Standard II: Teachers know the content area(s) they teach and how to implement various instructional strategies to guide learning.

Standard IV: Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.a. Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections.	Teacher displays solid content knowledge and makes connections between content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuous pursuit of such knowledge.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.a. Knowledge of current "Best Practice"	Teacher displays little understanding of "Best Practices" important for student learning. No evidence of implementation.	Teacher indicates some awareness of "Best Practices", although such knowledge is not implemented properly.	Teacher plans and practice reflect understanding of "Best Practice" and how to implement such strategies.	Teacher actively builds upon their knowledge and implementation of "Best Practices". Implementation of such practices dominate instruction and practice.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.b Demonstrates Knowledge of Differentiated Instruction	Teacher does not make appropriate accommodations based on student's level of understanding and is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities and different "intelligence's".	Teacher makes appropriate accommodations some of the time and displays a general understanding of the different approaches to learning that students exhibit.	Teacher makes appropriate accommodations most of the time and displays a solid understanding of the different approaches to learning that different students exhibit.	Teacher displays extensive knowledge of and the ability to differentiate instruction. Teacher uses where appropriate knowledge of students' varied approaches to learning in instructional planning.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.c Demonstrates Knowledge of Students	Teacher is unfamiliar with individual student achievement levels.	Teacher displays a general understanding of individual student's achievement levels.	Teacher displays a solid understanding of individual student's achievement levels.	Teachers planning and preparation includes an extensive knowledge of student ability based on data, observations, &/or special education accommodations binder.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.d Teacher sets clear, valuable, balanced goals	Goals are not valuable, clear, or balanced. They represent low expectations and do not reflect important learning.	Goals are moderately valuable, clear, and balanced. Goals reflect a couple of types of learning but no effort at coordination or integration.	Goals are valuable and clear. They include a few activities and permit assessment. Goals reflect several different types of learning and opportunities for integration.	Not only are the goals valuable, but also teacher can clearly articulate how goals establish high expectations. All goals are clear and can be viable assessed. They also take into account the varying learning needs of individual students.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.e Resources for Teaching	Teacher is unaware of resources available through the school and district.	Teacher displays limited awareness of resources available through the school and district.	Teacher is fully aware of all resources available through the school and district.	In addition to being aware of all resources, teacher actively seeks other materials to enhance instruction.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.f. Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even and most reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole, and reflecting recent professional research.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.f. Instructional Groups	Instructional groups do not support the instructional goals or engage students in meaningful learning.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate, to the different instructional goals.	Instructional groups are varied, as appropriate, to the different instructional goals. There is evidence of student choice in selecting different instructional groups.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.f. Lesson and Unit Structure	The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.g. Assessment Methods Match Instructional Goals	The content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than others.	The approach to assessment is completely aligned with instructional goals to Common Core Standards both in content and process.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
1.h. Use of Assessment in Planning	The assessment results have little or no affect on future lesson planning.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Teacher uses assessment results to guide student awareness of how they are meeting standards/goals.	

