



# *Wachusett Regional School District*

*Holden, Paxton, Princeton, Rutland, Sterling*

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## *New Teacher Portfolio Evaluation Rubric*

## WRSD Teacher Portfolio Evaluation Rubric: Year I

Criteria for Effective Teaching	4 Exceeds the Standard	3 Meets the Standard	2 Occasionally Meets the Standard	1 Rarely Meets the Standard	Comments
<b>Management</b>					
<i>Space: How do you make the most of your space and furniture?</i>					
A variety of student materials (books, manipulatives, etc.) are visible and accessible to students					
Books and other materials are organized and stored in a way that allows students to independently and easily access them					
Wall space is utilized to reinforce and further instruction (e.g., anchor charts to connect past lessons to current work, student work that models an effective product or process)					
Private spaces with limited distractions are available for independent tasks or intervention activities					
Arrangement of equipment and furniture facilitates flexibility including whole class, small-group, and individual methods of instruction					
Routines and procedures help students adapt to the classroom environment					
<i>Time, Planning, and Routines: How do you time events, regulate schedules, and develop routines so that students get the most productive learning time?</i>					
Time allocations in schedules match school/district priorities					
At least 75% of classroom time involves the students actually working or attending, rather than transitioning, getting organizing, or participating in tasks that do not further learning					
Tasks are differentiated so that students are engaged in events that support a high rate of success					
Schedules and routines include time allocations for 1:1 and small-group instruction, <b>and</b> individualized interventions in most subject areas on a daily basis					
The first and last 5 minutes of a lesson are carefully planned to provide entry and closure for important ideas and concepts (rather than using this time for clean-up, passing around papers, etc.)					
Instructional and procedural routines are clearly established throughout the day					
Lessons and tasks allow for flexibility based on changing needs of students or levels of understanding					

# Instruction

## Communication and Clarity: How do I communicate things clearly?

Introductions to new material are carefully planned					
Time during instruction is routinely allocated to monitor understandings and misconceptions					
Multiple methods for developing complex concepts are utilized (e.g., discussion, modeling, manipulatives, varied texts)					
Instruction and directions are explicit					
Opportunities for activating prior knowledge are built in to lessons and tasks					
Connections between concepts and lessons are transparent					
Opportunities for reteaching and reviewing are available for students if needed					
Expectations are clearly stated regarding quality and quantity of work					
Rubrics are used to make evaluation practices transparent					
Homework policies and routines are clear and reviewed often					
Regular communications with parents allow sharing of both achievements and needs					
Opportunities for home-school connections occur throughout the year					

## Models of Teaching: How do I vary my teaching style?

Explicit models demonstrate exemplars and behaviors for students to try (e.g., modeling how you think aloud as you read text, using a graphic organizer that allows students to inductively identify important concepts or connections)					
Carefully constructed questions engage students in the inquiry process (e.g., What do you see? Do you notice a pattern? How would you classify them? What strategy might you use to figure it out? What would happen if...?)					
Lessons built around connections and activation of prior knowledge help to develop new understandings					
Independent opportunities foster student ownership and differentiated tasks					
Small-group opportunities allow for sharing of knowledge, peer-modeling of skills and strategies, and promotion of collaborative inquiry					
Whole-group opportunities allow for clearly stated goals, collective modeling, closure at end of a lesson or series of tasks, and monitoring for feedback or general understandings					

# Curriculum

## Objectives and Assessment: What should I teach?

<p>In lesson plans, objectives are routinely documented to reflect what students will do, rather than what the teacher will do (e.g., “Students will determine important information from the book.” rather than “I will ask students to read the book and then pass out a worksheet about determining important information.”)</p>					
<p><b>Mastery objectives</b> (where the goal is for students to know or be able to do something specific such as measure the volume of liquids using a graduated cylinder) or <b>thinking skill objectives</b> (where the goal is for students to develop a certain thinking skill or strategy that can be transferred to any content such as comparing and contrasting types of cells using a Venn Diagram) are the dominant types of objective in lesson plans.</p>					
<p>Assessments guide the planning of objectives</p>					

