

Yorktown Pride

Yorktown Teacher Evaluation Effectiveness Rubric

Revised 7/25/2016

Domain 1: Non-Negotiable Expectations

Teachers use Indiana content area standards to guide curriculum development, instructional practice, and assessment utilization. Domain 1 competencies and associated criteria are provided to communicate Yorktown Community Schools' teacher expectations. Teachers will strive to meet all competency areas. Each competency area is worth 2 points. Two points = all criteria met; One point = some criteria met; Zero points = none of the criteria met. Earning 13-14 points = Score of 4 Highly Effective; Earning 10-12 points = Score of 3 Effective; Earning 7-9 points = Score of 2 Improvement Necessary; and earning 6 points or less = Score of 1 Ineffective.

Points	Competencies	Criteria
1.1	Utilize Assessment Data to Plan Instruction and Set a Measurable (SLO which is now referred to as Objective Measures for of Student Achievement/Growth	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, AND lesson plans - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding <p>Teacher develops an annual (SLO which is now referred to as Objective Measure of Student Achievement/Growth that is:</p> <ul style="list-style-type: none"> - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning through achievement and growth; and inform interventions throughout the year
1.2	Develop Standards-Based Unit and/or Lesson Plans	<p>Based on achievement goals, teacher plans by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit - Allocating an instructionally appropriate amount of time for each unit - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Lesson objectives are specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson

	1.3	Track Student Data and Analyze Progress using formative and summative assessments	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Timely recording of student assessment/ progress data in PowerSchool once every two weeks minimum. - Analyzing student progress towards mastery and planning future lessons/units accordingly - Uses daily checks for understanding - Uses data analysis of student progress to drive lesson planning for the following lessons
	1.4	Develop Standards-Based Assessments	<ul style="list-style-type: none"> -Designing standards based formative assessments that measure progress towards mastery and inform instruction -Designing standards based summative assessments that measure mastery and informs instruction
	1.5	Maximize Use of Instructional Time	<ul style="list-style-type: none"> - Students are aware of the consequences of arriving late (unexcused). - Class starts on-time. - Routines, transitions, and procedures are well-executed. - Almost all students are on-task and follow instructions of teacher. - Students share responsibility for operations and routines and work well together to accomplish these tasks. -Classroom activities are meaningful and relational to the standards.

	1.6	Create Classroom Culture of Order, Respect and Collaboration	<ul style="list-style-type: none"> - Standards of conduct are clear to all students. - Teacher is alert to student behaviors. - Teacher response to misbehavior is appropriate and respects the student's dignity while addressing it. - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly). - High quality work of all students is displayed and/or praised - Teacher has a good rapport with students and shows genuine interest in their thoughts and opinions. - A culture of respect is evident (student-student, teacher-student, and teacher-teacher/staff). - Behavior Monitoring by teacher is subtle and preventative. - Teacher contributes ideas and expertise to further the school and district's mission.
	1.7	Policies & Procedures are Followed	<ul style="list-style-type: none"> - Individual demonstrates a pattern of following federal and state laws/guidelines, corporation, and school guidelines/policies and procedures. - Attendance does not reflect a pattern of unexcused absences. - Individual does not demonstrate a pattern of late arrivals.

	2.3: Modify Instruction As Needed	<ul style="list-style-type: none"> - Assignments were well done. - Offered quality resources aligned to modules. - Evidence shown that Domain 1 practices, skills, and knowledge were impacted through application of Domain 2. 	<ul style="list-style-type: none"> - Completed my online module on time. - Completed my online module assignments.
	2.4: Develop Higher Level of Understanding through Rigorous Instruction and Questioning that further checks for understanding.	<ul style="list-style-type: none"> - Assignments were well done. - Offered quality resources aligned to modules. - Evidence shown that Domain 1 practices, skills, and knowledge were impacted through application of Domain 2. 	<ul style="list-style-type: none"> - Completed my online module on time. - Completed my online module assignments.
	2.5: Contribute to School Culture	<ul style="list-style-type: none"> - Assignments were well done. - Offered quality resources aligned to modules. - Evidence shown that Domain 1 practices, skills, and knowledge were impacted through application of Domain 2. 	<ul style="list-style-type: none"> - Completed my online module on time. - Completed my online module assignments.
	2.6: Collaborate & Develop Peers/Self	<ul style="list-style-type: none"> - Assignments were well done. - Offered quality resources aligned to modules. - Evidence shown that Domain 1 practices, skills, and knowledge were impacted through application of Domain 2. 	<ul style="list-style-type: none"> - Completed my online module on time. - Completed my online module assignments.
	2.7: Curriculum (content) Instruction and Assessment which drives teaching	<ul style="list-style-type: none"> - Assignments were well done. - Offered quality resources aligned to modules. - Evidence shown that Domain 1 practices, skills, and knowledge were impacted through application of Domain 2. 	<ul style="list-style-type: none"> - Completed my online module on time. - Completed my online module assignments.