

Teacher Evaluation Rubrics

by Kim Marshall – Revised September 4, 2010

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a teacher's job performance:

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

2. The rubrics are designed to give teachers an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, principals need to have been in classrooms frequently throughout the year; it is irresponsible to fill out the rubrics based on one classroom observation. Unannounced mini-observations every 2-3 week followed by face-to-face conversations are the best way for principals to have an accurate sense of teachers' performance, give ongoing praise and suggestions, and listen to push-back. For a detailed account of the development of these rubrics – and the rationale for not including student results – see Kim's recent book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2009).

3. The *Effective* level describes solid, expected professional performance; teachers should feel good about scoring at this level. The *Highly Effective* level is reserved for truly outstanding teaching that meets very demanding criteria; there will be relatively few ratings at this level. *Improvement Necessary* indicates that performance has real deficiencies; it is not a "gentleman's C" and nobody should be content to remain at this level. Performance at the *Does Not Meet Standards* level is clearly unacceptable and needs to be improved immediately.

4. When scoring, take each of the ten criteria, read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards), find the level that best describes the teacher's performance, and circle or highlight that cell. This creates a clear graphic display of areas for commendation and areas that need work. Then give an overall score for that domain at the bottom of the page (averaging the scores on the page) and make brief comments in the space provided. When all six pages have been scored, record the ratings on the summary sheet (page 8).

5. Evaluation conferences are greatly enhanced if the principal and teacher fill out the rubrics in advance, then meet and compare scores one page at a time. The principal has the final say, of course, but the discussion should aim for consensus based on actual evidence of the more accurate score for each criterion. Principals should go into the evaluation process with some humility since they can't possibly know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, teachers should be open to feedback from someone with an outside perspective who has been in their classroom numerous times.

6. Some principals sugar-coat criticism and give inflated scores so as not to hurt feelings. This does not help teachers improve. The kindest thing a principal can do for an underperforming teacher is give candid, evidence-based feedback, listen to the teacher's concerns, and provide robust follow-up support.

7. If an entire staff is scored honestly using these rubrics, it's possible to create a color-coded spreadsheet that can serve as a powerful (confidential) road-map for schoolwide professional development (see the sample on page 9).

8. These rubrics are "open source" and may be used and adapted by schools and districts as they see fit.

A. Planning and Preparation for Learning

| The teacher: | 4 Highly Effective | 3 Effective | 2 Improvement Necessary | 1 Does Not Meet Standards |
|---------------------------|---|--|--|---|
| a. Knowledge | Is expert in the subject area and has a cutting-edge grasp of child development and how students learn. | Knows the subject matter well and has a good grasp of child development and how students learn. | Is somewhat familiar with the subject and has a few ideas of ways students develop and learn. | Has little familiarity with the subject matter and few ideas on how to teach it and how students learn. |
| b. Standards | Has a well-honed game plan for the year that is tightly aligned with state standards and assessments. | Plans the year so students will meet state standards and be ready for external assessments. | Has done some thinking about how to cover high standards and test requirements this year. | Plans lesson by lesson and has little familiarity with state standards and tests. |
| c. Units | Plans most units backwards, with well-thought-out big ideas, essential questions, knowledge, and skill goals. | Plans some units backwards with big ideas, essential questions, knowledge, and skill goals. | Plans lessons with some thought to larger goals and objectives and higher-order thinking skills. | Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals. |
| d. Assessments | Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning. | Plans on-the-spot and unit assessments to measure student learning. | Drafts unit tests as instruction proceeds. | Writes final tests shortly before they are given. |
| e. Anticipation | Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them. | Anticipates misconceptions that students might have and plans to address them. | Has a hunch about one or two ways that students might become confused with the content. | Proceeds without considering misconceptions that students might have about the material. |
| f. Lessons | Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes. | Designs lessons focused on measurable outcomes aligned with unit goals. | Plans lessons with some consideration of long-term goals. | Plans lessons aimed primarily at entertaining students or covering textbook chapters. |
| g. Engagement | Designs highly relevant lessons that will motivate all students and sweep them up in active learning. | Designs lessons that are relevant, motivating, and likely to engage students in active learning. | Plans lessons that will catch some students' interest and perhaps get a discussion going. | Plans lessons with very little likelihood of motivating or involving students. |
| h. Materials | Designs lessons involving an appropriate mix of top-notch, multicultural learning materials. | Designs lessons that use an effective, multicultural mix of materials. | Plans lessons that involve a mixture of good and mediocre learning materials. | Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets. |
| i. Differentiation | Designs lessons that break down complex tasks and address all learning needs, styles, and interests. | Designs lessons that target several learning needs, styles, and interests. | Plans lessons with some thought as to how to accommodate special needs students. | Plans lessons with no differentiation. |
| j. Environment | Artfully uses room arrangement, materials, and displays to maximize student learning of all material. | Organizes classroom furniture, materials, and displays to support unit and lesson goals. | Organizes furniture and materials to support the lesson, with only a few decorative displays. | Has a conventional furniture arrangement, hard-to-access materials, and few wall displays. |

