

**ANCHORAGE SCHOOL DISTRICT
TEACHER EVALUATION RUBRICS**

**STANDARD 1: A TEACHER ARTICULATES AND APPLIES A PERSONAL
TEACHING PHILOSOPHY**

	PERFORMANCE LEVELS			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<i>Articulates teaching philosophy and beliefs</i>	Philosophy is well-formulated and thoughtfully developed, is based on beliefs and current research on how children learn and develop, and is clearly communicated to others.	Philosophy is grounded in beliefs, is based on current trends, and can be articulated to others.	Philosophy is communicated in only a very basic way and is not supported by current research.	Philosophy cannot be articulated in any meaningful way.
<i>Engages in self-examination</i>	Continually engages in thoughtful and accurate self-examination of teaching effectiveness based on achievement of lesson goals and on student learning; demonstrates a broad repertoire of skills; offers specific alternative lessons; understands the probable success of different approaches, and modifies practices continually to be more effective.	Accurately assesses a lesson's effectiveness and the extent to which instructional goals were met; makes a few specific suggestions of what may be tried another time; is able to discuss student learning in relation to standards for the purpose of improving student performance.	Has difficulty assessing the success of a lesson; is not clear about lesson goals and can make few if any suggestions about how to improve it.	Does not know if a lesson was effective OR seriously misjudges the success of a lesson; has no suggestions for how a lesson may be improved another time.

<p><i>Understands and describes how beliefs and practices are tied to current research on effective practices</i></p>	<p>Engages in extensive and ongoing reading, research, and professional development on effective practices; articulates clearly and accurately how effective practices are tied to teacher's philosophy and beliefs, and how these direct the teaching process. This dialogue includes both vertical and horizontal articulation in relation to student content and performance standards.</p>	<p>Is knowledgeable about current instructional methodology and standards; can explain in a general way how beliefs and practices are supported by current research.</p>	<p>Displays little knowledge of current methodology; has difficulty articulating and demonstrating how beliefs and practices are tied to research. Occasionally there is talk about how to better enable students to meet academic standards, however the level and frequency of these conversations is minimal.</p>	<p>Unable to describe how beliefs and practices are tied to current research on teaching, learning and student standards.</p>
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**STANDARD 2: A TEACHER APPLIES KNOWLEDGE OF HOW STUDENTS
LEARN AND DEVELOP**

	PERFORMANCE LEVELS			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<i>Accurately identifies and teaches to developmental ability of students</i>	Displays extensive knowledge of appropriate developmental characteristics of age group; can identify the extent to which individual students follow this pattern; easily adjusts instruction to accommodate the range of developmental needs in the classroom; continually modifies instruction to enhance individual student progress toward standards.	Demonstrates an understanding of appropriate developmental characteristics of age group, as well as exceptions to general patterns; displays ability to apply learning theory in order to modify instruction to meet the identified needs of the group; modifies instruction to reflect student progress toward standards.	Displays some knowledge of developmental characteristics of age group; does not consistently plan and adjust instruction to accommodate individual needs of students or student progress toward meeting standards.	Lacks understanding of characteristics of age group; does not demonstrate effective instruction based on student developmental needs or student progress toward standards.
<i>Demonstrates understanding and application of learning theory</i>	Articulates clearly how students acquire new knowledge by building on existing learning; skillfully structures instruction to achieve maximum learning using a standards based approach.	Understands basics of learning theory; designs and implements instruction to promote learning using a standards-based approach.	Is unable to clearly articulate the fundamentals of learning theory; does not structure teaching to promote maximum understanding using a standards-based approach.	Demonstrates no understanding of current learning theory OR does not indicate that such knowledge is valuable; does not base instruction on how students learn, using a standards based approach.

