Teacher Evaluation Review Rubric   SU:

1. Safe and open collaboration is necessary. When assessment of teacher and leader practices is transparent and openly collaborative, teachers and leaders can build professional communities and learn from one another. This process can only occur in non-threatening environments of formative assessment and growth.

Criteria	Ineffective	Developing	Effective	Highly Effective
1a: *Includes clear opportunities for evaluatees to refute/appeal evaluation process or judgments*	Evaluation guidelines do not define how evaluatees refute/appeal an evaluation result.	Evaluation guidelines define how evaluatees refute/appeal an evaluation result.	Evaluation guidelines identify process by which evaluatees refute/appeal an evaluation result.	Evaluation guidelines and supporting evaluation documents identify process by which evaluates refute/appeal an evaluation result.
1b: *Charges the evaluator with maintaining open and ongoing communication*	Evaluator communicates minimally or not at all with evaluatee and provide little or no follow-up throughout the performance cycle.	Evaluator meets sporadically with evaluatee to discuss process with some follow-up throughout the performance cycle.	Evaluator meets annually with the evaluatee to discuss process with some follow-up throughout the performance cycle.	Evaluator communicates openly and regularly and provides feedback in an ongoing manner per the agreed upon timeline of the performance cycle.

2. Measures of teacher and leader performance are most helpful and meaningful when they are based on levels of performance and measurable standards. Teachers and leaders need clear and actionable feedback based on standards that are comprehensive and transparent. Feedback is most useful as part of a comprehensive teacher and leader development system. Summative evaluations of teachers and leaders should be primarily based on standards of effectiveness required for all teachers and leaders.

Criteria	Ineffective	Developing	Effective	Highly Effective
2a: *Reflects criteria for evaluation based on local, state, and national standards*	Evaluation utilizes a checklist or global recommendation form that identifies one set of criteria describing the evaluatee's work.	Evaluation utilizes a locally developed framework (criteria and descriptions of practice) but does not adequately map to state or national	Evaluation utilizes a locally developed framework (criteria and descriptions of practice) that adequately maps to state or national	Evaluation utilizes one of the recommended frameworks (criteria and descriptions of practice) with SU/SD specific adaptations based on local

		standards for describing the evaluatee's work.	standards for describing the evaluatee's work. *- or -* Evaluation utilizes one of the recommended frameworks (criteria and descriptions of practice) for describing the evaluatee's work.	stakeholder input for describing the evaluatee's work.
2b: *Measures skills core to the evaluatee's role*	Evaluation identifies skills that are extraneous, unimportant, or non-relevant.	Evaluation identifies skills which are too broad to adequately evaluate or too narrow to capture the full breadth of the evaluatee's work.	Evaluation identifies skills which balance the need for a "do-able" evaluation in the local context with the breadth of the evaluatee's work.	Evaluation identifies skills which balance the need for a "do-able" evaluation in the local context with the breadth of the evaluatee's work. The rationale for the local context make explicit the values, mission, and goals of SU/SD in establishing these skills as priorities.
2c: *Provides timely feedback*	Evaluation has no guidance related to return of feedback	Evaluation alludes to timely return of feedback with no specific timeline.	Feedback is returned within two weeks of observation.	Feedback is returned within one week of observation.
2d: *Provides high quality feedback*	Evaluation has no explicit guidance regarding what is within and outside the scope of the evaluation.	Evaluation feedback is implied to be linked to selected standards and/or may include some events outside the observation.	Evaluation specifies that feedback is directly linked to selected standards and to the observation/ artifacts collected for this evaluation.	Evaluation specifies that feedback is directly linked to selected standards and to the observation/ artifacts collected for this evaluation, and it identifies a focus priority.

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3. Those that are consistently unable to meet the standards of practice, even with appropriate professional support, should be removed from their positions.				
Criteria	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
3a: *Includes clear and established corrective action processes*	No corrective action processes are referenced.	Some corrective action processes are referenced but not fully explicated.	Corrective practices are in place, with a continuum of progressive discipline.	Corrective practices are established, with a continuum of progressive discipline and description of support.
4. Integrated systems (e.g., recruitment, selection/placement, induction, professional learning, performance management and evaluation, and career continuum) must link evaluation procedures with curricular standards, professional learning activities, targeted support, and human capital decisions.				
Criteria	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
4a: *Drives individual professional growth goals*	Evaluation has no guidance for how past evaluation results inform goal setting.	Evaluation relies on conditional use of past evaluations.	Evaluation requires a link between the feedback and a teacher's professional goals.	Evaluation requires a link between the feedback and a teacher's professional goals with system support for achieving in the areas.
4b: *Includes a system for tracking professional growth*	Evaluation has no system for tracking growth.	Evaluation has an undeveloped or informal system for tracking growth.	A system for tracking growth exists.	A system for tracking growth exists, and results are reviewed annually to determine next steps for individual teachers.
4c: *Drives collective professional offerings*	No system for identifying or driving collective professional offerings exists.	A system for identifying collective professional offerings exists but no professional development plan that uses the information exists.	A system for identifying collective professional development needs and a professional development plan that reflects those needs exist.	A system for identifying collective as well as subgroup (i.e., department or new teachers) professional development needs and a professional development plan that reflects those needs exist.