Overall rating: ___ Comments:

B. Classroom Management

| | | 4 Highly Effective | 3 Effective | 2 Improvement Necessary | 1 Does Not Meet Standards |
|--------------------------------|---|---|---|--|---------------------------------|
| The teacher: | | | | | |
| a. Expectations | Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations. | Clearly communicates and consistently enforces high standards for student behavior. | Announces and posts classroom rules and punishments. | Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year. | |
| b. Relationships | Shows warmth, caring, respect, and fairness for all students and builds strong relationships. | Is fair and respectful toward students and builds positive relationships. | Is fair and respectful toward most students and builds positive relationships with some. | Is sometimes unfair and disrespectful to the class; plays favorites. | |
| c. Respect | Wins all students' respect and creates a climate in which disruption of learning is unthinkable. | Commands respect and refuses to tolerate disruption. | Wins the respect of some students but there are regular disruptions in the classroom. | Is not respected by students and the classroom is frequently chaotic and sometimes dangerous. | |
| d. Social-emotional | Implements a program that successfully develops positive interactions and social-emotional skills. | Fosters positive interactions among students and teaches useful social skills. | Often lectures students on the need for good behavior, and makes an example of "bad" students. | Publicly berates "bad" students, blaming them for their poor behavior. | |
| e. Routines | Successfully inculcates class routines up front so that students maintain them throughout the year. | Teaches routines and has students maintain them all year. | Tries to train students in class routines but many of the routines are not maintained. | Does not teach routines and is constantly nagging, threatening, and punishing students. | |
| f. Responsibility | Successfully develops students' self-discipline, self-efficacy, and sense of responsibility. | Develops students' self-discipline and teaches them to take responsibility for their own actions. | Tries to get students to be responsible for their actions, but many lack self-discipline. | Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave. | |
| g. Repertoire | Has a highly effective discipline repertoire and can capture and hold students' attention any time. | Has a repertoire of discipline "moves" and can capture and maintain students' attention. | Has a limited disciplinary repertoire and students are frequently not paying attention. | Has few discipline "moves" and constantly struggles to get students' attention. | |
| h. Efficiency | Uses coherence, lesson momentum, and silky-smooth transitions to get the most out of every minute. | Maximizes academic learning time through coherence, lesson momentum, and smooth transitions. | Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions. | Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions. | |
| i. Prevention | Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud. | Is a confident, dynamic "presence" and nips most discipline problems in the bud. | Tries to prevent discipline problems but sometimes little things escalate into big problems. | Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate. | |
| j. Incentives | Gets students to buy into a highly effective system of incentives linked to intrinsic rewards. | Uses incentives wisely to encourage and reinforce student cooperation. | Uses extrinsic rewards in an attempt to get students to cooperate and comply. | Gives away "goodies" (e.g., free time) without using it as a lever to improve behavior. | |

Overall rating: ____ Comments:

C. Delivery of Instruction

| The teacher: | 4 Highly Effective | 3 Effective | 2 Improvement Necessary | 1 Does Not Meet Standards |
|-------------------------------------|--|---|---|---|
| a. Expectations | Exudes high expectations and determination and convinces all students that they will master the material. | Conveys to students: This is important, you can do it, and I'm not going to give up on you. | Tells students that the subject matter is important and they need to work hard. | Gives up on some students as hopeless. |
| b. Mindset | Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels. | Tells students that effective effort, not innate ability, is the key. | Doesn't counteract students' misconceptions about innate ability. | Communicates a "fixed" mindset about ability: some students have it, some don't. |
| c. Goals | Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work. | Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals. | Tells students the main learning objectives of each lesson. | Begins lessons without giving students a sense of where instruction is headed. |
| d. Connections | Always grabs students' interest and makes connections to prior knowledge, experience, and reading. | Activates students' prior knowledge and hooks their interest in each unit and lesson. | Is only sometimes successful in making the subject interesting and relating it to things students already know. | Rarely hooks students' interest or makes connections to their lives. |
| e. Clarity | Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language. | Uses clear explanations, appropriate language, and good examples to present material. | Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate. | Often presents material in a confusing way, using language that is inappropriate. |
| f. Repertoire | Orchestrates highly effective strategies, materials, and groupings to involve and motivate students. | Orchestrates effective strategies, materials, and classroom groupings to foster student learning. | Uses a limited range of classroom strategies, materials, and groupings with mixed success. | Uses only one or two teaching strategies and types of materials and fails to reach most students. |
| g. Engagement | Gets all students highly involved in focused work in which they are active learners and problem-solvers. | Has students actively think about, discuss, and use the ideas and skills being taught. | Attempts to get students actively involved but some students are disengaged. | Mostly lectures to passive students or has them plod through textbooks and worksheets. |
| h. Differentiation | Successfully reaches all students by skillfully differentiating and scaffolding. | Differentiates and scaffolds instruction to accommodate most students' learning needs. | Attempts to accommodate students with learning deficits, but with mixed success. | Fails to differentiate instruction for students with learning deficits. |
| i. Nimbleness | Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings. | Is flexible about modifying lessons to take advantage of teachable moments. | Sometimes doesn't take advantage of teachable moments. | Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments. |
| j. Application | Consistently has students summarize and internalize what they learn and apply it to real-life situations. | Has students sum up what they have learned and apply it in a different context. | Sometimes brings closure to lessons and asks students to think about applications. | Moves on at the end of each lesson without closure or application. |

Overall rating: ___ Comments:

D. Monitoring, Assessment, and Follow-Up

| | 4 Highly Effective | 3 Effective | 2 Improvement Necessary | 1 Does Not Meet Standards |
|-------------------------------------|--|--|---|---|
| The teacher: | | | | |
| a. Criteria | Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them. | Posts clear criteria for proficiency, including rubrics and exemplars of student work. | Tells students some of the qualities that their finished work should exhibit. | Expects students to know (or figure out) what it takes to get good grades. |
| b. Diagnosis | Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction. | Diagnoses students' knowledge and skills up front and makes small adjustments based on the data. | Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit. | Begins instruction without diagnosing students' skills and knowledge. |
| c. On-the-Spot | Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies. | Frequently checks for understanding and gives students helpful information if they seem confused. | Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction. | Uses ineffective methods ("Is everyone with me?") to check for understanding. |
| d. Self-Assessment | Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance. | Has students set goals, self-assess, and know where they stand academically at all times. | Urges students to look over their work, see where they had trouble, and aim to improve those areas. | Allows students to move on without assessing and improving problems in their work. |
| e. Recognition | Frequently posts students' work with rubrics and commentary and uses it to motivate and direct effort. | Regularly posts students' work to make visible and celebrate their progress with respect to standards. | Posts some 'A' student work as an example to others. | Posts only a few samples of student work or none at all. |
| f. Interims | Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students. | Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students. | Looks over students' tests to see if there is anything that needs to be re-taught. | Gives tests and moves on without analyzing them and following up with students. |
| g. Tenacity | Relentlessly follows up with struggling students with personal attention to reach proficiency. | Takes responsibility for students who are not succeeding and gives them extra help. | Offers students who fail tests some additional time to study and do re-takes. | Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum. |
| h. Support | Makes sure that students who need specialized diagnosis and help receive appropriate services immediately. | When necessary, refers students for specialized diagnosis and extra help. | Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it. | Often fails to refer students for special services and/or refers students who do not need them. |
| i. Analysis | Works with colleagues to analyze and chart assessment data, draw action conclusions, and share them with others. | Analyzes data from assessments, draws conclusions, and shares them appropriately. | Records students' grades and notes some general patterns for future reference. | Records students' grades and moves on with the curriculum. |
| j. Reflection | Works with colleagues to reflect on what worked and what didn't and continuously improves instruction. | Reflects on the effectiveness of lessons and units and continuously works to improve them. | At the end of a teaching unit or semester, thinks about what might have been done better. | Does not draw lessons for the future when teaching is unsuccessful. |