STANDARD 3: A TEACHER RESPECTS INDIVIDUAL AND CULTURAL DIFFERENCES

	PERFORMANCE LEVELS			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<p><i>Demonstrates belief that all students can learn by having high expectations for each learner</i></p>	<p>Sets high expectations for the learning of all students, including those with special needs; students and teacher establish and maintain, through planning of learning activities, interactions, and the classroom environment, high standards for teaching and learning. Instruction is routinely differentiated for individual student progress toward meeting state and district standards.</p>	<p>Instructional goals and activities, interactions, and the classroom structure convey high expectations for individual student progress toward meeting academic standards.</p>	<p>Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.</p>	<p>Demonstrates minimal or low expectations for student achievement; students are not motivated and challenged to succeed.</p>
<p><i>Identify and use strategies and resources appropriate to individual student needs</i></p>	<p>Utilizes extensive knowledge of student needs and various approaches to teaching and learning in instructional planning; designs a wide range of instructional goals that are flexible and challenging for a broad diversity of students; student learning styles, modalities and "multiple intelligences" are taken into account for maximum learning.</p>	<p>Demonstrates knowledge of the different ways students learn; designs instruction to challenge the greatest number of students; curriculum is flexible to accommodate different learning styles. Adjustment of instruction is based on desired results of student learning toward meeting the standards.</p>	<p>Demonstrates a limited repertoire of teaching strategies and resource knowledge appropriate to meet individual student needs; many students "fall through the cracks." Individual student attainment of standards is not addressed.</p>	<p>Places little value on individualizing instruction for students to meet specific learning needs; demonstrates little or no ability to do so. Instruction is based on textbook or curriculum sequence with little or no adjustment to help students meet standards.</p>

<p><i>Incorporates characteristics of culture into strategies for learning</i></p>	<p>Demonstrates a thorough knowledge of how cultural differences in students may affect their individual learning and social development; places a high value on appreciation of diversity; takes advantage of many opportunities to naturally integrate cultural learning into the curriculum.</p>	<p>Demonstrates an understanding of cultural differences; provides opportunities for students to learn about and appreciate each other.</p>	<p>Recognizes in a limited way the value of understanding students' interests or cultural heritage; seldom displays this knowledge, and then does so only for the class as a whole.</p>	<p>Demonstrates little knowledge of students' interests or cultural heritage; does not indicate that such knowledge is valuable.</p>
<p><i>Promotes positive self-concept in students</i></p>	<p>Demonstrates genuine caring and respect for individual students; students exhibit respect for the teacher as both an individual and a teacher; class structure and instructional practices support fairness and success, as well as, genuine caring for one another as individuals. Students receive specific feedback regarding their own individual progress toward meeting academic standards.</p>	<p>Teacher-student interactions are friendly and demonstrate general warmth, caring and respect; interactions are appropriate to developmental and cultural norms; students exhibit respect for the teacher, and student interactions are generally polite and respectful. Teacher-student interactions also include feedback regarding individual progress in meeting standards.</p>	<p>Teacher-student interactions are appropriate; may reflect occasional inconsistencies, favoritism, or disregard for students as individuals; students exhibit only minimal respect for the teacher, and often demonstrate negative behavior toward one another. There is little or no information given to students in regard to standards.</p>	<p>Promoting positive self-concept is a low priority; teacher interaction with students is often negative, demeaning, sarcastic, or inappropriate to the age of the students; students exhibit disrespect for the teacher and for other students; students do not feel successful at school. There is no information given in regard to standards.</p>

STANDARD 4: A TEACHER KNOWS THE CONTENT AREA AND HOW TO TEACH IT

	PERFORMANCE LEVELS			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<i>Demonstrates knowledge of content and Anchorage School District curriculum</i>	Demonstrates broad and up-to-date knowledge of content and district curriculum and student content and performance; standards; understands subject area relationships, central concepts, and inquiry tools; instruction is based on current professional/content research; anticipates problems and easily makes accommodations as required.	Demonstrates solid knowledge of subject area, curriculum, and standards; understands content relationships, central concepts, and inquiry tools; instruction is based on current professional/content research.	Demonstrates very basic knowledge of content, of curriculum and of standards; understands some central concepts and inquiry tools; some learning activities are suitable for both students and instructional goals.	Demonstrates little understanding of content, as well as district curriculum and standards; most learning activities are not suitable for either students or instructional goals.
<i>Designs the instructional program</i>	Instructional goals and objectives are consistently clear, focus on student learning and achievement of standards, and the end result is complete and coherent; directions, procedures, and content are appropriate for and clear to all students; language—both oral and written—is correct and effective. The planning often includes provision for the use of technology where appropriate. Plans routinely provide for instruction to meet the needs of students with varied ability levels.	Instructional goals and objectives are generally clear, appropriate for student learning, and the end result is appropriate content progression and student progress toward the standards; directions, procedures and content are appropriate for and clear to most students; language-oral and written-- is correct. The planning may include provision for the use of technology where appropriate. Plans often provide for instruction to meet the needs of students with varied ability levels.	Instructional goals and objectives are not supported by the activities; procedures, directions, and content are usually made clear only after student confusion is expressed; language may contain errors. There is little infusion of technology into lesson planning.	Instructional goals and objectives are unclear; directions, procedures, and content are confusing to the students; incorrect use of language is common. There is no inclusion of technology in lesson planning.

