

# Teacher Evaluation Rubric

Please submit feedback regarding the course you have just completed, including feedback on course structure, content, and instructor.

\* Required

## 1. Teacher Name

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## 2. Date of Observation

*Example: December 15, 2012*

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## Expectations

### 3. Content Objectives

*Mark only one oval per row.*

	3. Posted visibly and referred to during the lesson	2. Posted but not referred to	1. Objective is implied but not clearly stated	0. Not Evident
Content Objective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language Objective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 4. Lesson Plan tied to Utah Core Standards

*Mark only one oval.*

3. Lesson is tied to Utah Content Standards and is evident in the lesson plan.
2. Lesson is loosely tied to Utah Content Standards and there is some evidence in the lesson plan.
1. There is some evidence the lesson is tied to the Utah Core Standards but the connection is weak or inadequate.
0. Lesson is not aligned to Utah Content Standards.

### 5. Comments:

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### 6. Percentage:

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# Skills

## Time Management

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### 7. Pacing

Mark only one oval per row.

	3. The lesson is broken into appropriate chunks with clear goals and expectations	2. The lesson is broken into some chunks and/or goals and expectations aren't clear	1. There are few checkpoints and students aren't clear on expectations	0. There are no checkpoints and students are unclear about what they are expected to accomplish	Not Applicable
Pacing - Chunking activities so there are meaningful checkpoints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 8. Time Management

Mark only one oval per row.

	3. Students are engaged bell-to-bell with meaningful activities (100% of period is used)	2. Students are engaged most of the period but there is some down time (95% of period is used appropriately)	1. Students are often engaged with meaningful activities but there is too much downtime. (80%-95% is used appropriately)	0. Students aren't given meaningful activities and "finish early". There is no evidence of an extension activity (0%-80% of period is used appropriately)	Not Applicable
Time Management - Quality use of Instructional Time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. Engagement**

*Mark only one oval per row.*

	3. Uses effective instructional strategies to get 100% of students actively engaged and focused on learning and problem solving throughout the lesson.	2. Uses some instructional strategies that provide opportunities for a minimum of 90% of students to engage in instruction and learning activities.	1. Instructional strategies provide opportunities for students to engage who are willing to participate and volunteer. Students are able to get through the class without actively participating.	0. Teacher provides minimal to no opportunities for students to respond and engage in learning. Students are passive learners.	Not Applicable
Engagement - Students are actively engaged with the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Instructional Strategies**

**10. Fluency Activities**

*Mark only one oval per row.*

	3. More than one fluency activity is carried out with fidelity and data is collected/reviewed	2. The fluency activity is carried out with fidelity and data is collected/reviewed	1. The fluency activity is carried out with some errors in fidelity or data may not be collected/reviewed	0. Teacher did not have students complete a fluency activity	Not Applicable
i.e. SAFMEDS, Repeated Readings, Math Fluency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. Differentiated Instruction**

*Mark only one oval per row.*

	3. There is exceptional evidence of differentiated instruction including Gifted, SPED, and ELL students	2. There is good evidence of differentiated instruction including Gifted, SPED, and ELL students	1. There is some evidence of differentiated instruction including Gifted, SPED, and ELL students	0. There is no evidence of differentiated instruction.	Not Applicable
Instruction that engages Gifted, SPED, and ELL students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**12. The following practices were evident in the lesson.**

*Check all that apply.*

- Variety of Meaningful Activities
- Teacher Scaffolds Student Work
- Opportunities to Uses Language Skills
- Vocabulary Instruction

**13. Number of Opportunities to Respond: Number of times the teacher provides students with opportunities to be engaged with the instruction by asking for regular student response i.e. gestures, actions, or verbally. (within a 10 minute time frame)**

*Mark only one oval.*

	0	1	2	3	4	5	6	7	8	9	10
Not Applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**14. Engagement Tally (Percentage of Students)**

*Mark only one oval per row.*

	High Engagement	Moderate Engagement	Low Engagement
First 5 min period	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Second 5 min period	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third 5 min period	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**15. Review & Assessment**

*Mark only one oval per row.*

	3. Continually assess student learning and uses data to inform instruction	2. Occasionally assesses student learning and uses data to inform instruction	1. Rarely assesses student learning or uses data to inform instruction	0. Never assesses student learning or uses data to inform instruction
Assessing Student Data and Responding to Deficits Targets Student Achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16. Comments:**

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**17. Percentage:**

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# Recognition

**18. Positive Praise:**

*Mark only one oval per row.*

	3. Teacher praises students by name for effort and accomplishment	2. Teacher praises students by name or effort only	1. Teacher praises students but not by name and/or not by accomplishment	0. Teacher does not praise students	Column 5
Praise can change student behavior and reinforce expected behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**19. Feedback: \***

*Mark only one oval per row.*

	3. Feedback has all the components of being goal-referenced, specific, actionable, timely, and ongoing	2. Feedback has most of the components of being goal-referenced, specific, actionable, timely, and ongoing	1. Feedback has some of the components of being goal-referenced, specific, actionable, timely, and ongoing	0. Feedback has none of the components of being goal-referenced, specific, actionable, timely, and ongoing
Information about how students are doing in their efforts to reach the goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**20. Comments:**

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**21. Percentage:**

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# Relationships

**22. Relationship:**

*Mark only one oval per row.*

	3. Shows warmth, caring, respect and fairness to all students and builds strong relationships	2. Is fair and respectful toward students and builds positive relationships	1. Is fair and respectful toward most students and builds positive relationships with some	0. Is sometimes harsh, unfair and disrespectful with students and/or plays favorites.
Relationship: Positive student/teacher relationships encourages academic risk taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**23. Respect:**

*Mark only one oval per row.*

	3. Creates a climate of respect and buy-in such that disruption of learning is virtually unthinkable.	2. Wins almost all students' respect and discipline problems are few and far between	1. Wins the respect of some student but there are regular disruptions in the classroom	0. Is not respected by students and the classroom is frequently chaotic and sometimes dangerous
Respect: Positive student/student relationships encourage academic risk taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Stop filling out this form.*

**Polishers & Keepers:**