## WRSD Teacher Portfolio Evaluation Rubric: Year II

Criteria for Effective Teaching	4 Exceeds the Standard	3 Meets the Standard	2 Occasionally Meets the Standard	1 Rarely Meets the Standard	Comments
<b>Motivation</b>					
<i>Expectations: How do I communicate appropriate expectations for my students?</i>					
Details of expectations for student performance are clearly stated, discussed, and/or posted					
Expectations are routinely reviewed					
Expectations are explicitly modeled by the teacher					
Expectations persist even when faced with student resistance					
Feedback on student work is provided to students promptly and includes thoughtful comments, suggestions, questions, or verbal conversation					
Achievement is acknowledged in special ways					
Appropriate support and consequences are in place for when students do not meet expectations					
<b>Instruction</b>					
<i>Communication and Clarity: How do I communicate things clearly?</i>					
Instructional repertoire includes many explanatory devices (e.g., physical models, use of technology, graphic organizers) that provide clarity					
Explicit instruction guides student work, discussion, and tasks (e.g., clear, focused questions, detailed directions, clear purpose for activities)					
Instruction is regularly connected to the "big picture" (e.g., objective for class is clearly stated, connections are made between new and previous learning)					
Multiple methods for developing complex concepts are utilized (e.g., discussion, modeling, manipulatives, varied texts)					
Opportunities for reteaching and reviewing are available if needed					
Expectations are clearly stated regarding quality and quantity of work					
Rubrics are used to make evaluation practices transparent					
Homework policies and routines are clear and reviewed often					
Regular communications with parents allow sharing of achievements/needs					
Opportunities for home-school connections occur throughout the year					

<i>Models of Teaching: How Can I Vary my Teaching Style?</i>						
Lessons address not only content goals, but also objectives around the kind of <i>thinking</i> students are expected to demonstrate (e.g., inquiry, making personal connections, drawing conclusions based on data, using graphic organizers, group processing or consensus-building)						
Regularly varied teaching approaches address the learning styles of <i>all</i> students (e.g., direct instruction, independent practice, small-group investigation)						
Support for students who struggle with certain teaching styles is readily available (e.g., a clear goal for the lesson is provided at the beginning, a wrap-up or group share at the close helps to summarize important understandings, individual conferring happens during the lesson when ever possible, a variety of texts support different ability levels in the content-areas)						
<b>Curriculum</b>						
<i>Objectives, Learning Experiences, and Assessment: What should I teach? How can I continually adjust my teaching to match the needs of my students?</i>						
In lesson plans, objectives are routinely documented to reflect what <i>students</i> will do, rather than what the <i>teacher</i> will do (e.g., “Students will uncover recurring themes in work songs, spirituals, blues, and gospel songs.” rather than “I will distribute copies of work songs, spirituals, blues, and gospel songs for students to analyze.”)						
<b>Thinking skill objectives</b> (strategies/skills that are transferable to multiple content areas or types of tasks) are apparent and frequent in lesson/unit plans						
Assessment data is used to determine difficulty levels of tasks and materials						

### WRSD Teacher Portfolio Evaluation Rubric: Year III

Criteria for Effective Teaching	4 Exceeds the Standard	3 Meets the Standard	2 Occasionally Meets the Standard	1 Rarely Meets the Standard	Comments
<b>Curriculum</b>					
<i>Assessment: What should I teach? How should I teach it? How can I be sure my teaching matches the needs of my students?</i>					
Assessment data drives instructional decisions					
Assessments are based on the most important learning objectives					
Assessments are accompanied by clear criteria for success (e.g., rubrics)					
Students have ample opportunity to view models of what successful exemplars look like					
Multiple methods of data gathering are in place in order to obtain an accurate picture of student performance (e.g., standardized tests, journal entries, reading response logs, quizzes, projects, essays)					
Assessment data is carefully recorded and accessible					
Differentiation of instruction and student groupings are based on assessment data					
<i>Curriculum Design: How do I build and adjust the curriculum for effective instruction?</i>					
Curriculum includes objectives, learning experiences, <b>and</b> assessments that are clearly scaffolded and paced					
Curriculum includes regular assessment of important objectives with optional paths for instruction based on the results of those assessments					
Curriculum is organized around essential questions or key concepts, rather than topics					
Curriculum provides opportunities for the spiraling of key concepts and essential questions					
Curriculum incorporates integrated skills, strategies, or understandings from other subjects and tasks					

## New Teacher Portfolio Scoring Rubric

Rating	Description
<b>4</b> Exceeds the Standard	The quality of the teacher's reflections is clear and insightful and indicates a deep understanding of the key concepts. <b>Multiple artifacts</b> listed in the guidelines are included as clear evidence of <i>this</i> particular criterion. The quality of artifacts included to support the teacher's claims is exceptional.
<b>3</b> Meets the Standard	The quality of the teacher's reflections indicates a basic understanding of the key concepts. <b>One</b> artifact listed in the guidelines is included as clear evidence of <i>this</i> particular criterion. The quality of artifacts sufficiently supports the teacher's claims.
<b>2</b> Occasionally Meets the Standard	The quality of the teacher's reflections indicates a developing understanding of the key concepts. Included artifacts provide questionable evidence for <i>this</i> criterion. The quality of artifacts weakly supports the teacher's claims.
<b>1</b> Rarely Meets the Standard	The quality of the teacher's reflections indicates a general lack of understanding of the key concepts. Missing or insufficient artifacts do not provide evidence for <i>this</i> criterion. The quality of included artifacts does not support the teacher's claims.