<p><i>Establishes the relevancy of the program to students</i></p>	<p>Clearly demonstrates and articulates how content relates and applies to instructional activities, life, work and community; instruction consistently displays awareness of the relevance of Alaska's history, geography, economics, government, languages, traditional life cycles and current issues.</p>	<p>Often demonstrates the subject's importance and relation to life situations; instruction generally reflects awareness of Alaska's unique characteristics.</p>	<p>Does not consistently demonstrate an understanding of the subject's relationship to life situations; may have difficulty articulating relevance.</p>	<p>Does not help students make the connection between the instructional goals and what they are learning; is unable to explain the connections.</p>
<p><i>Uses instructional time effectively</i></p>	<p>Instructional plans and non-instructional routines are well-organized and clearly communicated so that all students understand them; routines for duties are well established and effective; lessons provide for smooth transitions and optimum use of class time. The teacher models effective teaching, using proven strategies, for maximum student achievement in each lesson.</p>	<p>Instructional plans and non-instructional routines are clearly communicated so that students understand them; class time is well utilized. The teacher generally models effective teaching, using proven strategies, for maximum student achievement in each lesson.</p>	<p>Instructional plans and/or non-instructional duties may not be clearly explained to students; teaching and/or learning time may be lost while duties are performed or when lessons call for a change in class activity. Lessons do not routinely reflect a structure that establishes a mindset tied to previous instruction or closure.</p>	<p>Teaching and learning time is frequently wasted; instructions are confusing; there are few or no established routines.</p>

STANDARD 5: A TEACHER FACILITATES, MONITORS, AND ASSESSES STUDENT LEARNING

	PERFORMANCE LEVELS			
	EXCEEDS STANDARD	Meets Standard	Professional Support Needed	Plan for Improvement Required
<i>Facilitates student learning</i>	Makes extensive and creative use of a variety of educational resources, including available technology, to carry out the district's instructional program and achieve student learning goals; learning activities engage all students and facilitate success for all. Student learning and performance guide all instruction, with district curriculum and standards being the primary source for establishing learning goals.	Uses a wide variety of educational resources, including available technology to meet the districts instructional program goals; lessons engage most student and facilitate success.	Uses some educational resources and may use available technology; lessons are moderately effective in facilitating student success.	Unlikely to use a variety of available educational resources OR uses them ineffectively.
<i>Monitors student learning</i>	Consistently demonstrates through regular student self-evaluation and student assessment that instructional goals provide for the expected learning range (factual, conceptual...) dictated by the student level, the district curriculum, and content. The teacher uses projects, independent work, anecdotal records, other performance measures, and tests to evaluate student performance and guide instruction. Record-keeping is current, accurate and useful.	Shows through student self-evaluation and student assessment that instructional goals provide a balance between information, practice and application; learning activities are adjusted when necessary. The teacher uses projects, independent work, anecdotal records and tests to evaluate student performance.	Self-evaluation and/or student assessment are not consistently used to maintain appropriate balance between information, practice and application. Teacher is not consistent in the use of multiple tools to assess student progress.	Demonstrates a limited knowledge of multiple assessment tools, and uses few consistently or effectively. Does not check for or adjust lessons to maximize student learning.