Domain 2: Classroom Environment (18 Total Points)
20% of Overall Evaluation

Standard III- Teachers are responsible for establishing and managing student learning in a positive learning environment.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
2.a. Teacher Interaction with Students	Teacher interaction with at least some students is negative, demanding, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students respect for teacher as an individual beyond that for the role.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
2.a. Student Interaction	Student interactions are characterized by conflict, inappropriate sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one and other.	Student's interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
2.b. Teacher and Student Pride in Work	Teacher and students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete the task rather than by doing high quality work.	Teacher and students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in their work.	Students take obvious pride in their work, and initiate improvements in it, for example, by revising drafts on their own initiate, helping peers, and ensuring that high quality work is displayed.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
2.c. Establishing a Culture for Learning by Supporting Beliefs, Vision and Mission of Michigan Center School District	The teacher has not established a culture for learning in the classroom consistent with the beliefs, vision, and mission of the District.	The teacher has established a culture of learning in the classroom, but it has no apparent link to the beliefs, vision, and mission of the District.	The teacher has established a culture of learning in the classroom and there is a relation to the beliefs, mission and vision of the District.	The teacher has established a culture of learning in the classroom that is a direct reflection of the beliefs, vision, and mission of the District.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
2.d. Management of Instructional Groups	Students not working with teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
2.d. Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operations.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
2.d. Management of Resources	Resources are handled inefficiently, resulting in loss of instructional time.	Routines for handling resources and supplies occur moderately well.	Routines for handling resources and supplies occur smoothly with little or no loss of instructional time.	Routines for handling resources and supplies are seamless with students assuming some responsibility for efficient operation.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
2.d. Preparedness for Para-professionals & Classroom Guests (substitute teachers, volunteers, etc.) in the classroom	Volunteers, guests, and para-professionals have no clearly defined duties and do nothing most of the time. No sub plans are prepared and other guests have no understanding of classroom expectations.	Volunteers, guests, and para-professionals are productively engaged during portions of class time but require frequent direction. Sub plans are prepared inconsistently with little to no reference of the learning objectives. Classroom expectations are pointed out to other guests, but not communicated effectively.	Volunteers, guests, and paraprofessionals are productively and independently engaged during the entire class. Sub plans are prepared consistently with some detail regarding learning objectives. Classroom expectations are communicated to other classroom guests in an effective manner.	Volunteers, guests, and paraprofessionals make a substantive contribution to the classroom environment. Sub plans are prepared consistently in a detailed manner with clearly identified learning goals and associated student activities. Classroom expectations are explained to classroom guests in a manner that allows each person to fully understand their role in the classroom environment.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
2.e. Clear Expectations are set for Student Behavior	No standard of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
2.e. Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers behavior, correcting one another respectfully.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
2.e. Response to Student Misbehavior	Teacher doesn't respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is effective utilizing the Nurtured Heart discipline process and respects the student's dignity.	Teacher response to misbehavior is highly effective utilizing the Nurtured Heart discipline process and sensitive to student's individual needs.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
2.f. Safety, Organization, and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary; a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, organized, neat, aesthetically pleasing and the furniture arrangement is a resource for learning activities.	The classroom is safe, organized, neat, aesthetically pleasing, clean, inviting, and students (and/or teacher) adjust the furniture to advance their own purpose in learning.	

Domain 3: Instruction (15 Total Points)
25% of the Overall Evaluation

Standard IV- Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.a. Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.b. Quality of Questions	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.b. Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempts to engage students in a true discussion with uneven results.	Classroom interaction represents true discussion with teacher stepping, when appropriate, to the side.	Teachers guide students to facilitate the success of the discussion, initiating topics and making unsolicited contributions.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.c. Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion but with only limited success.	Teacher successfully engages students in the discussion.	Teachers guide students to ensure that all voices are heard in the discussion.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
3.c. Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	Students are cognitively engaged in the activities and assignments in their exploration of content.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
3.c. Structure and Pacing	The teacher's lessons have no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The teacher's lessons have a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The teacher's lessons have a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The teacher's lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
3.d. Feedback	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality. Some elements of high quality are present; others are not.	Feedback is consistently high quality and communicated in a clear manner.	Feedback is consistently high quality and communicated in a clear manner. Provision is made for students to use feedback in their learning.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
3.d. Timeliness of Feedback	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
3.e. Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson with mixed results.	Teacher makes minor adjustments to lessons, and the adjustment occurs smoothly.	Teacher successfully makes major adjustments to lessons.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
3.e. Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
3.e. Instructional Persistence	When a student has difficulty learning, the teacher either gives up or blames the students or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.	

Domain 4: Professional Responsibilities (18 Total Points)
10% of Overall Evaluation

Standard V – Teachers are committed to continuous improvement and professional development.