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5. Teachers' and leaders' input (e.g., self-assessment, goal setting and self-reflection) in determining performance and learning outcomes should be part of the evaluation process.

Criteria	Ineffective	Developing	Effective	Highly Effective
5a: Includes opportunities for evaluatees to self-assess during the process	No formal opportunities for evaluatees to engage in self-assessment exist.	Some formal opportunities exist for evaluatees to engage in self-assessment once a year.	Formal, required opportunities exist for evaluatees to engage in self-assessment once a year and contribute to evaluation next steps, including goal setting and growth opportunities.	Formal, required opportunities exist for evaluatees to engage in self-assessment more than once a year and contribute to evaluation next steps, including goal setting and growth opportunities.

6. While standards are essential, teachers and leaders should also help to define a set of practices and student growth and objectives to be assessed. Teacher and leader input can provide vital learning goals for the unique circumstances and context of each particular classroom and/or school.

Criteria	Ineffective	Developing	Effective	Highly Effective
6a: Includes student achievement	Evaluation does not look at student achievement.	Evaluation includes some student achievement, but it may be insufficient or mismatched to purpose.	Evaluation includes a specific moment to look at student achievement metrics that pertain to that evalutee.	Evaluation includes a systematic process for considering student achievement based on stakeholder input.
6b: Differentiates explicitly where the process differs by role	Evaluation does not include differentiation.	Evaluation has limited differentiation for groups of evaluatees.	Differentiation within the evaluation is possible for individuals and groups.	Differentiation is embedded in every evaluatee's process.

7. Key decisions about assessment and evaluation systems need to be made as close to the local level as possible and in partnership with teachers and leaders and their representatives. Teacher and leader evaluation systems should be developed and implemented with teachers, leaders, and their representatives and be informed by collective bargaining at the local level.

Criteria	Ineffective	Developing	Effective	Highly Effective
7a: Includes a clear	Descriptions of timelines are found only	Descriptions of timelines are found in documents	Descriptions of timelines are found in documents	Descriptions of timelines are found in documents in

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process and a timeline	in contract language.	which may be complicated, difficult to follow, or lacking in sufficient detail.	and adequately detail timeframes.	narrative and graphic representations which clearly describe the timelines.
7b: Includes a clear process and roles & responsibilities	Description of roles and responsibilities are found only in contract language.	Descriptions of roles and responsibilities are found in documents which may be complicated, difficult to follow, or lack sufficient detail.	Descriptions of roles and responsibilities are found in documents and adequately detail the roles and responsibilities.	Descriptions of roles and responsibilities are found in documents in narrative and graphic representations which clearly describe the roles and responsibilities.
7c: Includes systematic means for reviewing and updating processes based on participant feedback	There is no plan for gathering input.	Supervisors or program director (H.R.) make modifications based on anecdotal information from the evaluator(s).	Evaluatees are given the option to give feedback as users.	All evaluatees and supervisors participate in systematic feedback collection regarding the effectiveness of the evaluation process.

8. Evaluations must be fair, conducted by highly trained and objective supervisors or other evaluators, whose work is regularly reviewed to ensure the validity and reliability of evaluation results.

Criteria	Ineffective	Developing	Effective	Highly Effective
8a: Demonstrates evidence that the SU strives for consistency in evaluations	No evidence exists to suggest that the SU has a plan for achieving consistency in evaluations.	Evidence exists to suggest that the SU values consistency in evaluations but may not have a plan for monitoring it.	Evidence exists to suggest that the SU values consistency in evaluations and has a plan for monitoring it through an auditing process.	Evidence exists to suggest that the SU values consistency in evaluations and has a plan for monitoring it through an auditing process and norming evaluation decisions within the SU.
8b: Includes credible training	Training is provided via written documents regarding process to all	Training is provided at initiation of new evaluation system to all	Training is provided at initiation of new evaluation system and	Training is provided at initiation of new evaluation system,

| *opportunities for evaluators* | evaluatees and supervisors. | evaluatees and supervisors. | has explicit opportunities for new employees to learn the system beyond manuals. | demonstrates explicit opportunities for new employees to learn the system beyond manuals, and is embedded into on-going professional development work on at least an annual basis. |

9. To satisfy these requirements, evaluation systems must be adequately funded and staffed, and fully developed and validated.

Criteria	Ineffective	Developing	Effective	Highly Effective
9a: *Data collection system is in place*	No system of data collection exists or evaluations are conducted on-site but not submitted to the personnel file.	Evaluation is conducted on-site and submitted to the personnel file.	Evaluation is conducted on-site and submitted to the personnel file and the SU/SD aggregates the data to make future professional development plans.	Evaluation is conducted through technology applications which manage the data collection, aggregation and planning for future PD plans.
9b: *Yearly budget funds support the data-informed professional development plan*	SU/SD budget does not include funding for evaluation.	SU/SD budget includes inadequate funding for evaluation.	SU/SD budget includes funding for evaluation.	SU/SD budget includes sufficient funding for evaluation.

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