<p><i>Uses assessment as a tool for teaching</i></p>	<p>Assessments are developed as a part of unit design prior to instruction; results of assessment of performance standards are the basis for instruction and are used to build a shared understanding with students of what they should know and be able to do as a result of instruction. Teacher utilizes assessment techniques that are appropriate to goals, measure understanding of content and higher-level learning, involve students in setting standards, and that provide opportunities for students to measure their achievement in relationship to the standards.</p>	<p>Regularly assesses students' progress using a variety of tools that measure achievement in both content and higher-level thinking; assists students in self-evaluation. Results of assessment relative to the standards are the basis for instructional planning and are used before instruction begins to build a shared understanding with students of what they should know and be able to do, and are used to evaluate overall student progress toward meeting the standards.</p>	<p>Provides for student assessment but may not measure beyond understanding of content OR may not use the tools to help students understand individual achievement. This assessment occurs after instruction and is used to evaluate student progress toward meeting standards.</p>	<p>Does not use student assessment as a learning tool. Assessments are used only to justify student grades.</p>
<p><i>Keeps parents and students informed of student progress</i></p>	<p>Is proactive in creating and maintaining regular and effective two-way communication with students and parents; records are accurately maintained; reports are coherent, frequent, facilitate excellent communication, and promote student learning.</p>	<p>Maintains appropriate two-way communication with students and parents; records are accurately maintained and sent to appropriate audiences in a useful format and in a timely way.</p>	<p>Maintains required records; does not consistently communicate progress with students and parents in a timely fashion.</p>	<p>Does not maintain accurate student records OR does not regularly communicate progress to students and parents</p>

STANDARD 6: A TEACHER CREATES AND MAINTAINS A LEARNING ENVIRONMENT FOR STUDENT ENGAGEMENT AND CONTRIBUTION

	PERFORMANCE LEVELS			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<i>Creates an optimum learning environment</i>	Fosters and creates, through collaboration with students, a stimulating, inclusive, and safe learning environment; maximizes potential for equal learning opportunities for each student.	Fosters and creates a stimulating, inclusive, safe, and equitable learning environment.	Maintains a safe learning environment but it may not foster inclusiveness or enthusiasm for subject or learning.	Does not provide a safe learning environment, conducive to learning.
<i>Establishes high expectations for students</i>	Establishes high academic expectations that are communicated clearly to students and parents; effectively and consistently demonstrates that district and state student content and performance standards establish the basis for instruction and learning. What students know and are able to do is the primary focus of the instructional program. Can demonstrate that the class understands the importance of setting challenging standards while maintaining a positive learning environment.	Establishes high academic expectations that are communicated clearly to students and parents; most students are consistently engaged at differentiated levels in order to meet standards.	Establishes expectations that may not be challenging to all students, understood by each student, or reflective of differentiated curriculum.	Evidence of low expectations for students is observed.

<p><i>Utilizes strategies that promote learning</i></p>	<p>Teacher demonstrates an extensive knowledge of a variety of instructional strategies to maximize learning for all students, regardless of abilities. Learning strategies include directed discussions and consistently high quality questions that lead to thoughtful synthesis, analysis and student generated questions. Appropriate cooperative learning strategies are also among the techniques used to foster student engagement and learning.</p>	<p>Instruction is varied and promote achievement of standards. Learning strategies include discussions and questioning that promote learning, as well as cooperative learning techniques; student participation and responses indicate individual understanding of content and or concept.</p>	<p>Instruction may include discussions and/or questions but may not elicit an indication of student understanding OR discussions involve only some students OR only some students are given a chance to respond to questions. A limited number of effective strategies are used; some students' needs are not met.</p>	<p>Instruction does not regularly include discussion or questioning strategies that indicate individual understanding or progress toward standards.</p>
<p><i>Demonstrates effective classroom management skills</i></p>	<p>Sets appropriate expectations for behavior in the classroom, which may be developed collaboratively, and are in compliance with district standards; expectations and procedures are clearly explained to students and parents; management techniques provide consistent, fair and appropriate response to student behavior, are flexible, and foster respect and responsibility on the part of individual students. The teacher demonstrates mobility in each class in order to monitor student behavior and academic work. The academic program is interesting and relevant and supports effective student engagement and motivation.</p>	<p>Plans and uses a variety of classroom management techniques that assist students in developing respect for others and individual responsibility for learning; management techniques provide for consistent, fair and appropriate response to student behavior; understands District and school rules and discipline procedures. The teacher demonstrates mobility in each class in order to monitor student behavior and academic work. The teacher's program keeps students engaged during the time allotted for instruction.</p>	<p>Uses management techniques that do not consistently assist students in developing individual responsibility for learning and behavior; understands District and school discipline procedures but response to student behavior is inconsistent or inappropriate. The teacher demonstrates little use of proximity in each class in order to monitor student behavior and academic work. Methods for keeping students engaged are often ineffective.</p>	<p>Classroom management does not encourage student responsibility; may not reflect District and school discipline procedures; response to student behavior is inconsistent or negative and counterproductive. The teacher rarely moves physically to monitor student behavior and academic work.</p>