Standard VI – Teachers exhibit a high degree of professionalism.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
4.a. Lesson Accuracy	Teacher does not know if a lesson was effective or achieved its goals or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
4.a. Lesson Development	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher reflects on lessons and makes appropriate changes to enhance student learning.	Drawing on an extensive repertoire of skills, the teacher continually makes appropriate changes to enhance student learning.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
4.b. Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information is up-to-date and timely on student completion of assignments.	Teacher's system for maintaining information on student completion of assignments is up-to-date and timely. Students participate in the maintenance of records.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
4.b. Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student's progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student's progress in learning is effective.	Teacher's system for maintaining information on student's progress in learning is fully effective. Students contribute information and interpretation of the records.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
4.b. Non-Instructional Records	Teacher's records for non-instructional activities are in disarray, resulting in errors or confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
4.c. Parent Communication	Teacher provides little information about instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about instructional program.	Teacher provides frequent information to parents, as appropriate, about instructional program. Teachers encourage student participation in communicating with families about their learning.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
4.c. Response to Parental Inquiries	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Response to parent concerns is minimal.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
4.d. Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationship with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
4.d. Leadership in School Improvement	Teacher makes no attempt to participate in the school improvement process.	Teacher makes a small contribution to aid in the school improvement process.	Teacher is actively involved in the school improvement process.	Teacher takes a leadership role in the school improvement process to ensure that such decisions are based on the highest professional standards.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
4.e. Professional Development	Teacher does not seek to further their professional development.	Teacher participates in most school organized professional development opportunities.	Teacher participates in all school organized professional development and seeks occasional outside opportunities to further their knowledge.	Teacher takes a leadership role in seeking out and providing effective professional development. Teacher is a life long learning, constantly seeking professional development opportunities to further her professional growth.	

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)	
4.f. Shows Professionalism in Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.	

Domain 5: Student Growth (30 Total Points)
25% of Overall Evaluation

Student Growth

Student growth is defined as the increase or improved performance of students, as individuals and/or as a group, in relation to appropriate developmental and/or academic achievement measurement.

Rationale: This rubric focuses on measuring student growth that accomplished three components:

- Collaborative and theory and practice between the educator and administrator
- Support district and building level improvement goals.
- Support the professional development of the educator.

Data Sources / Assessments

Data may include, but is not limited, to:

Principal:	Teacher:
MEAP	MEAP
MME	MME
ACT	ACT
Explore	Explore
PLAN	PLAN
MLPP	MLPP
AP	AP
End of Course/Unit Assessment	End of Course/Unit Assessment
County Wide Assessment	County Wide Assessment
Other Assessments	Other Assessments

Student Growth	Ineffective (0)	Minimally Effective (3)	Effective (8)	Highly Effective (10)	
5.a. Use of data to improve student growth	There is no evidence that data was collected, utilized or interpreted by the teacher. None of the goals were met and some regression is noted.	Data was collected but there is no evidence that it was used to drive instruction. None of the targeted growth goals were met. Regression was not noted.	Data was collected and used to drive instruction by modifying instructional decisions. Evidence from assessments show positive student growth in the targeted areas.	Data was collected and used to drive instruction and evaluate student progress on a continuous basis. Evidence from assessments show student growth and data can be used to improve instruction in the department or grade level.	
5.b. Meeting building and district improvement goals	Data sources demonstrate that building and district improvement goals are not being met.	Data sources demonstrate that some building and district improvement goals are being met.	Data sources demonstrate that building and district improvement goals are being met.	Data sources demonstrate that building and district improvement goals are being exceeded.	
5.c. Improve Student Growth	Less than 70 percent of the students demonstrated improved student growth.	Data indicates that at least 70 percent of the students demonstrated improved student growth.	Data indicates that at least 80 percent of the students demonstrated improved student growth.	Data indicates that at least 90 percent of the students demonstrated improved student growth.	