Overall rating: ___ Comments:

E. Family and Community Outreach

4
Highly Effective

3
Effective

2
**Improvement
Necessary**

1
**Does Not Meet
Standards**

The teacher:

| | 4 Highly Effective | 3 Effective | 2 Improvement Necessary | 1 Does Not Meet Standards |
|------------------------------------|---|--|---|--|
| a. Respect | Shows great sensitivity and respect for family and community culture, values, and beliefs. | Communicates respectfully with parents and is sensitive to different families' culture and values. | Tries to be sensitive to the culture and beliefs of students' families but sometimes has a tin ear. | Is often insensitive to the culture and beliefs of students' families. |
| b. Belief | Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards. | Shows parents a genuine interest and belief in each child's ability to reach standards. | Tells parents that he or she cares about their children and wants the best for them. | Does not communicate to parents knowledge of individual children or concern about their future. |
| c. Expectations | Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work. | Gives parents clear, succinct expectations for student learning and behavior for the year. | Sends home a list of classroom rules and the syllabus for the year. | Doesn't inform parents about learning and behavior expectations. |
| d. Communication | Makes sure parents hear positive news about their children first, and immediately flags any problems. | Promptly informs parents of behavior and learning problems, and also updates parents on good news. | Lets parents know about problems their children are having but rarely mentions positive news. | Seldom informs parents of concerns or positive news about their children. |
| e. Involving | Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds. | Updates parents on the unfolding curriculum and suggests ways to support learning at home. | Sends home occasional suggestions on how parents can help their children with schoolwork. | Rarely if ever communicates with parents on ways to help their children at home. |
| f. Homework | Assigns highly engaging homework, gets close to a 100% return, and provides rich feedback. | Assigns appropriate homework, holds students accountable for turning it in, and gives feedback. | Assigns homework, keeps track of compliance, but rarely follows up. | Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up. |
| g. Responsiveness | Deals immediately and successfully with parent concerns and makes parents feel welcome any time. | Responds promptly to parent concerns and makes parents feel welcome in the school. | Is slow to respond to some parent concerns and gives off an unwelcoming vibe. | Does not respond to parent concerns and makes parents feel unwelcome in the classroom. |
| h. Reporting | In student-led conferences, report cards, and informal talks, gives parents detailed and helpful feedback on children's progress. | Uses conferences and report cards to give parents feedback on their children's progress. | Uses report card conferences to tell parents the areas in which their children can improve. | Gives out report cards and expects parents to deal with the areas that need improvement. |
| i. Outreach | Is successful in contacting and working with all parents, including those who are hard to reach. | Tries to contact all parents and is tenacious in contacting hard-to-reach parents. | Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students. | Makes little or no effort to contact parents. |
| j. Resources | Successfully enlists classroom volunteers and extra resources from homes and the community. | Reaches out to families and community agencies to bring in volunteers and additional resources. | Asks parents to volunteer in the classroom and contribute extra resources. | Does not reach out for extra support from parents or the community. |

Overall rating: ___ Comments:

F. Professional Responsibilities

| The teacher: | 4 Highly Effective | 3 Effective | 2 Improvement Necessary | 1 Does Not Meet Standards |
|----------------------------|---|--|---|---|
| a. Attendance | Has perfect or near-perfect attendance (98-100%). | Has very good attendance (95-97%). | Has moderate absences (6-10%). If there are extenuating circumstances, state below. | Has many absences (11% or more). If there are extenuating circumstances, state below. |
| b. Language | In professional contexts, speaks and writes correctly and eloquently. | Uses correct grammar, syntax, usage, and spelling in professional contexts. | Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts. | Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts. |
| c. Reliability | Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late. | Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records. | Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines. | Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines. |
| d. Professionalism | Presents as a consummate professional and always observes appropriate boundaries. | Demonstrates professional demeanor and maintains appropriate boundaries. | Occasionally acts and/or dresses in an unprofessional manner and violates boundaries. | Frequently acts and/or dresses in an unprofessional manner and violates boundaries. |
| e. Judgment | Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality. | Is ethical and above-board, uses good judgment, and maintains confidentiality with student records. | Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information. | Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information. |
| f. Above-and-beyond | Is an important member of teacher teams and committees and frequently volunteers for after-school activities. | Shares responsibility for grade-level and schoolwide activities and takes part in after-school activities. | When asked, will serve on a committee and attend an after-school activity. | Declines invitations to serve on committees and attend after-school activities. |
| g. Leadership | Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement. | Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school. | Occasionally suggests an idea aimed at improving the school. | Rarely if ever contributes ideas that might help improve the school. |
| h. Openness | Actively seeks out feedback and suggestions and uses them to improve performance. | Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. | Is somewhat defensive but does listen to feedback and suggestions. | Is very defensive about criticism and resistant to changing classroom practice. |
| i. Collaboration | Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments. | Collaborates with colleagues to plan units, share teaching ideas, and look at student work. | Meets occasionally with colleagues to share ideas about teaching and students. | Meets infrequently with colleagues, and conversations lack educational substance. |
| j. Growth | Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best. | Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well. | Can occasionally be persuaded to try out new classroom practices. | Is not open to ideas for improving teaching and learning. |

Overall rating: ___ Comments:

Evaluation Summary Page

Teacher's name: _____ School year: _____

School: _____ Subject area: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Classroom Management:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Delivery of Instruction:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Family and Community Outreach:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Professional Responsibilities:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL COMMENTS BY PRINCIPAL:

OVERALL COMMENTS BY TEACHER:

Principal's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Spreadsheet of Rubric Scores of a 12-Member Staff for PD Purposes

| | <i>A. Planning & Preparation</i> | <i>B. Classroom Management</i> | <i>C. Delivery of Instruction</i> | <i>D. Assessment, Monitoring, Follow-Up</i> | <i>E. Parent and Community Outreach</i> | <i>F. Professional Responsibilities</i> | |
|---------|--------------------------------------|--------------------------------|-----------------------------------|---|---|---|----|
| Cynthia | 3 | 3 | 3 | 1 | 3 | 3 | 16 |
| Henry | 3 | 4 | 3 | 3 | 3 | 3 | 19 |
| Belinda | 3 | 3 | 3 | 2 | 3 | 3 | 17 |
| Marcia | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| Charles | 3 | 3 | 3 | 2 | 3 | 4 | 18 |
| Raymond | 3 | 3 | 3 | 1 | 3 | 4 | 17 |
| Sandy | 3 | 3 | 3 | 2 | 3 | 3 | 17 |
| Mark | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| Placida | 3 | 3 | 3 | 2 | 3 | 3 | 17 |
| Anne | 3 | 3 | 3 | 1 | 3 | 3 | 16 |
| Richard | 2 | 3 | 2 | 1 | 2 | 1 | 11 |
| Totals | 34 | 36 | 34 | 23 | 34 | 35 | |

Sources

- A Framework for Leading Learning* (unknown source)
- Alexandria Public Schools (Virginia) performance evaluation rubrics (2003)
- Aspire Charter Schools, California teacher evaluation rubrics (2003)
- Boston Public Schools Performance Evaluation Instrument (1997)
- City on a Hill Charter School (Boston) performance evaluation rubrics (2004)
- Conservatory Lab Charter School (Boston) performance evaluation rubrics (2004)
- Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996)
- “Indicators of Teaching for Understanding” by Jay McTighe and Eliot Seif (unpublished paper, 2005)
- Linking Teacher Evaluation and Student Learning* by Pamela Tucker and James Stronge (ASCD, 2005)
- North Star Academy Charter School of Newark: Teaching Standards (2004-05)
- Roxbury Preparatory Charter School, Boston: Criteria for Outstanding Teaching (2004-05)
- The Skillful Teacher* by Jon Saphier and Robert Gower (Research for Better Teaching, 1997)
- The Three Big Rocks of Educational Reform* by Jon Saphier (Research for Better Teaching, 2005)
- Vaughn Next Century Learning Center, Chicago performance evaluation rubric (2004)
- What Works in Schools: Translating Research into Action* by Robert Marzano (ASCD, 2003)

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