**STANDARD 7: A TEACHER WORKS AS A PARTNER WITH PARENTS, FAMILIES
AND WITH THE COMMUNITY**

	PERFORMANCE LEVELS			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<i>Promotes partnership and maintains regular communication between classroom and student's family</i>	Provides regular information to parents about the instructional program and their own child's progress; parental concerns are handled promptly with sensitivity and professionalism.	Provides regular information about instructional program; is available as needed to respond to parental concerns.	Participates in the school's activities for parent communication but offers little additional information; parental concerns are only partially be addressed, with little or no follow-up.	Provides little or no information about the instructional program; does not respond or responds defensively or inappropriately to parental concerns.
<i>Connects the instructional program with parents, family and community</i>	Efforts to connect families and communities to the instructional program are frequent and successful. Those may include newsletters, curriculum "nights," conferences, phone calls, etc. Students are encouraged to contribute ideas that enhanced family or community participation. Students and their families understand what they are expected to know and be able to do and can articulate what it means to reach the standards. They can describe where they are in regard to identified standard and know what they need to do to achieve them.	Efforts to connect families and communities to the instructional program are successful. Students and their families know where students are and where they are going in terms of standards, performance requirements, and evaluative criteria.	Makes minimal attempts to connect families and community to the instructional program. Students and their families are unclear as to what is necessary to achieve meeting the standards.	Makes no attempt to connect families and communities to the instructional program OR such attempts are inappropriate. No information is shared in regards to standards.

STANDARD 8: A TEACHER PARTICIPATED IN AND CONTRIBUTES TO THE TEACHING PROFESSION

	PERFORMANCE LEVELS			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<i>Maintains accurate records and appropriate oral and written communication</i>	System for maintaining information on students, lesson plans, reports and other data is well planned, current and useful; student participation in record-keeping is evident; oral and written communication is correct and professional in all areas.	System for maintaining information on students, lesson plans, reports and other data is effective; oral and written communication is professional.	System for maintaining student information, lesson plans, reports and other data is rudimentary and only partially effective; errors are evident in written or oral communication.	No system of record keeping, lesson plans, records or other data is evident OR the system is in disarray; significant problems are evident in written or oral communication.
<i>Enhances the District curriculum content and instructional strategies</i>	Solicits opportunities for diversified professional development, and involvement in district curriculum initiatives, and participates in continuous improvement efforts in the classroom.	Solicits opportunities for professional development to enhance content and curriculum knowledge, and instructional skills.	Participates in professional activities to a minimal degree; adheres to district curriculum inconsistently.	Engages in limited or no professional development activities to enhance knowledge or skill beyond certification requirements; does not follow or support district curriculum.
<i>Displays individual professional responsibility and decorum</i>	Demonstrates leadership role in school, team or departmental decision making and helps ensure that such decisions are based on the highest professional standards; high ethical standard of decorum is exhibited.	Participates in school, team and department decision making with an open mind; is receptive to suggestions; models professional decorum.	Decisions are based on limited considerations; exhibits minimal deference to professional decorum.	Decisions based on self-serving interests and is not open to suggestions; decorum is below acceptable standards.
<i>Participates in non-instructional duties</i>	Participates in school and district routines and duties, making a substantial contribution; assumes leadership roles in some aspects of district or school life.	Participates in school and district duties and routines.	Participates in routines and events inconsistently or only when specifically asked; minimal support for school and district is demonstrated	Avoids becoming involved in school and district routines and duties; limited or no support for school or district is demonstrated

<p><i>Establishes and maintains relationships with colleagues</i></p>	<p>Displays and fosters supportive and cooperative interactions among colleagues; demonstrates initiative and leadership among staff.</p>	<p>Displays and fosters supportive and cooperative interactions among colleagues.</p>	<p>Maintains limited or selective supportive relationships with colleagues; may demonstrate negative relationships with colleagues.</p>	<p>Maintains negative or self-serving relationships with colleagues.</p>
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